Goodmayes Primary School

Behaviour Policy

Version Control			
Date Implemented	Autumn 2025	**Next review date**	Autumn 2027
Supersedes	Autumn 2023	**Policy Owner**	Governing Board

Summary of policy changes:

Version: November 2025
The following updates have been applied:

Under Zones of Reguations

The Zones of Regulations provides a clear, structured framework that helps pupils recognise and manage their emotions before they lead to challenging behaviour. By teaching children to identify which "zone" they are in—Blue, Green, Yellow or Red—they develop greater self-awareness and learn strategies to help them regulate their feelings and actions. This proactive approach encourages positive choices, reduces escalation, and promotes a consistent, shared language across the school, enabling staff to respond effectively and supportively.

Under Record Keeping 4.5

- ~~The Learning Mentor will keep a record of the completed Red Slip on Integris~~.
- The Learning Mentor will maintain a record of all completed Red Slips.

~~**We are a non-agression environment**~~
We are committed to maintaining a safe, respectful, and non-aggressive school environment.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Group Leader, Senior Leader / Assistant Headteacher then if necessary the Head of School.

Exclusion Guidance

Deliberately removing or interfering with a child's religious headwear (e.g., hijab, turban, patka) is considered a serious violation of school rules and may result in suspension.

Under Exclusion Procedure

Fixed-term exclusions will be issued progressively for repeated incidents. Where a pupil continues to demonstrate behaviours that warrant exclusion, the duration of each subsequent fixed-term exclusion may increase to reflect the pattern of behaviour and support the management of safety and learning within the school.

Behaviour Policy

"A Positive Approach"

1 Aims and Expectations

1.1 The aim of Goodmayes Primary School is to promote good relationships, where there is a shared understanding of the core values and a strong commitment to work together in unity to achieve excellence. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of pupils. Goodmayes Primary School aims to promote an environment where everyone feels happy, safe and secure. **Behaviour is always a form of communication. Understanding that children are communicating**

1.2 **through their behaviour gives adults the opportunity to respond differently**. Consequently, children develop into positive, responsible and increasingly independent members of the school community. Good behaviour, discipline and creating a unified vision are essential if our school is to provide a high-quality education for all pupils.

1.2 The school curriculum is underpinned by the four core values of:

1. **Unity**
2. Respect
3. Aspiration
4. Friendship

It is our desire to create a unity of purpose across the school, to reinforce our ethos of "together we can achieve excellence"

Our values are taught, modelled and celebrated throughout the school year.

1.3 At Goodmayes Primary School, we also uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent pupils from the risk of radicalisation.

1.4 We are fully committed to the protection of pupils in our care. We provide regular Behaviour and Safeguarding training which ensures staff are aware of indicators of harm and procedures for responding to and raising concerns. We aim to eradicate the risk of bullying or child on child abuse through monitoring pupil relationships and responding to patterns and changes of behaviour.

1.5 The school has a number of rules. However, this policy is not about rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.6 Staff support pupils to apply an understanding of how to be a successful learner through promoting Learning Behaviours of:

- Reflectiveness (Wise Woodpecker)
- Resilient (Resilient Racoon)
- Imaginative (Imaginative Iguana)
- Exploratative (Exploring Elephant)

1.7 The school expects every member of the school community to behave in a considerate way towards others.

1.8 We treat all pupils fairly and apply this Behaviour Policy in a consistent way.

1.9 This policy aims to help pupils grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

1.10 The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.

1.11 All pupils have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

2 Expectations of Staff

At Goodmayes Primary School, staff are expected to:

2.1 Model high standards of behaviour and are positive role models for our pupils;

2.3 Make pupils aware of appropriate behaviour in all situations. Focus on good behaviour and use positive reinforcement at all times - catch the positives;

2.4 Use adherence to school values, learning behaviours and Golden Rules as a measure of good behaviour to ensure that there is a consistent approach in behaviour expectations and management across the school;

2.5 Be aware of all pupils' behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues;

2.6 Deal with problems calmly. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the pupils. Be punctual in collecting classes at the end of playtimes. Escort the pupils around the school, ensuring all pupils are monitored-stop the pupils at regular intervals walking to the middle and back of the line. Never leave pupils unattended;

2.7 Be as consistent and fair as possible in the use of rewards and sanctions;

2.8 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with;

2.9 Use the school's record keeping system for recording incidents to enable the tracking of behaviour;

2.10 Work closely with other staff, behaviour team and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

3 Mental Health (see also Safeguarding Policy)

Staff should be aware of the link between mental health, behaviour and safeguarding and the role that staff play in recognising possible problems and supporting good mental wellbeing. While only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one.

4 Procedures – Rewards and Sanctions

4.1 Rewards

The reward system celebrates children demonstrating the Learning Behaviours and Core Values

We have six Golden Rules:-

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

In all classrooms, Learning Behaviours and Golden Rules are displayed. Children can achieve "Dojo" points, which are awarded primarily for exhibiting one of the four Learning Behaviours and / or Core Values. Points can be achieved as an individual, group or as a whole class.

When the teacher feels a child has made significant improvement in their behaviour and / or values then they can arrange a time for the child to meet their SLT link for this improvement to be acknowledged. Class teacher to also feed back to the parents. This can happen at any point (s) during the year (amend)

4.2 Celebration Assembly

During weekly phase-based celebration assembly a nominated child from each class receives a certificate and a badge for demonstrating the school values and a certificate for demonstrating one of the four learning behaviours .

Zones of Regulations

The Zones of Regulations provides a clear, structured framework that helps pupils recognise and manage their emotions before they lead to challenging behaviour. By teaching children to identify which "zone" they are in—Blue, Green, Yellow or Red—they develop greater self-awareness and learn strategies to help them regulate their feelings and actions. This proactive approach encourages positive choices, reduces escalation, and promotes a consistent, shared language across the school, enabling staff to respond effectively and supportively.

4.3 Sanctions

Dojo points will NOT be deducted if a child makes a poor choice.

When a reward has been earned, we need to acknowledge that the child achieved this at the time and not take it away due to a poor choice that was made.

When issuing a sanction, these are linked to children not following the Golden Rules. Their administration is divided into three stages:

Stage One (see Appendix A – Sanction Chart)

- If a child is not following a Golden Rule, the adult will give a clear verbal reminder of the expectations e.g. which Golden Rule are you not following?
- Following a further reminder, their name will be displayed on the Sanction Chart and placed on 'Warning' (blue). If a child has been unable to regulate/correct their behaviour after being placed on 'blue', proceed to Stage Two.

Stage Two (see Appendix B - Sanction Reflection Form)

- The child completes a period of reflection time, for a maximum of 10 minutes, either in their own classroom or another classroom:

  - The child's name will be moved down on the Sanctions chart and displayed on 'Reflection' (yellow)
  - The child will be handed a Sanction Reflection form to complete in class or they will make their way to the partner class (another class in their phase group)
  - On arrival to the partner class, the child quietly sits in designated space where they complete the Sanction Reflection form
  - After 10 minutes the child returns to class
  - Sanction Reflection form is handed back to class teacher and child is reminded about behaviour expectations by the class teacher
  - Class teacher to log this onto Integris as negative behaviour
  - EYFS may wish to use a thinking chair in class. Completion of the Sanction Form (Appendix B) is not required. The thinking chair will also be used in the Autumn term of Year 1. This strategy may also be more appropriate for children with SEND.
  - Where this is not having an impact on key pupils they are to discuss with the behaviour team for next steps
  - The child's name must remain on 'yellow' until the end of the day / or the child demonstrates significant improvement in their behaviour.

If a child has been unable to regulate/correct their behaviour after completing this stage and following **one final** verbal reminder, proceed to Stage Three.

Stage Three (see Appendix C – Red Slip)

- A red slip is issued following a child receiving a final verbal reminder. A red slip can also be issued immediately if the behaviour is extreme (deliberately destructive, discriminatory, bullying or physically aggressive behaviour and the use of foul language or spitting).
- A red slip is completed by the adult who investigated the incident, giving details of the reasons for issuing it. To be checked with the Phase Group Leader / SLT. All completed red slips will be passed to the Learning Mentors before reflection time has taken place.

- The child will miss their playtime or lunchtime following the issue of a red slip. The child will be taken to a class out of their phase to miss their playtime and then miss their lunchtime which will take place in the reflection room. **The red slip should be given to the Learning Mentor prior to reflection time.** ***A red slip should NOT be used for inappropriate behaviour during break/lunchtimes.***
  - Only extreme behaviour dealt with by SLT will warrant more than one day in the refelction room. This will depend on the severity of the behaviour.
- The child's name is moved down on the Sanction Chart and displayed on 'Red Slip'.

- Class teachers to report to parents when a red slip has been issued. This will be communicated either in person or over the phone.
- The learning mentor will record the red slip behaviour on integris during reflection time.
- The Learning Mentor will keep a record of the number of times a child receives a red slip. If a child receives **three** or more red slips in a term their parent/carer will be invited to meet with the Class Teacher and the Learning Mentor to discuss the concerns and possible support provision.
- EYFS – once a RED slip is completed, pupil to be sent to another EYFS Class for reflection time.
- The class teacher will contact the parent/carer to arrange the meeting and will invite the Learning Mentor to attend.

4.5 **Record keeping**

- Class teachers will retain the Sanction Reflection forms that are completed by pupils. All completed forms will be submitted to the Learning Mentors each week (Friday) and returned to the class teacher at the start of the following week. Each half-term, the Learning Mentors will complete an analysis of the data collected.

- Class teachers will complete a Red Slip each time a child is sent to the Learning Mentor. The Learning Mentor will maintain a record of all completed Red Slips.

5 Extreme Behaviour

Extreme behaviour is categorised as deliberately destructive, discriminatory, bullying or physically aggressive behaviour. If a child displays any of these they will be placed on red. A red slip will be completed by the adult issuing it and the child will be referred immediately to the Headteacher. In these cases, the child's parents/carers will be contacted and the school may consider a fixed-term suspension (refer to the Exclusion Guidance 2022).

There may be some situations where a child is so dyregulated they need support by an adult to help them calm down and co-regulate and keep them and others safe. In these circumstances, staff trained in the use of positive handling may have to intervene to support the child.

What is Positive Handling?

Positive Handling is a system of safe holding techniques, used as a last resort when de-escalation skills have failed, where staff safely hold pupils until they can regulate their own emotions, and by doing so prevent them harming themselves or others.

Who can use positive handling techniques?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school who has received positive handling training but may also apply to people whom the head has designated or who temporarily assists a trained member of staff.

Teachers and other school staff have a statutory power to use reasonable force to restrain pupils in a number of circumstances as set out in Section 93 of the Education and Inspections Act 2006. Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the Use of Reasonable Force provides that teachers can use reasonable force

When can positive handling be used?

Positive Handling can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, positive handling is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where positive handling can be used:

- To remove disruptive children from the classroom where they have refused to follow an instructionand are a danger to themselves or others
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or the safety of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts
- Schools cannot use physical intervention as a punishment – it is always unlawful to use physical intervention as a punishment.

Telling parents when Positive Handling has been used on their child

The Pastoral Lead or member of the Senior Leadership team will speak to parents about serious incidents involving the use of Positive Handling and the adults involved will complete a Positive Handling form.

What happens if a pupil complains when Positive Handling is used on them?

All complaints about the use of Positive Handling will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable holding techniques to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
This is consistent with the DfE guidance **Use of Reasonable Force**.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the **"Dealing with Allegations of Abuse against Teachers and Other Staff"** guidance where an allegation of using excessive use of physical intervention is made. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

The school will consider carefully where the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is made to suspend a member of staff, the school will ensure that the staff member has access to a named contact that can provide support.
The governing body should always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

The role of the school leadership team

The responsibility of ensuring positive behaviour management is shared across the whole staff. Members of the Senior Leadership Team will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Leaders will regularly walk around the building, go into classrooms and support teachers in their application of this policy.

Governors regularly monitor the effectiveness of this policy.

The role of parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes as well as informing them if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will share and discuss strategies so that parents can better support at home.

We are committed to maintaining a safe, respectful, and non-aggressive school environment.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Group Leader, Senior Leader / Assistant Headteacher then if necessary the Head of School.

If the concern lies with the Executive Head / Head of School, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The Executive Head /Head of School monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

5.1 **Bullying (including cyber bullying)**

Bullying is behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

6 Playtime Behaviour System

Behaviour incidents that occur during playtime are dealt with by the staff members on duty. For minor incidents, pupils will be asked to have 'time out' for a maximum of 5 minutes on a bench in the playground. At the end of this time, the pupil will be reminded of the expectation by the adult and can return to play.

If the behaviour displayed is deemed as causing a possible risk to another child or if the child has been involved in a fight, a staff member on duty will need to address the matter during the playtime and inform the class teacher to provide reflection time in own class and sanction reflection form completed). For extreme inappropriate behaviour the child will be referred to the Assistant Headteacher immediately.

7 Lunchtime Behaviour System

Behaviour at lunchtimes is monitored using a different system.

Lunchtime staff to complete the '**Lunchtime Behaviour Incident Form**' - Appendix D
(to be used by Midday Assistants at lunchtime only) - forms to be completed by the end of lunchtime and handed to the staff member on duty in the Reflection Room.

We now have the following in place for the midday team to follow in the event of serious lunchtime incidents:

SLT – Serious Incidents
What incidents warrant escalation to SLT:

- Physical fight
- Spitting
- Sexism / Racism / Homophobic Language
- Foul language
- Damage to property

If a pupil in Key Stage 1 or 2 does any of the above, they should be taken to the Reflection Room between 12.00 – 12.30pm (KS1) 12.30 -1.00pm (KS2) by the class teacher / adult where a member of SLT / pastoral team will be on duty. Details of the child and incident will be recorded in the 'Reflection Room Folder'. If this occurs after 1:30 pm they must be taken to a member of SLT. **Sending children to a senior staff member should be the last resort unless it is a serious incident (please refer to list above).**

The senior member of staff on duty will conduct an initial investigation to determine whether the child will be asked to complete a lunchtime behaviour incident form (Appendix D), which highlights what happened and which of our Golden Rules has been broken.

The child is spoken to about the incident and the staff member decides if any further action is required. If the child comes to a senior staff member late in the lunch break they may be asked to return the following day.

If a child comes to the reflection room **three** times in one half-term, a letter is sent home to the parents. If the poor behaviour continues then the parents are invited into school to meet with the Phase Group Leader / Assistant Headteacher. This may result in a lunchtime suspension for the child. If a child is involved in a serious incident, parents will be notified on the same day.

All records are kept of those children who are referred to a senior staff member in the 'reflection room folder'.

Should an incident occur at the end of lunchtime, the midday supervisor will inform the class teacher, who will inform the child that they will need to go to the reflection room the following day. The class teacher will also inform the senior staff member scheduled to be on duty. The teacher will acknowledge the incident and the investigation will take place the next day. This will negate valuable learning time being disrupted/lost.

Extreme inappropriate behaviour will be dealt with immediately by a senior member of staff.

8 Exclusion Guidance

8.1 Rationale

This guidance deals with the policy and practice, which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

8.2 Introduction

The decision to exclude a pupil will be taken by the Headteacher in the following circumstances:

a) In response to a serious breach of the School's Pupil Behaviour Policy
b) If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only authorised by the Executive Headteacher. Exclusion, whether fixed term (suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Pupil Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Threat of physical violence
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour, including offensive language and gestures
- Bullying, intimidation or harassment
- Damage to property/vandalism
- Misuse of illegal drugs
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Possession of inappropriate material
- Inappropriate online behaviour

- Arson
- Bringing the school reputation into disrepute
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
  Deliberately removing or interfering with a child's religious headwear (e.g., hijab, turban, patka) is considered a serious violation of school rules and may result in suspension.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Before deciding whether to exclude a pupil, either permanently or for a fixed period (suspension), the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Consider if the pupil has special educational needs (SEN)

For the purpose of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

8.3 **Exclusion procedure**

Most exclusions are of a fixed term nature (suspension) and are of short duration (usually between one and three days).

Fixed-term exclusions will be issued progressively for repeated incidents. Where a pupil continues to demonstrate behaviours that warrant exclusion, the duration of each subsequent fixed-term exclusion may increase to reflect the pattern of behaviour and support the management of safety and learning within the school

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors' Pupil Discipline Committee, consisting of at least 3 governors, have established arrangements to review promptly all permanent exclusions from the School and all fixed term suspensions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term suspension, which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following the exclusion, parents are contacted immediately where possible. Parents will be invited to meet with a senior member of staff to discuss the exclusion. The child will remain in school and alternative arrangements will be made for their supervision until the end of the school day. However, if deemed necessary, parents will be informed that their child needs to be collected immediately. If not issued during the initial meeting, a letter will be sent by post giving details of the exclusion and the date the exclusion (suspension) ends. Parents have a right to make representations to the Governing Board and the LA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Management Team and other staff where appropriate (see below for protocol for reintegration meetings).

If the fixed term suspension is greater than five days or an accumulation of other subsequent suspensions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion (suspension) where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

8.4 Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

    - Serious actual or threatened violence against another pupil or a member of staff as deemed by the Headteacher/Governing Board
    - Sexual abuse or assault
    - Supplying an illegal drug
    - Carrying an Offensive Weapon (offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him")
    - Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

8.5 General factors the School considers before deciding to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period (suspend) the Head will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations considering the Pupil Behaviour Policy, Equal Opportunities and Race Equality Policies
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

8.6 **Protocol for the Re-integration meeting following a Fixed Term Exclusion (Suspension)**

The re-integration meeting will be led by the Designated Safeguarding Lead (DSL), Deputy DSL or a member of the SLT.

Aims:

To ensure that the pupil understands the value of the school rules and is able to confidently articulate why we have these rules in school.

Expectations:

- Welcome the parent
- Invite the pupil to go through the school rules/expectations and what they look like in practice
- Remind the pupil that the action/s they took had a negative and detrimental impact on others
- Invite the pupil to explain what they will NOW do and how they will demonstrate this
- If required, explain the steps/procedures the school has put in place to support the pupil - make the expectation explicit (pastoral support plan)
- Thank the pupil and parents for attending the meeting
- Direct the pupil to their classroom and terminate the meeting

9 Child-on-Child Abuse (See also Safeguarding Policy)

9.1 We recognise that pupils are capable of abusing their peers. All staff are clear about the policy and procedures with regard to peer on peer abuse. Abuse is never to be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Peer-on-peer abuse includes: Bullying (including cyberbullying), Physical Abuse, Initiation/Hazing type violence and rituals; Sexual violence and sexual harassment; Up-skirting, abuse within intimate partner relationships and Sexting. Definitions for these types of abuse are as follows:

9.2 **Physical Abuse**

Physical abuse includes actions such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

9.3 **Initiation / Hazing type violence and rituals**

Initiation and Hazing refers to any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team.

10. Sexual violence and sexual harassment

In addition to acts of sexual violence, this includes:

- non-consensual sharing of sexual images and videos

- sexualised online bullying
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

10.1 **Sexting**

This means sexually explicit photographs or messages via mobile phone.

The School does not tolerate bullying or physical abuse of any kind. If we discover that an act of bullying, initiation or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying or physical incidents we do everything in our power to ensure that all pupils attend school free from fear. Incidents are investigated thoroughly and dealt with by a member of the SLT. Incidents and actions taken are recorded onto CPOMs (see Anti-Bullying Policy).

Any incidents of Sexual violence, sexual harassment or Sexting are acted upon following the School's safeguarding procedures and will be reported immediately to the Designated Safeguarding Lead or the Deputy DSL.

11 Equal Opportunities

11.1 Goodmayes Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

12 Positive Handling Plans (see Positive Handling Policy)

12.1 The application of any form of positive handling places staff and pupils in a vulnerable situation. Staff, therefore, have a responsibility to follow the Positive Handling Policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

12.2 Physical Intervention may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Reasonable force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.

12.3 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Positive Handling Training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.

12.4 The School can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground

13 Searching pupils suspected of having Prohibited items

13.1 If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. Should they refuse, the Headteacher reserves the right to search their bag without consent; an additional adult should always be present.

13.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the School reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

14 Dealing with poor behaviour - what the law says (DfE Behaviour and Discipline in Schools January 2016)

The law states that teachers can discipline pupils whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

The decision to punish a child and how, must be made on the school premises.

It must not breach any other legislation such as disability, SEN, race and equalities.

A punishment must be proportionate and take account of the child's age, any disability or religious requirement.

Corporal punishment is illegal in all circumstances.

Continuing disruptive behaviour might be as a result of unmet educational or other needs; if this is the case, consult the Safeguarding Policy and consult with outside agencies.

15 Staff Development

Good practice will be recognised and mutual support encouraged. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. SEaTTS provides training for staff dealing with pupils with complex behaviours.

16 Managing transitions

Break time and lunchtime will be managed accordingly:

- Consistent supervision of all areas by adults on duty by walking around the playground
- Providing a safe, secure, stimulating play environment
- Approachable and understanding adults to deal with problems
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone
- Deal with inappropriate behaviour, discuss and enforce sanctions
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers
- Talk with pupils and help them understand consequences of their actions

The following sanctions may be used if it is felt a talk is not sufficient:

- Child to walk round the playground with the teacher beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents, follow the hierarchy listed above, it is the responsibility of the member of staff who initially dealt with the incident to inform the class teacher and refer it to the phase leader and if more serious a member of the Senior Leadership Team.
- For serious incidents e.g., a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the reflection room (see Stage 3)

17 During Assembly

- ✓ Class teachers walk their classes to assembly and make sure they are seated.
- ✓ Class teachers remain at the front of their classes and make sure they are quiet before assembly starts.
- ✓ Appropriate music is played when the pupils come into assembly and they are expected to listen to it quietly.
- ✓ Pupils with SEND to be brought into assembly once all other classes are seated, pupils must be provided sensory equipment as required by the 1:1 to support with regulation. Any child showing signs of dysregulation to be taken out for a movement break.
- ✓ Pupils who behave inappropriately are asked to move place immediately by the class teacher.
- ✓ There is a teacher presence during every assembly to monitor behaviour.
- ✓ Teachers see pupils out from the assembly class by class in a quiet and orderly manner.
- ✓ Classes sitting quietly go out first, or in year group order.
- ✓ Teachers may wish to award class rewards for sensible behaviour during assembly.

18 The Role of the Behaviour Team

The Behaviour Team comprises the Inclusion Lead / SENCO, PSHE Lead, and Learning Mentors.

The role of the Behaviour Team is to provide support for pupils to enable them to become positive, responsible and increasingly independent members of the school community.

The Behaviour Team support staff with strategies and resources to help them to promote positive values and behaviours which are conducive for learning and support them with the development of an environment where everyone feels happy, safe and secure.

Actions carried out by the Behaviour Team include:

- ✓ Supporting pupils and staff at lunchtime
- ✓ Working with parents and pupils to support behaviour and personal social and emotional aspects of learning
- ✓ Monitoring and addressing any issues raised through classroom Worry Boxes
- ✓ Working with pupils and teachers within classes
- ✓ Planning and carrying out 1:1 intervention sessions with pupils or groups
- ✓ Liaising with teachers and TA/LSAs to organise provision and support for pupils with special needs
- ✓ Liaising with external agencies where needed
- ✓ Monitoring pupil development
- ✓ Developing Playground Leaders
- ✓ Supporting and supervision in the reflection room

Where pupils are identified as needing ongoing support and monitoring, a member of the Behaviour Team will be identified as a Key Worker to ensure the centralisation of all relevant information and records and to oversee actions, the provision of support, monitoring of progress and communication with parents/carers.

Review

This policy will be reviewed every two years. It may however be reviewed earlier than this if the government introduces new regulations.

Class Sanction Chart

Warning - Stage One ***(second verbal warning given)***
Reflection - Stage Two ***(I am having reflection time for 10 mins to complete the sanction reflection form)***
Red Slip - Stage Three ***(I will have reflection time at playtime/lunchtime tomorrow)***
Please circle: Direct to Red / Progressed to Red

Sanction Reflection Form – Stage Two

All forms to be sent to Learning Mentor weekly on Friday and will be returned to class teacher the following week

Name: **Class:**

Date: **Time:**

Golden Rules

We are gentle	We are kind and helpful
We listen	We are honest
We work hard	We look after property

What Golden Rule did you break?

What did you do?

How can you fix it?

What will you do next time to stop this from happening again?

RED SLIP – Stage Three

RED SLIP		
Child's Name:		**Class:**
Reason for moving to Red: **Please circle: - Direct to Red / Progressed to Red** **Number of days in the reflection room:**		
Teacher:	**Signature:**	**Date:**
Please send this slip to the Learning Mentor prior to reflection time. *NB The 'Colour system' must not be used for playtime/ lunchtime behaviour. This slip is for learning behaviour within the classroom only.* *Three red slips in a term results in a parent meeting being arranged by class teacher*		

RED SLIP		
Child's Name:		**Class:**
Reason for moving to Red: **Please circle: - Direct to Red / Progressed to Red** **Number of days in the reflection room :**		
Teacher:	**Signature:**	**Date:**
Please send this slip to the Learning Mentor prior to reflection time. *NB The 'Colour system' must not be used for playtime/ lunchtime behaviour. This slip is for learning behaviour within the classroom only.* *Three red slips in a term results in a parent meeting being arranged by class teacher*		

Lunchtime Behaviour Incident Form

(to be used by Midday Assistants at lunchtime only)

Name of Pupil/s: **Class:**

-
-
-

Name of Victim/s (if relevant): **Class:**

-
-
-

Date of Incident: **Time of Incident:** **Form Completed by:**

(Once you have taken initial action to deal with the behavioural incident, please complete this form and pass it on to a member of the behaviour team or the SLT Link).

Antecedent (what led up to this incident? What might have triggered it?)

Behaviour (what was the actual behaviour witnessed and by whom?)

Consequence (What happened as a result of the behaviour? What action was taken?)

Appendix E

DfE Guidance on the Use of Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force;
- This power applies to any member of staff at the school. It can also apply to people whom the
- Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents
- accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from
- damaging property, or from causing disorder;
- In a school, force is used for two main purposes – to control pupils or to restrain them;
- The decision on whether or not to physically intervene is down to the professional judgement
- of the staff member concerned and should always depend on the individual circumstances;
- The following list is not exhaustive but provides some examples of situations where reasonable
- force can and cannot be used.
- Schools can use reasonable force to:
- Remove disruptive children from the classroom where they have refused to follow an
- instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the
- playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.