

# Temple Meadow Primary School



Temple Meadow  
Primary School  
Growing together, learning together

## Behaviour Policy

**Safeguarding Policy Statement**

*This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.*

**Policy Ownership: (SLT)**

<b>To SLT:</b>	November 2022
<b>Document Live date:</b>	November 2022
<b>Amendments:</b>	Jan 2021 COVID-19 update Jan 2022 – Class Dojo Praise points introduced Updated re Suspension & Permanent exclusion from maintained school's guidance July 2022
<b>To GB</b>	December 2022
<b>To be Reviewed:</b>	September 2023

<b>1 Policy Rationale.....</b>	<b>4</b>
1.1 Emotion Coaching .....	4
1.2 Positive climate for learning.....	4
1.3 Behaviour expectations.....	4
1.4 Involving all in behaviour policy .....	4
1.5 School rules .....	5
<b>2 Rewards and sanctions .....</b>	<b>6</b>
2.1 Roles and responsibilities of all teachers and staff .....	6
2.2 Rewarding positive behaviour.....	6
2.2.1 Kindness leaves .....	6
2.2.2 Star of the Week.....	6
2.2.3 Dojo Praise points .....	6
2.3 Going for Gold YN-6 .....	7
2.4 Leadership meetings linked to warnings and meeting with parents.....	8
2.5 Inappropriate and unacceptable behaviour .....	9
2.5.1 Red Alert for Inappropriate Behaviour .....	9
2.5.2 Red Alert for Unacceptable Behaviour .....	10
2.6 Motivational Rewards to tackle pockets of inappropriate behaviour .....	10
2.7 Whole class rewards .....	10
2.7.1 No Warnings Treat .....	10
2.7.2 Extra play or treat.....	10
2.7.3 Class reward .....	10
<b>3 Lunchtime Systems and Break time .....</b>	<b>11</b>
3.1.1 Lunchtime Supervisor Role.....	11
3.1.2 Lunchtime rewards.....	11
3.1.3 Lunchtime sanctions.....	11
3.1.4 Lunchtime behaviour management .....	11
3.1.5 Playtime Behaviour Management .....	11
<b>4 Managing behaviour in and around school .....</b>	<b>12</b>
4.1 In corridors.....	12
4.2 During assembly.....	12
<b>5 Confiscation of inappropriate items .....</b>	<b>13</b>
5.1 Mobile Phones .....	13
5.2 Smart Watches .....	13
<b>6 Monitoring of Behaviour by Senior Staff.....</b>	<b>14</b>

<b>7 Behaviour recovery plans .....</b>	<b>15</b>
7.1 Behaviour Recovery Plan.....	15
7.1.1 Recovery Plan.....	15
<b>8 Suspension or Exclusion and Police Involvement .....</b>	<b>16</b>
8.1 Decision to suspend or exclude.....	16
8.2 Lunchtime Suspensions .....	16
8.3 Fixed Term Suspensions .....	16
8.3.1 Examples of behaviour types that warrant a suspension exclusion:.....	17
8.3.2 Guidance in relation to representation from parents / carers: .....	17
8.4 Permanent Exclusion.....	17
8.5 Police Involvement.....	18
<b>9 Behaviour and SEND.....</b>	<b>20</b>
9.1 Intervention Strategy .....	20
9.2 SEND Pupils .....	20
9.3 EHCP pupils re SEMH.....	20
9.4 Communication and Parental Partnership .....	20
9.4.1 Parenting programmes.....	20
<b>10 Behaviour systems around school.....</b>	<b>21</b>
<b>11.....</b>	<b>22</b>
11.1 YN – Y6 behaviour board examples.....	22
11.2 Posters and images around school promoting appropriate behaviour.....	22

# 1 Policy Rationale

Positive behaviours are a necessary condition for effective teaching and learning to take place and an important outcome of education. We seek to create a school environment that encourages positive behaviours and respect for self, others and the wider school environment.

## 1.1 Emotion Coaching

Our school ethos embraces 'The Emotion Coaching Style', which enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur and how to handle them. The Emotion Coaching style involves co-regulation through the use of high empathy and high guidance, split into three key steps to success:

1. Adult recognising, empathising and validating feelings and labelling them. The aim is to connect with the child before correcting the behaviour.
2. Setting limits on behaviour and developing a rapport with the child before attempting to reason/problem solve. It is important that the emotional tone is set by the adult.
3. Problem solving with the child. This always happens when the child is in a calm, relaxed and rational state.

## 1.2 Positive climate for learning

Our aim is to promote a positive climate where:

- all emotions are valued
- agreed Emotion Coaching strategies are embedded in everyday practice (children and adults)
- agreed expectations are established and acted upon fairly and consistently
- positive behaviour, effort and good working habits are encouraged, rewarded and used as a model for others to follow
- children are helped to understand that they have a responsibility for their own actions and that they affect others
- parents are involved in the process of promoting high standards of behaviour
- property is respected, and pride in the school and each other is nurtured
- fair treatment of all is ensured, regardless of age, gender, race, ability or disability
- efforts and contributions from all are valued
- children are emotionally resilient
- staff and pupil wellbeing is key.

## 1.3 Behaviour expectations

Our Behaviour Policy ensures we:

- all respect each other
- are all polite and co-operative
- keep to any necessary rules
- develop working habits which are careful and thoughtful
- ensure pupils have a deeper understanding of their emotions, and a wider vocabulary to describe them
- address inappropriate behaviour
- resolve unacceptable behaviour.

## 1.4 Involving all in behaviour policy

To have an effective behaviour policy, everyone needs to have input and take ownership. We adhere to the following principles, to ensure our policy is fit for purpose and embedded in day to day practice:

- All adults take responsibility for supporting a positive Emotion Coaching ethos, for all children, across the school

- All adults model positive behaviours in every area of school life
- Children are encouraged to model positive behaviours in every area of school life
- Our policy is kept live by regular review and revisit throughout the year
- Children are encouraged to develop self-awareness, to take responsibility for their own actions
- Adults support children through Emotion Coaching, empowering them to self-regulate, problem solve and de-escalate
- Children develop the capacity to understand the consequences of negative behaviour and, with adult support, learn to reflect on their actions
- Parents and Governors are made aware of and understand our Behaviour Policy
- All learning episodes must meet the needs of diverse learners within the classroom
- Senior leaders support classroom teachers with personalised behaviour strategies
- Adults allow for pupil voice, discussing any issues arising from day to day behaviour.

## **1.5 School rules**

**We treat everyone with kindness and respect.**

**We always follow instructions from all adults.**

**We always keep hands, feet and objects to ourselves.**

**We always move sensibly around the school.**

**We care for and respect our school.**

## 2 Rewards and sanctions

### 2.1 Roles and responsibilities of all teachers and staff

While all staff are responsible for supporting the Behaviour Policy, the Headteacher / Deputy / Assistant Heads/Phase Leaders have key roles. Experienced teachers (particularly those on UPS), are expected to actively contribute to our Behaviour Policy by accommodating pupils needing partner classes, providing opportunities to support peer mentoring or to support colleagues when senior management are unavailable. Experienced staff are key, in modelling to and coaching less experienced staff in effective behaviour management techniques.

### 2.2 Rewarding positive behaviour

We aim to promote positive behaviour by giving children who behave well a high profile in school. Positive behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of positive behaviour are highlighted and acknowledged by a system of rewards. Rewards help to identify positive aspects of each child’s behaviour and make them aware of their abilities and qualities, and therefore build self-esteem.

We have a wide range of rewards to meet pupil needs. These can include:

- Praise, when children reach or surpass an adult’s expectations
- Recognition in front of the group, class, or in a whole school assembly
- Positive feedback to parents (verbally, or written)
- Dojo praise points
- Star of the Week
- No Warnings Treat
- Headteacher Award

#### 2.2.1 Kindness leaves

Supporting a positive behaviour culture each week in STAR assembly, children are nominated for a kindness leaf by their class. These are linked to thoughtfulness, care, help and support of each other.

#### 2.2.2 Star of the Week

Reception	Y1-Y6
<p>Star of the Week is awarded to two pupils per class and Star of the Week pupils get the following rewards:</p> <ul style="list-style-type: none"> <li>• Certificate presented in Reception and children will take home Barnaby bear for the weekend. Children are expected to take photos and parent to add to Tapestry with content about what they did.</li> <li>• Star of the week also get to bring in an item/object from home for show and tell on the Monday</li> </ul>	<p>Star of the Week is awarded to one pupil per class.</p> <p>The Star of the Week pupil gets the following rewards:</p> <ul style="list-style-type: none"> <li>• Certificate presented in Star Assembly</li> <li>• To sit on a chair in assemblies during the week they are Star</li> <li>• To walk at the front of the class line.</li> </ul>

#### 2.2.3 Dojo Praise points

##### Dojo Praise points

Dojo Praise Points are awarded for academic achievement in written work, in individual books. Additionally, Dojo Praise Points are awarded for politeness and consideration, e.g., opening doors, picking up litter, etc. outside the classroom environment.

Dojo Praise Points are recorded on the Class Dojo system. When a child receives a Dojo Praise Point, they add the point to the class dojo system in the classroom, via the class iPad. When other adults around school award a Dojo Praise Point, it is the child’s responsibility to add this to their individual profile.

Dojo praise points are rewarded for:

- Good manners and politeness – 1 point
- Kindness and caring – 1 point
- Respecting others – 1 point
- Respecting the environment – 1 point
- Academic achievements – 1-2 points
- Home learning engagement - 1-2 points

### **Prizes and Praise Point Shop**

At the end of each term, the Dojo Praise Point shop will open, run by Year 6 pupils. The intention of this shop is for pupils to redeem the points that they have accumulated for a reward of their choice. The redemption will deduct from their Class Dojo avatar, enabling the pupil to see where points have been redeemed. Alternatively, pupils may choose to save up their points to spend this on a slightly more expensive item.

Although redemptions will be deducted from the pupil avatar, the total number of points accumulated will remain the same for reports generated (for certificates etc). For any 'experience' rewards, the Year 6 pupils running the shop will provide phase leaders with a list of pupils who have selected these, which will enable the scheduling of the event.

Prizes stocked at the shop will include items such as:

- 20 points - Pencil with rubber
- 20 points - Bookmark
- 30 points - Colouring book and pencils
- 30 points - Sticker pack
- 30 points - Bouncy ball
- 40 points - Fidget toy
- 75 points - Storytime and hot chocolate with the Headteacher and / or SLT (KS1 only).

Prizes will be reviewed regularly by gaining pupil voice. Adaptations to prizes will take place, if required, to ensure pupils are always working towards something that they want to achieve.

All prizes from the shop must be taken home and not used in school, with the exception of any reading-based prizes. Prizes must be redeemed by the end of the final week in each half term.


## **2.3 Going for Gold YN-6**

### ***Going for gold – classroom rocket***

Class rewards –aim to promote positive learning behaviours and kindness and consideration to each other. These are motivational and recorded on 'Going for Gold' charts, which are highly visual and give instant recognition. They lead to stickers (daily) and a weekly prize draw, linked to raffle tickets. Phase leaders review how to ensure this reward motivates as pupils grow older and adapt appropriately for Y5 and Y6.

At Temple Meadow, if a pupil chooses to break a rule, we encourage the individual to assess their choice of behaviour, whilst at the same time preventing other children within the class having their learning situation affected. Sanctions will be followed which give the individual the chance to reflect upon their behaviour and the opportunity to correct it.

Our classroom plan is intended to manage and reward behaviours within a school day. It is really important it is followed through appropriately. Linked to this, the Leadership Team respond to 'reds' acquired over a period of time. This complements day to day management, as it ensures children who consistently acquire 'reds' on the tracker throughout the term are challenged and supported with improving their behaviour.

 <p>Temple Meadow Primary School www.templemeadow.surrey.sch.uk</p>	<p><i>Year N-6 use the class 'Going for Gold'</i></p>
<p><b>Gold</b></p>	<p>Visual representation that the child has been recognised for positive behaviour. If a child ends the day in this zone they receive a sticker and raffle ticket for a prize draw at the end of the week.</p>
<p><b>Silver</b></p>	<p>Visual representation that the child has been acknowledged for positive behaviour. If a child ends the day in this zone they receive a sticker.</p>
<p><b>Green</b></p>	<p>Children start here each day, as each day is seen as a fresh start.</p>
<p><b>Amber</b></p>	<p>Verbal chance to remind children regarding appropriate behaviours/expectations. EC step 1. "I can see you are feeling _____ and I understand why. I need you to _____ so we can move you back to green."</p>
<p><b>Red</b> <b>Treat as 1<sup>st</sup> Warning</b></p>	<p>If a child finds themselves in the red zone at any point during the day this is logged as a warning on the Warning Tracker on SIMS. However, if the child adapts their behaviour, they can move back up the chart. EC step 1. "I can see you continue to feel _____ and I understand why. I need you to _____ so we can move you up." Step 3. Problem solving will occur when the child is in a calm and rational state. <b>Reception children will go on time out in classroom for five minutes to reflect</b></p>
<p><b>2<sup>nd</sup> Warning</b></p>	<p>If the behaviour continues to be negative then the child may be given further warnings. A second warning is logged on the tracker. <b>Reception children will go on time out in classroom for ten minutes to reflect</b></p>
<p><b>3<sup>rd</sup> Warning</b></p>	<p>On the third warning, the child will be asked to take time out within the classroom setting for 5 to 10 minutes (as appropriate) to reflect upon their behaviour.</p>
<p><b>4<sup>th</sup> warning</b></p>	<p>On the next warning, the child is asked to take time out in the partner year group classroom until the end of the session, with appropriate work to be completed.</p>
<p><b>5<sup>th</sup> warning</b></p>	<p>A fifth warning results in the child being sent to the Phase Leader to discuss their behaviour and enforce expectations.</p>
<p><b>6<sup>th</sup> warning</b></p>	<p>A sixth warning results in the child being asked to see DHT.</p>
<p><b>7<sup>th</sup> warning</b></p>	<p>A seventh warning results in the child being asked to see the HT.  With instances of unacceptable behaviour (see policy) children may be given a missed break or age appropriate proportion of lunchtime.</p>

Reprimands should not be public. They should concentrate on the behaviour, rather than the child.

The sanctions have been organised in the form of a hierarchy so that each time a rule has been broken, the consequences become progressively more serious.

## 2.4 Leadership meetings linked to warnings and meeting with parents

Within a term:

- When a child has received 5 warnings, this will be brought to the attention of the **AHT**, who will meet with the child to discuss their behaviour. A letter will be sent home to inform parents of this meeting.
- The **AHT** will continue to monitor the child's behaviour. If the child was to receive 2 further warnings (total of 7) **an AHT from an alternative phase** meets the child to ensure they appreciate how concerning these choices are. A second letter will be sent home to inform parents of this meeting.



- If a child goes on to accumulate further warnings following the two meetings with the AHT then the DHT arranges a meeting. The DHT will discuss the pattern of behaviour with the child, and a letter will again be sent home. To make parents aware regarding the meeting. The Deputy ensures that additional intervention is put into place through the Pastoral Team.
- The AHT will continue to monitor the child’s behaviour and meet the child again to provide further opportunity to reflect on inappropriate choices. A second letter will be sent home to inform parents of this meeting.
- If the child’s behaviour continues to cause concern and further warnings are given within a term, a meeting will be arranged with the Headteacher, who will discuss the behaviour with the child and again a letter will be sent home.
- Any further warnings will then trigger a meeting with the parent and child along with the class teacher, as by this point the whole school Behaviour Policy is not providing the required motivation to support self-regulation. An individualised Behaviour Recovery Plan will be put into place. The individual Behaviour Recovery Plan is designed to be short term and highly focussed on the particular behaviour that is causing the high number of warnings. There is an expectation that the parent/carer will work in close partnership with the school on supporting improvements in behaviour. After a period of monitoring, if significant improvement is not noticed, then at this point it is likely that the school will make a consultation request which the parent/carer will be asked to sign so that we can access Behaviour Support Guidance from the Behaviour Support Team within Inclusion Support. Equally we will discuss anything else a parent/carer can do to support behaviour, such as taking part in an Early Help Assessment or supportive parenting programme.

**Note:** when a child is on an individual Behaviour Recovery Plan (due to particular concerns regarding behaviour) then they exit from the class ‘Going for Gold’ system. When setting up an individual plan, the HT/ DHT/Pastoral Team need to be involved. The individual peg from the class rocket goes to the AHT and the behaviour tracker is updated to indicate the child is on a Behaviour Plan.

## 2.5 Inappropriate and unacceptable behaviour

Throughout the school, the following behaviours are defined as inappropriate and unacceptable -this is not a definitive list.

Inappropriate Behaviour:	Unacceptable Behaviour:
<ul style="list-style-type: none"> <li>• Insolence</li> <li>• Aggressive Play/Behaviour</li> <li>• Bad language</li> <li>• Minor damage</li> </ul>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Racism</li> <li>• Sexism</li> <li>• Disablist behaviour</li> <li>• Bullying</li> <li>• Theft/Stealing</li> <li>• Homophobic name calling</li> <li>• Physical Abuse/Fighting</li> <li>• Repeated violence (any violent incident should be recorded)</li> <li>• Repeated bad language</li> <li>• Threatening behaviour towards an adult</li> <li>• Major damage/Vandalism</li> <li>• Any behaviours that constitute a health and safety risk</li> <li>• Peer on peer abuse</li> <li>• Sexualised behaviours.</li> </ul>

Sanctions range from expressions of disapproval and withdrawal of privileges, to referral to Assistant Head/Phase Leaders, Deputy and Head Teacher, letters to parents, Behaviour Recovery Plans, meeting with parents and, in extreme cases, exclusion (Following LA and DFE guidelines).

- See our [Physical Intervention Policy](#) for details on when restraint is appropriate
- Refer to section on [suspension and exclusions](#) for details of behaviours that will trigger an [suspension and exclusions](#)
- See also our [Racist Incidents Log Guidance](#) for more information on how Racist Incidents are addressed

### 2.5.1 Red Alert for Inappropriate Behaviour

When a member of staff needs help immediately they should send a Red Alert Card to any other adult, who can assist. Once assistance has arrived, they should consider whether a member of senior management is needed to address the inappropriate behaviour (i.e., if it is unacceptable) and if

so, they should send for the Assistant Head/Deputy/Head by sending a child with a Red Alert Card to collect them. Senior management will log all incidents of this nature.

## **2.5.2 Red Alert for Unacceptable Behaviour**

Behaviour addressed directly by the Deputy and/or Head teacher

**All incidents of this nature will be logged.**

- *Refer to Anti Bullying policy for more information on whole school action taken against bullying.*
- *Refer to Physical Intervention policy for more information on instances when physical intervention may be taken and the principles and procedures that guide this.*

## **2.6 Motivational Rewards to tackle pockets of inappropriate behaviour**

At Temple Meadow, our aim is to have a live and adaptable Behaviour Policy, meeting specific cohort needs and/or to motivate a class where there is a challenging new joiner. Once again, this is not a definitive list, but things we might introduce are as follows:

- A motivational treat for well-behaved children.
- Scoring each child in a cohort, where 1 = excellent, 2 = some behaviour issues, 3 = not meeting TM expectations – Then, annotate the behaviours causing concern, i.e., talking while teacher talking, fussy lining up, etc. so that these can be worked on with support from AHTs and/or DHT/ Headteacher.
- Head Boys and Head Girls take lunch at conference table, as they are trusted to be sensible and enjoy their meal, with the possibility of inviting well-behaved children.

## **2.7 Whole class rewards**

### **2.7.1 No Warnings Treat**

This takes place at the end of each term.

### **2.7.2 Extra play or treat**

AHTs have professional discretion to support teachers in their phase with one off treats.

### **2.7.3 Class reward**

A special award for helping a child with significant disruptive behaviour. In some extreme incidents, the inappropriate behaviour of a child may have a detrimental effect on a whole class. It is really important that the class's encouragement and support is rewarded, i.e., when the disruptive child has a positive lesson / day / week, etc. the rest of the children will be praised and rewarded for their help. Teachers to use professional discretion to decide on an appropriate reward.

## 3 Lunchtime Systems and Break time

### 3.1.1 Lunchtime Supervisor Role

Lunchtime Supervisors play an important role in positive behaviour at lunchtime. Their allocated duties are outlined in the positive lunchtime policy, as are roles and responsibilities.

### 3.1.2 Lunchtime rewards

Lunchtime Supervisors give rewards to children for positive behaviour in the form of lunchtime tokens. When children receive tokens for good lunchtime behaviour, they place it in the lunchtime behaviour box, in their classroom. Weekly, these are collated and the winning class receives a trophy in STAR assembly.

### 3.1.3 Lunchtime sanctions

The lunchtime and break time sanctions are separate from classroom and in school sanctions. Nevertheless, the general rules apply:

**We always follow instructions from lunch staff.**

**We play sensibly.**

**We treat equipment appropriately.**

**We ask adults to help us when we disagree.**

**We treat everyone with kindness and respect.**

### 3.1.4 Lunchtime behaviour management

Each lunchtime, the Principal School Meal Supervisor (PSMS) manages the behaviour zone and is responsible for recording progress through the sanctions. In Early Years the lunchtime supervisor will manage the zones. Children will receive a yellow, orange or red warning, with increasing severity of a time out penalty (yellow = verbal warning, orange = 5 minutes, red = 15 minutes).

**It is not necessarily a progressive penalty system - some behaviours may automatically attract a red penalty, and/or require further action.**

At the end of lunchtime, all the behaviour logs are collated by the SAO (School Administrative Officer), who enters the sanctions on to SIMS, sends the information to the Teacher/HLTA via SIMS messenger, and uploads original behaviour form to SIMS, as a linked document. All information linked to the incident is therefore held electronically on SIMS. A daily report of incidents is passed to the pastoral team and DHT. A weekly report of incidents is passed to AHT for Phase leader review. At the close of a week all SLT receive a summary report.

The missed lunch tracker is in the Behaviour folder on S drive so that it is clear that children have had the sanction.

### 3.1.5 Playtime Behaviour Management

If a child is displaying inappropriate or unacceptable behaviour, this will be classed as a missed playtime for 5 minutes. Missed playtime is also a consequence if children reach their fourth warning in a session. Children missing play will need to be listed (with a reason) on the missed play tracker (before the start of playtime), so that the member of staff on indoor duty can access it and ensure that the correct children have attended. Phase leaders/SLT can also monitor who has received this sanction and this can then be monitored in phase meetings. If the behaviour occurs after playtime, the missed playtime will take place the next day.

Children who are asked to complete work at playtime will not be part of the indoor duty, but must be kept by the teacher. This must not be for longer than 5 minutes, as children's welfare requirements must be met.

There is a playtime rota for each phase, with who is on indoor duty each day indicated.

## 4 Managing behaviour in and around school

### 4.1 In corridors

Whole School expectations are that, when walking to and from break time, children walk purposefully, calmly and quietly, in a line. Everyone is responsible for ensuring this happens.

### 4.2 During assembly

We promote good behaviour by giving praise to individuals, groups and whole classes, who are good models of our behaviour expectations.

During school assemblies, children are expected to enter sensibly and to remain silent while the remaining school arrive.

When leaving an assembly, children need to quickly respond to instructions for their class to leave and staff need to actively lead them out in an appropriate manner. Children should leave calmly, quickly and quietly.

All staff need to support positive behaviour during an assembly or performance. The person leading the assembly needs to be supported by all. Teachers need to ensure children that find sitting in an assembly difficult are placed strategically at the end of a row, near an adult. Children with specific learning needs should have their needs met by either an alternative activity or a smaller time in the whole school assembly/performance.

## 5 Confiscation of inappropriate items

Inappropriate items are items that can cause disturbance to learning, accident or injury, risks to health and safety or the potential for theft or extortion, because of their value. These can change with time depending on current trends/fashions. They include:

- Matches/Lighters
- Tablets/Medicines or Illegal Substances
- Football/'Top Trump' etc. collectors' cards/stickers
- IPADS, etc.
- Smart Watches
- Penknives/Weapons (possession of these will result in a significant sanction).

Any such items brought into school will be confiscated by a member of staff and held by office staff and logged. At the end of the day, items will be returned to the pupil, via their parent/guardian, as part of a meeting to discuss why the items should not be brought into school.

### 5.1 Mobile Phones

Mobile phones are not allowed in school unless there are exceptional reasons, which need to be put in writing by the Parent/Carer to the Headteacher. In these unusual situations, the phone is turned off and handed to the office at the start of the day and collected at the end of the day.

**Any mobile phone found in school without permission will be confiscated and parents will be contacted. This rule applies for all extra-curricular activities, e.g., discos, residentials, etc.**

*It would never be appropriate for a mobile phone to be concealed in school and used to contact home or 3<sup>rd</sup> parties during the school day. Given the context of use this could lead to a fixed term exclusion.*

### 5.2 Smart Watches

Smart Watches are not allowed in school. The only watches that are appropriate are those with limited functionality i.e. tell the time. The 'Smart Watches' not allowed in school are watches that have similar functions to a mobile phone such as a camera, messaging system, ability to record conversations etc.

Any Smart Watch found in school will be confiscated, stored in the school office and will be returned to the pupil at the end of the school day.

## 6 Monitoring of Behaviour by Senior Staff

- A key element of our Behaviour Policy is the Behaviour Tracker on which all staff record warnings.
- AHT have a standard item on their weekly phase agenda to discuss behaviour.
- SLT schedule behaviour meetings to review and focus support.

## 7 Behaviour recovery plans

Initially, we follow the whole school positive behaviour policy. However, when this has no impact on behaviour, we develop a personalised strategy, which may include some or all of the following:

- Meeting with parent to highlight our concerns and gather further information
- Home visit
- Contact with previous school
- Reduced timetables with parental agreement and regular review cycle
- Clear personalised behaviour plan, i.e. timer, time out zone with personalised motivation (stickers, charts)
- Regular meetings/dialogue with parent carers
- Escalation of Behaviour Support Team via consultation request.
- Clear 'behaviour recovery space' under supervision and to ensure adults/other pupils are safe.

The key to our success with challenging behaviour is a consistent approach from all adults together with clear home/school messages.

### 7.1 Behaviour Recovery Plan

#### 7.1.1 Recovery Plan

Recovery Plans are for pupils likely to be experiencing social, emotional and mental health issues.

Parental support and understanding of issues / concerns	Supporting pupil with behaviour recovery	Minimising risk to other learners and pupils throughout the school
Meet with parents to share concerns (meetings are likely to have already occurred as child progresses to this behaviour crisis point). A synopsis of behaviours and concerns will be shared	Support will already be in place, but this now steps to more intensive approach.  Weekly mentoring session with Pastoral Worker including Network Hand review and Early Warning Signs work as part of Protective Behaviour.	Create risk assessment to capture control measures.  Consider a Positive Handling Plan if required to include MAPA.  RA may include strategies such as: <ul style="list-style-type: none"> <li>• lunch time Early Exit to ensure other pupils not affected by last minute issues as lunch closes.</li> <li>• Managed toilet provision, i.e. clear plan of a toilet that is used which is separate from the cloakroom and provision for other children to ensure they feel safe and are not intimidated by behaviour when pupil is on recovery plan, e.g. fighting or hurting or threatening others.</li> <li>• Managed P.E. changing, minimising opportunities to negatively impact on other children.</li> <li>• Control of where coat peg/lunch box, etc. is in school, minimising opportunities to negatively impact on other children.</li> </ul>
Cycle of review meetings		High focus supervision from all adults who will be aware of pupil on recovery plan.
Clarity of contact numbers should lack of success lead to exclusion, due to escalating nature of behaviour.		Depending on nature of behaviour.

## 8 Suspension or Exclusion and Police Involvement

Sandwell’s Schools policy and procedures for **suspensions and exclusions** are followed, which is included below as part of our policy at Temple Meadow.

- *Our policy takes note of: Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England July 2022.*

### 8.1 Decision to suspend or exclude

A decision to **suspend or exclude** is made on a case by case basis taking into account context. Usually, an **suspension or exclusion** results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. However, in some cases behaviour is so extreme that an **suspension or exclusion** is given immediately. **Where a child has an EHCP, consideration needs to be made whether the need for an Emergency Review of EHCP required.**

- *See Personalised plans to improve behaviour section above*

**Suspension** can be short term, i.e. ½ 1, 2, 3, 4 days at a time. A child may be **suspended** for a number of short term **suspensions**. Work is always sent home along with an **suspension** letter explaining the reasons for the **suspension**. On return to school at Temple Meadow, the child is always welcomed back by the Head and/or Deputy/Assistant Head. **Suspensions** can also be for lunchtimes.

At Temple Meadow, **suspensions** have been triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues with pupil involved and/or other pupils
- Gross defiance to all adults within school, including refusing to co-operate with senior staff, Deputy and/or Head teacher.

There are three types of **suspension and exclusions** that Schools can use as a sanction:

### 8.2 Lunchtime Suspensions

Pupils whose behaviour at lunchtime is disruptive may be **suspended** from the school premises for the duration of the lunchtime period. Lunchtime **suspensions** are counted as one half of a school day for statistical purposes and to trigger Governor meetings, so that parents can make representations if required. These **suspensions** are not affected by the new regulations on providing pupils with education from the sixth day of their **suspension**. Taking into account the child’s age and vulnerability, the Headteacher should ensure that a parent/carer has been contacted and is available to collect the pupil and supervise during the lunchtime **suspension**.

**Free School meal entitlement must be honoured.**

A Lunchtime **suspension** for an indefinite period, like any other **suspension**, would not be lawful. The Guidance suggests that this strategy should not be used for long periods, e.g. for not longer than a week. However, we have used this strategy in consultation with Inclusion Support and parents when we are managing pupil integration.

### 8.3 Fixed Term Suspensions

A decision to **suspend** a pupil for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school’s behaviour policy, where these are not serious enough to warrant **permanent exclusion**. Individual fixed period **suspensions** should be for the shortest time necessary, bearing in mind that **suspensions** of more than a day or two make it more difficult for the pupil to reintegrate into the school following an **suspension**. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect, without adverse educational consequences.

A School can implement fixed term **suspensions** for a maximum of 45 days in one academic year. When a pupil is given a fixed period **suspension** for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the **suspension**.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case. Both of these measures are used as a strategy to prevent a **permanent exclusion**.

Full time education must be provided from the first day for ‘Children in Care’.

Primary Schools must arrange reintegration meetings for all pupils following a fixed term **suspension**. Return to School cannot be delayed if a parent is unable or unwilling to attend this meeting.



### 8.3.1 Examples of behaviour types that warrant a suspension exclusion:

In schools such as Temple Meadow, where we work hard to meet pupils needs via early support, it would be rare to have a pupil permanently excluded presenting SEMH concerns that we hadn't already worked hard to support via the EHCP process. If a child has an EHCP linked to SEMH concerns, we would be conducting an emergency review meeting to review provision with the LA.

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening behaviour	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

This table is a guide only and draws on current practices in Sandwell Primary Schools. The number of days given to the pupil is at the discretion of the Headteacher (or Acting Headteacher). The days illustrated above are a guideline only and longer **suspensions** (including **permanent exclusions**) may be implemented depending on the severity of the offence.

### 8.3.2 Guidance in relation to representation from parents / carers:

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 1/2 school days or more	Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil's school record if appropriate.
Exclusions that total 15 school days or more in one term *.	Governors should review the pupil's case.

## 8.4 Permanent Exclusion

The decision to permanently exclude can only be made by the Headteacher (or Deputy Headteacher if Headteacher is not on site). A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of the school's behaviour policy, and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term **suspension** in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term **suspensions**. However, full time education must be provided from the first day for 'Children in Care'. In such cases, letters sent to parents/carers need to indicate that a **permanent exclusion** might be the outcome of these investigations.

There will be exceptional circumstances that the Headteacher will decide to permanently exclude a pupil for a 'one off' incident – these could be:

- Serious actual or threatened violence against another pupil or member of staff

- Sexual assault / abuse
- Supplying an illegal drug
- Carrying an offensive weapon.

When a pupil is involved in a criminal activity, the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Headteacher makes their decision.

Once the Headteacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for 'Children in Care').

Headteachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion. (15 school days from date of the permanent exclusion letter)
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education).

Within one school day the Headteacher must inform the governing body and the Local Authority of permanent exclusions. If the pupil lives outside the local authority where the school is located then the "home" local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Statutory guidance on exclusions now allows for withdrawal of permanent exclusion up to the date of the governing body meeting. This applies up to the point of the Disciplinary Committee Meeting where the Governors withdraw to make their deliberations and reach a decision. This position is adopted by West Midlands Exclusion Forum with immediate effect. TM additionally adopt this position.

For children with an EHCP, we would request an Emergency Review from the LA.

## **8.5 Police Involvement**

At Temple Meadow, the Leadership Team will involve Community Police Officers to give us and/or pupils and parents guidance, advice and support in any incident that involves or is believed to involve the breaking of the law. These include incidents that involve:

- Theft of valuables or repeated thefts
- Illegal drugs/substances
- Weapons

- Assaults or pre-meditated violence that results in actual or grievous bodily harm.
- Local gang networks
- Extreme vandalism
  - *Refer to Drugs Policy for more information on action taken when drugs or drug use are suspected to be involved in an incident.*

## 9 Behaviour and SEND

If a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops, the following stages need to be followed.

### 9.1 Intervention Strategy

- SENDCO made aware and Behaviour Plan set up to manage and control behaviour initially.
- SENDCO review – if behaviour tracker has not addressed and eradicated problem, individual behaviour plan or Behaviour Recovery Plan.
- Parents made aware when child placed upon the Special Needs Register for behaviour (see full SEND Policy).
- Staff awareness raised, so that adults can ‘catch them being good’.

If the above intervention strategies do not significantly improve behaviour then the SENDCO will be informed and the decision to move to seek advice from inclusion support will be made.

### 9.2 SEND Pupils

- SENDCO to ask for help from external agencies, including Inclusion Support, Educational Psychologist and Social Care.

### 9.3 EHCP pupils re SEMH

We would seek an Emergency Review from the LA, regarding provision. We would request PPE (Preventing Primary Exclusion) to support the school during these emergency periods.

### 9.4 Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where necessary, we will work alongside parents to regulate and address inappropriate behaviour or conduct outside school if this is deemed appropriate by both parties and can result in a positive effect on conduct overall.

We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child’s behaviour at school.

#### 9.4.1 Parenting programmes

We actively promote and encourage parents to attend courses designed to support behaviour management in the home.

# 10 Behaviour systems around school

# 11

## 11.1 YN – Y6 behaviour board examples



## 11.2 Posters and images around school promoting appropriate behaviour

