

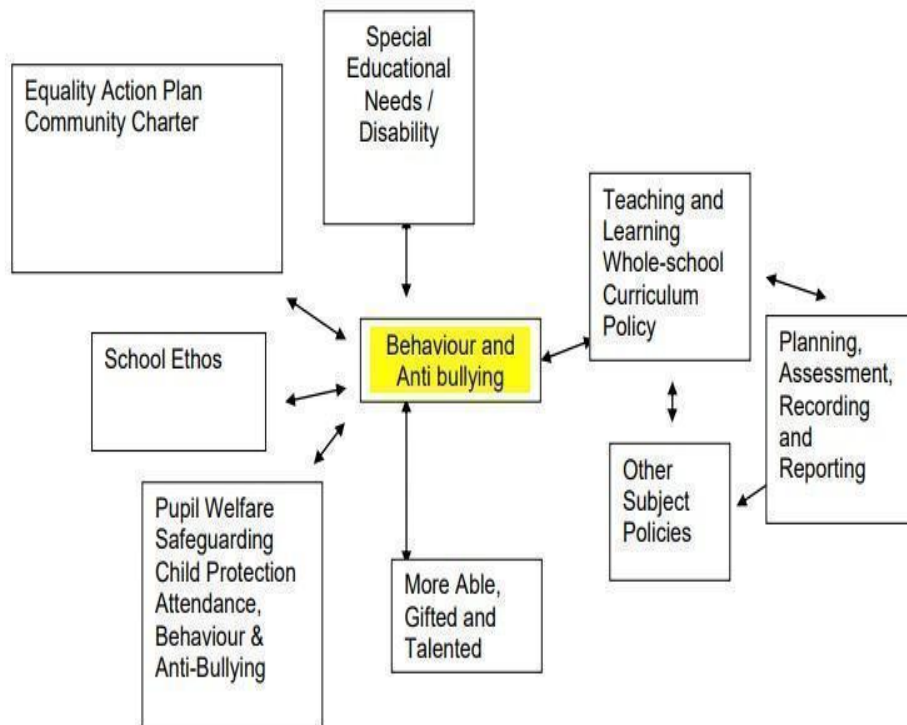
HOLBROOK PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy

2025/26

DELEGATION OF APPROVAL:	FGB
FREQUENCY OF REVIEWS:	Annually
DATE APPROVED:	September 2025
CHAIR OF RESOURCES:	Andy Wilesmith
CHAIR OF GOVERNORS:	Paul Hesketh
DATE RECEIVED BY FGB:	
DATE NEXT REVIEW DUE:	September 2026

This policy relates to:



Behaviour Policy 2025/2026

Holbrook Primary School



Whole School: Behaviour and Anti-Bullying Policy

School Statement

Holbrook Primary belongs to every member of the school community. Every child and every adult has the right to feel valued and part of the school. They have the right to feel respected and be treated appropriately. Each individual is responsible for their own behaviour. All adults model positive and acceptable behaviour.

**Everyone” being inclusive of children and adults of all ages, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.*

Governors’ Statement

At Holbrook Primary School we aim to have a happy, caring environment with clear guidelines promoting positive behaviour for all our children. Our behaviour policy is shared with the children and parents and reviewed yearly by Governors and the Senior Management Team.

Our Aims and Expectations

- To foster a caring and supportive community, whose values are built on trust and respect for all.
- To support all members of the community, so that they may work together to provide the best opportunities for learning.
- To promote a safe and secure environment in which all pupils can learn and reach their full potential
- To provide structure where inappropriate behaviour is managed in a firm but fair manner.
- To provide a structure where good behaviour is promoted and celebrated.
- To foster cooperation between members of the school community

Our OFSTED report of April 2022 referred to behaviour as a strength in our school setting: *Pupils behave well, are courteous and polite. Playtimes and lunchtimes are sociable, happy occasions with many interesting activities for pupils to enjoy. Pupils understand why they should respect others’ beliefs and views. They say bullying hardly ever happens. If it does, pupils are confident teachers deal with it well.*

At Holbrook, we are committed to providing a safe, supportive environment where children grow into responsible, independent members of the school community. We aim to nurture socially responsible citizens who embody core British Values.

We prioritise and reward positive behaviour, believing it fosters a culture of kindness, respect, and cooperation. This policy is rooted in promoting good behaviour rather than simply discouraging the negative.

We understand that behaviour is a form of communication. Our approach centres on belonging, inclusion, and social responsibility. Through our engaging *River of Knowledge* curriculum and strong school ethos, we empower pupils to take ownership of their behaviour and learn from the positive role models around them.

Roles and Responsibilities

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Ensuring that acceptable behaviour is the norm in our school.
- Recording behaviour incidents and the actions taken to address them.
- having consistently high expectations for behaviour
- Using restorative approaches to resolve issues
- recording significant behaviour incidents promptly on Arbor

The **Behaviour Lead and Senior Leadership Team** will support staff in responding to behaviour incidents and monitor behaviour through regular half termly reviews.

The role of the children is to:

- Follow the school rules.
- Show respect for themselves, others and the environment.
- Take responsibility for their own actions.

The role of the Behaviour Lead is to:

- At all times model positive behaviour.

- Review, monitor and implement the school's behaviour policy consistently ensuring the health, safety and well-being of all children and staff.
- Report to governors on its effectiveness as required.
- Monitor and review data collected about behaviour to spot trends and issues within school, and in relation to protected characteristics.
- To target specific intervention where school data/knowledge shows prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- Set the standard of behaviour and support the staff in its achievement.
- The Head of School has the responsibility for issuing fixed term or permanent exclusions for serious acts of unacceptable behaviour.

The role of the Governors is to:

- Agree the general guidelines used within the school to determine the standards of discipline and behaviour.
- To work with the Headteacher on particular disciplinary issues.
- Review the behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.
- To review data provided by the Headteacher, particularly in relation to the protected characteristics listed in the Equality Act.
- Hold the Head of School to account for its implementation.

Parents and carers are expected to:

- To participate in partnership with the school in supporting their child in adhering to the school's rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly and attend meetings with senior staff if requested.
- Model positive behaviour
- Parents and carers should not attempt to contact staff via social media or make negative comments about staff or the school on social media platforms.

Encouraging Good Behaviour

Rewards and Consequences

At Holbrook, we promote pupils to take control of their behavioural and academic choices. Children are encouraged to think about how their behaviour affects others and adults model controlled, respectful, verbal and non-verbal behaviour- this is a responsibility of **all** adults on the school site.

Good behaviour is found in a culture where pupils are valued and praised for their achievements. At Holbrook, the foundation of the Behaviour Policy is based upon manners, courteousness and being thoughtful towards others. Positive strategies, such as rewards, develop self-esteem and motivation; these strategies are utilised at Holbrook to create the right conditions for learning. We help children remember to make these choices by talking about our Holbrook Surf Boards and reinforcing our Golden Rules:

- We keep safe and we are honest
- We are kind to others
- We celebrate our differences
- We listen to everyone

Wherever possible we seek to develop pupils' self-esteem and motivation by celebrating and rewarding their good behaviour. We do this in several ways: -

Class Approach

- Feedback: Children receive positive comments through verbal feedback and written comments from staff. Pupils are encouraged to celebrate the successes of their peers through Green Pen Marking and verbal feedback during lessons.
- During lessons names of the children are moved up or down the Class Behaviour Chart based (appendix 1.1) on the learning behaviours they are showing. Good learning behaviour leads to the child's named mini surfboard being moved up to the 'Surfing the Waves' section. If a child needs a warning to focus on better learning behaviour, they can be moved down to the 'On the Rocks'. This is step one. After this, a child can be given a yellow or a red card and their behaviour reported on our online system Arbor. Our three step system in class encourages pupils to take ownership of their own behaviour, understanding that their actions have consequences. This approach is further supported in P.S.H.E lessons, using the Jigsaw materials and the use of the 'Class Charter'.
- Team Points: From Foundation Stage to Year 6, pupils collect Team Points for their effort, academic accomplishments and positive behaviour in class.
- Head of School's Afternoon tea: Children that receive an award in our Celebration Assembly will be treated to afternoon tea with Mr Perry.
- Weekly Celebration subject assemblies where a child is chosen from each class to receive a certificate for their achievement in that subject.
- Citizen of the Week award given out to one child across the whole school who has set an example to others for their kindness towards others.
- 'Postcard Home' – class teachers will send a postcard home to one child every half term who has proven to be a good role model to others.
- In addition to team points teachers may employ class specific reward strategies for positive behaviour such as table points or proud posts to parents.

School Approach

- We hold weekly Celebration Assemblies to recognise pupil achievements across the curriculum and school life. Certificates are awarded for effort, attainment, and subject-specific successes, along with a whole-school *Citizen of the Week* award. Parents and carers of award recipients are invited to attend.
- Newsletters: Head of School newsletter informs parents of aspects of the school's work to promote pupils' personal development, welfare, safety and behaviour.
- At the end of each term the team with the most team points will receive a collective reward. The School Council and Team Captains will negotiate with the Head of School during the term and agree on the nature of this reward.
- All pupils are made aware of and encouraged to follow Holbrook's Golden Rules.

Expected behaviour system

The system is designed so:

- Children have the opportunity to make positive choices about their behaviour and influence outcomes
- Children who regularly meet and go beyond the Holbrook behaviour expectations are recognised and celebrated.
- All staff integrate a consistent system within daily teaching and activities, in order to promote positive behaviours.
- The school can develop effective behaviour management skills.

Stages of action

Stage 1: **Think** - Check in /Reminder and the child's name being moved down to the 'On the Rocks' section of the surf board display in each classroom. (appendix 1.1)



Second Stage: Warning (Yellow card) – Warning (Yellow Card): The child receives a yellow card, their name is added to the class display, and they miss five minutes of playtime. They start the next lesson with a clean slate. The incident is logged on Arbor.



Third Stage: Reconsider & Reflect (Red card) – The child spends 10 minutes in another classroom and misses 10 minutes of their next break, possibly completing a task. They start the next lesson afresh. The incident is recorded on Arbor, and parents or carers are informed.



Fourth Stage: Remove – Serious and gross misconduct, which will always lead to a formal meeting with parents and consequences may be: internal exclusion, fixed term suspension or a permanent suspension.

*For a description of unwanted behaviours, see appendices 1.2 and 1.3

All behaviour incidents from **Yellow** onwards are recorded on our online behaviour system, Arbor to allow for SLT monitoring of behaviour. The Safeguarding Team will meet weekly to identify any links between behaviour and safeguarding concerns taking swift action where necessary.

If a child...	This will result in...
has their name on Yellow <u>twice in one day</u>	the equivalent to Red behaviour and associated protocols
has their name on Red <u>three times in the same half term</u>	the pupil being placed on a four week behavioural report and parent or guardian meeting set up to discuss the child's behaviour.

The Behaviour Report:

The behaviour report will be shared with parents or carers by the class teacher and the Head and Behaviour Lead informed. The pupil's behaviour will also be recorded at break and lunchtimes by the member of staff on duty. Unless there is a particular incident to discuss, the report sheet will then be copied and sent home to parents to sign on a weekly basis.

Pupils displaying behaviours seen in the third and final stage, or those on report, may forfeit their privileges, such as going on school trips, extra-curricular activities and whole class rewards.

Restorative Approach

After time to reflect, staff and pupils discuss what went wrong and how to avoid similar situations. We help pupils understand the impact of their actions, encouraging reflection,

dialogue, and positive behaviour choices. Staff use key questions to guide discussion and resolution. Each new lesson, part of the day, or next day is treated as a fresh start.

Supporting teacher's management of behaviour in the classroom:

Dealing with extreme behaviour

If a member of staff needs immediate support when dealing with a child, de-escalation of the situation is the most important factor. In these cases, this may mean the removal of a child from the classroom or the situation to ensure the safety of the pupils, staff and the child themselves. We act in a non-confrontational but proactive way. Extreme behaviour that results in the pupil putting themselves or others at risk, could, at the discretion of the Executive Head constitute suspension.

- Each classroom has a red triangle card labelled with its year group or space. In urgent situations, a staff member sends the card with a reliable pupil to the Head of School, Senior Teacher, or office. A senior staff member then calmly escorts the child to a safe space, avoiding confrontation.
- If the child refuses, the Head of School or Senior Teacher makes an immediate assessment of the situation and either removes the child, conforming to LA guidelines and School Safe procedures, or isolates the child by finding another teaching space for the class.
- Parents and carers are informed of the situation and asked to come into school straight away.
- If children are taken off site, they are still expected to follow the behaviour policy. If behaviour is a cause for concern, parents and carers will be asked to support their child when on educational visits.
- If any member of staff is subject to an accusation or physical attack, they will be offered pastoral and wellbeing support.

In extreme circumstances, it may be necessary for teaching staff to use restraint methods if the situation poses a great risk to themselves or others.

Confiscation

This section is in accordance with the most recent government advice published in July 2022. It is also with reference to The Education and Inspections Act 2006 and The Education Act 2011. The latest government guidance regarding the areas of these Acts relevant to searching and confiscation can be found at:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Staff at Holbrook Primary School have a statutory right to confiscate. Generally, the aim pursued in confiscating property is to maintain an atmosphere conducive to learning, one which safeguards the rights of other pupils to be educated. This banned property includes toys, gadgets (including mobile phones), hair bands, collectors cards /stickers and any similar items that are part of a recent craze.

Searching with consent

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

With pupil consent, teachers may search for banned items. Refusal to comply may result in a sanction, with two staff members present in such cases.

Searching without consent

The Head of School and teaching staff may search pupils or their possessions without consent if they have reasonable grounds to suspect a prohibited item. Two staff members must be present, including one of the same sex as the pupil.

- Knives or weapons
- Alcohol
- Illegal drugs and stolen items
- Tobacco and cigarette paper
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used

i) to commit an offence ii) to cause personal injury to, or damage to the property of any person (including the pupil)

- Mobile phones and electronic devices

Fixed Term Suspension

Fixed-term and internal suspensions are regularly reviewed for patterns, reasons, and repeat cases. The school has a reintegration strategy for returning pupils and addresses behaviour patterns that may signal unmet needs. Pupils' behaviour outside school may also justify suspension per the behaviour policy.

Witness statements are gathered from pupils and staff involved. The evidence is reviewed

by the Executive Head, Head of School, or Senior Leader, who applies the civil standard of proof (“balance of probabilities”) when deciding on exclusions. SEN duties and the SEN Code of Practice are considered. The decision on suspension length is made by senior leadership. Families are informed by phone, email, or in person, followed by a formal letter explaining the suspension.

Fixed Term Suspension Limits

Fixed-term suspensions are limited to 45 days per pupil per year. Work is set and marked during the first five days. Suspensions over 15 days in a term or those causing missed assessments require a Governors Panel review. Suspensions cannot be extended or converted to permanent exclusions, though a new suspension or permanent exclusion may follow immediately in exceptional cases.

Reintegration meeting

At the reintegration meeting, run by either the Executive Head or Head of School the pupil acknowledges their behaviour. Staff and family identify causes and set targets with review plans. Additional support, like Behaviour Support Plans or multi-agency assessments, may be arranged. The school can direct off-site education or arrange a managed move with all parties’ consent.

Permanent Exclusion

In line with the latest DfE guidance on exclusion from maintained schools, academies and pupil referral units (most recent versions available on the DfE website – August 2024), permanent exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. However, there may be exceptional circumstances in which a pupil is permanently excluded for a one off offence (such as serious actual or threatened violence; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a pupil permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Executive Head / Head of School and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Executive Head / Head of School or their designated representative, the family, Children’s Services Attendance and Inclusion Team must be informed, governors informed and panel arranged to take place within 15 school days. The school will set work for the pupil for the first 5 days of the permanent exclusion. The Local Authority arranges suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. For a LAC pupil the LA should arrange alternative provision from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with SEN or an EHCP or a looked after child it should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an Educational Health Care Plan (EHCP), schools should consider requesting an early annual review, or interim / emergency review.

Excluded pupils are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-Bullying Alliance Definition of bullying)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Holbrook Primary School, we use the acronym STOP – Several Times On Purpose.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation

	or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Holbrook's Primary's approach to preventing and addressing bullying are set out below:

Holbrook Primary School's community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our School Council discussed this and came up with the following definition:

"Bullying can be many different things. It is when someone hurts you repeatedly, not just once, it doesn't have to be physically, they could also hurt you with words. If someone calls you names or uses rude or mean words towards you every day, they are being a bully. A bully could take or destroy things that belong to you or damage your work. Not all bullies are bigger children, sometimes a younger child can be a bully too but they need help to learn to do the right thing. Bullying can be consistently doing small things to deliberately upset you or blame things on you when they did something wrong. You can't always see bullies, sometimes it can be done over technology, like spreading rumours."

*At Holbrook we say **no** to bullying of all kinds.*

Holbrook Primary School does not tolerate bullying in any form. It is addressed in our safeguarding and online safety policies. Through PSHE and IT, pupils learn to recognise and report bullying, including cyberbullying. Regular reviews ensure pupils feel safe, know how to report concerns, and understand that bullying is challenged by school rules.

Procedures

Staff must report all incidents, which are investigated and escalated to senior leadership if needed. Confirmed bullying cases are recorded on Arbor and shared with the parents of both victim and perpetrator. Sanctions follow the behaviour policy, and external support may be sought. The victim's wellbeing is the priority, while support is also provided to help

the perpetrator change their behaviour. Senior staff, including the SENDCo and DSL, will take further action if required.

Self-Reporting Forms

At Holbrook, pupils are encouraged to report any bullying concerns. Year 5 and 6 pupils can self-refer incidents at school or home. Online safety is a priority, and self-referral forms provide immediate support. These are discussed in PSHE lessons to help pupils understand their purpose. If further action is needed, staff will record the pupil's words.

Our Community:

- Understands and promotes Holbrook Primary School as a 'Telling' school, meaning that children tell a member of staff if they see bullying at school
- Monitors and reviews our behaviour and anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some individuals may be more vulnerable to bullying, and tailors prevention and support strategies accordingly
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively;
 - Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
 - Seeks to learn from good anti-bullying practice elsewhere.
 - Utilises support from the Local Authority and other relevant organisations when appropriate.

Preventing bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying

- Celebrate success and achievements to promote and build a positive school ethos, an example of this is our Citizen of the Week award given out in Friday's Celebration Assembly.

Pupil's Working Online.

When interacting with other pupils or staff online via google classroom, students should always be kind and respectful to each other and respectful to staff, always remembering that staff are not 'friends' with pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via google classroom, or any other platform will be taken very seriously. This is also the case if any online bullying towards other pupils or peer-on-peer abuse is disclosed to the school.

Mental Wellbeing

Outdoor play builds confidence, independence, and self-esteem, but can be challenging for some children. At Holbrook, we share key information to support those who may struggle and offer a variety of activities and lunchtime clubs to keep pupils engaged. Staff and play leaders model positive behaviour, encouraging respectful play. Kindness and good behaviour are rewarded with team points and recognition in our *Citizen of the Week* award.

Pupils with Special Educational Needs

For some children, including those with attachment concerns, SEND or other complex needs, the change in routines and lack of familiarity will require additional adjustment.

We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that their behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use ***reasonable endeavours*** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Reasonable force

This policy relates to the DFE's use of reasonable force advice for headteachers, staff and governing bodies, July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In exceptional cases, physical restraint is used only as a last resort to ensure safety. Trained staff should be called via the School Office. Non-trained staff should only intervene in emergencies to prevent harm while waiting for support.

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.
- 'Reasonable in the circumstances' means using no more force than is needed
- 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.

When can reasonable force be used?

- 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.

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.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Head of School and parents or guardian as soon as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. There are members of the Senior Leadership Team and school team that are trained in 'Positive Handling' techniques.

Prejudice Related Incidents

PRIs involve actions or behaviours linked to prejudice against protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These incidents may include verbal abuse, exclusion, rumours, or cyberbullying. Assemblies and staff promote respect, inclusion, and SMSC development. PRI records are monitored by SLT and reported to Governors each term.

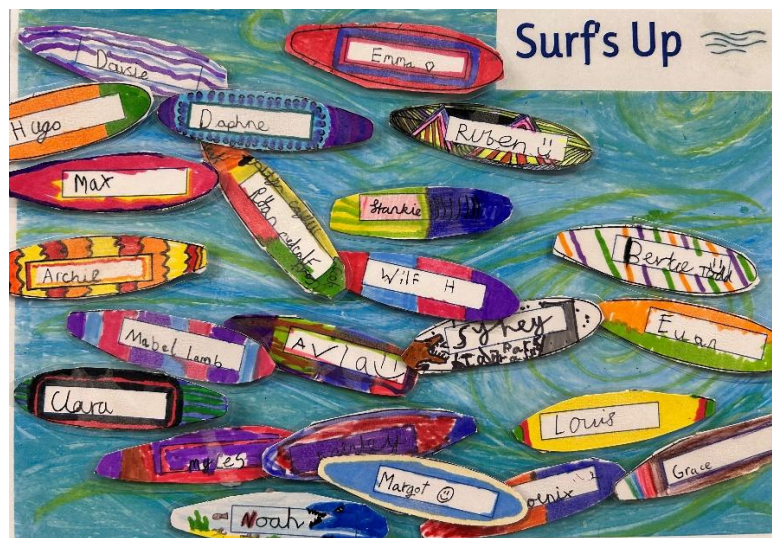
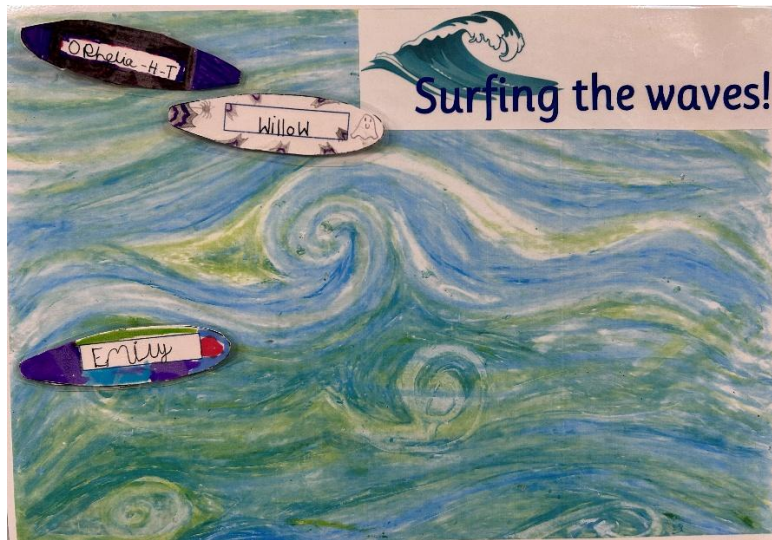
This Policy relates to the following Government and Local Authority legislation and guidance:

Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

PSED 2011: <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>

Dealing with Prejudice-Related Incidents Local Authority (LA) guidance for educational settings: <https://www.melton.suffolk.sch.uk/wp-content/uploads/2021/09/prejudiced-related-incidents-nov-18.pdf>

Appendix I.1
Holbrook Surf Boards



Appendix 1.2
Description of Unacceptable Behaviours and Consequences
(Lessons)

A description of unacceptable behaviours	What the school does when children show unwanted behaviours
<p>Stage 1 Examples:</p> <ul style="list-style-type: none"> ● calling out ● talking when asked to listen ● talking in the corridor 	<p>First Stage - the child's name (written on their personally designed surfboard) is moved down from the starting point, 'Surf's Up' to the 'On the Rocks' as a warning and returned to the 'Surf's Up' at the start of the next session</p>
<p>Stage2 Examples (Yellow card):</p> <ul style="list-style-type: none"> ● Repeatedly talking whilst an adult is talking ● Repeatedly calling out ● Purposefully distracting others ● Running in the corridor ● Talking in the line once the second bell has gone 	<p>Second Stage (Yellow card) – If a child continues misbehaving after a first warning ('surfing close to the rocks), they receive a yellow card and lose five minutes of playtime. They start the next lesson afresh, and the incident is logged on Arbor.</p> <p>**Two Yellow behaviours in the same day constitutes the equivalent of a Red behaviour and associated protocols.</p>
<p>Stage 3 Examples (Red card)</p> <ul style="list-style-type: none"> ● Rudeness to adults ● Dangerous behaviour, e.g. throwing books or equipment ● Deliberately damaging other people's property ● Refusing to carry out an adult's instructions ● Personal insults ● Stealing ● Deliberate physical aggression 	<p>Third Stage (Red card) -</p> <p>The child's name is moved to red and they are asked to go to another classroom for ten minutes, this time is paid back by the child at Break.</p> <p>In discussion with SENDCO, repeat offenders will be considered for a PSP (Pastoral Support Plan)</p> <p>Each class will record all incidents of Red behaviour on our online behaviour system, Arbor.</p> <p>If a child receives three Red cards in one-half term they will be put on a 4 week Report.</p>

	Children on Report may not be allowed privileges (e.g. school trips).
<p>Fourth Stage examples:</p> <ul style="list-style-type: none"> ● Planned physical violence with intent to seriously injure a child or adult. ● Extreme incidents of verbal aggression including use of prejudice language ● Bullying including cyberbullying ● Leaving the school premises without permission ● Persistent refusal to follow an adult's instruction, which as a result, compromises their safety or the safety of others 	<p>Fourth Stage – child is sent to Head of School or Senior Teacher. Parents or carers are contacted and asked to come in to discuss necessary actions.</p> <p>Details of the incident is recorded on Arbor as a Black behaviour incident.</p> <p>Suspension (at the discretion of the Head of School or Executive Head, Governors and LA).</p> <p>Involvement of outside agencies.</p>

Please note, each situation is different and requires an appropriate response as necessary. It is not uncommon for a variety of intervention strategies to be implemented. The main objective is always to rectify the inappropriate behaviour and encourage the child/children to take responsibility for their own behaviour, reflecting upon their choices and consequences. Consequences are at the discretion of the adult in charge and consider the individual needs of the child/children.

Appendix I.3

Description of Unacceptable Behaviours and Consequences
(Playtimes)

A description of unacceptable behaviours	What the school does when children misbehave
<p>Yellow: Disrespect to people’s property, but NOT damage e.g. treading on property Eating where not permitted Pushing others</p>	<p><u>Warning and teacher action</u> In-line with policy:</p> <ol style="list-style-type: none"> 1. First Warning – Verbal 2. Second Warning - leave the playground/field for 5 mins 3. Third Warning – leave the field/playground for 10 minutes (SMT on duty informed and the pupil’s name and details of the incident is recorded in our behaviour system, Arbor) 4. Fourth Warning - leave the field/playground for rest of play (SMT informed)
<p>Red Rudeness to an adult Throwing equipment or food Refusing to carry out an adult’s instructions Personal insults Taking school equipment without permission Taking things that belong to others Mimicking an adult Shouting at random (eg. in the dining hall) Damaging other people’s property intentionally. Deliberate physical aggression</p>	<p>The child will be sent to a senior member of staff and parents will be notified of behaviour and actions. If a child commits 3 x Red behaviours, they will then be placed on a 4 week report –</p> <p>This will be recorded in the school behaviour online system, Arbor.</p> <p>In discussion with SENDCO, repeat offenders will be considered for a Pupil Passport/IBP (Behaviour Support Plan) /PSP (Pastoral Support Plan)</p> <p>Each class will record all incidents of Red behaviour in the class log.</p>

<p>Fourth Stage</p> <p>Premeditated physical violence with intent to seriously injure a child or adult. Extreme incidents of verbal aggression including use of sexual language, swearing and threatening language.</p> <p>Persistent bullying.</p> <p>Leaving the school premises without permission</p> <p>Persistent refusal to follow an adult's instruction, which as a result, compromises their safety or the safety of others</p> <p>Cyberbullying/peer on peer abuse</p>	<p>Suspension (at the discretion of the Head of School, Executive Head, Governors and LEA).</p> <p>Involvement of outside agencies</p>
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Please note, each situation is different and requires an appropriate response as necessary. It is not uncommon for a variety of intervention strategies to be implemented. The main objective is always to rectify the inappropriate behaviour and encourage the child/children to take responsibility for their own behaviour, reflecting upon their choices and consequences.

