



# Behaviour Policy

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## **Equality Impact Assessment**

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The policy has been assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. At Totley Primary School, we make reasonable adjustments depending on the individual needs of the child. We work hard to ensure that we are not disadvantaging any pupils when applying this policy and we are confident that we have zero tolerance towards disability discrimination. We recognise and promote positive behaviour choices as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to nurture and develop appropriate behaviours with the aim to displace disruptive behaviours. Wherever possible, the focus will be on responding to positive choices rather than negative choices and ensuring that children feel valued and listened to.

## 1. School Vision and Culture

### “Nourishing our children to flourish in the world”

This means that we are fully committed to supporting all aspects of children's academic, social, emotional and wider personal development in order that they are prepared in every way, not only for their next stage of education, but as well-rounded citizens who are able to make a positive contribution to society. As one of our core values, (ROAD: Relationships, Outcomes, Attitudes, Development), strong relationships are vital in underpinning our vision as they support children in feeling valued at school and in having a sense of belonging. We know that children who have strong friendships and trust the adults in school to keep them happy safe are more likely to make good behaviour choices.

## TOTLEY PRIMARY BEHAVIOUR POLICY

We believe that exceptional behaviour is central to an exceptional education. Our aim, as set out in this policy, is to realise our school vision for all children by ensuring a calm, safe and supportive environment, which children want to attend and where they can learn and thrive. We aim to teach children how to conduct themselves well and develop positive behaviours and learning dispositions. We also place great value on encouraging children to reflect on the choices that they make.

## 2. Golden Rules

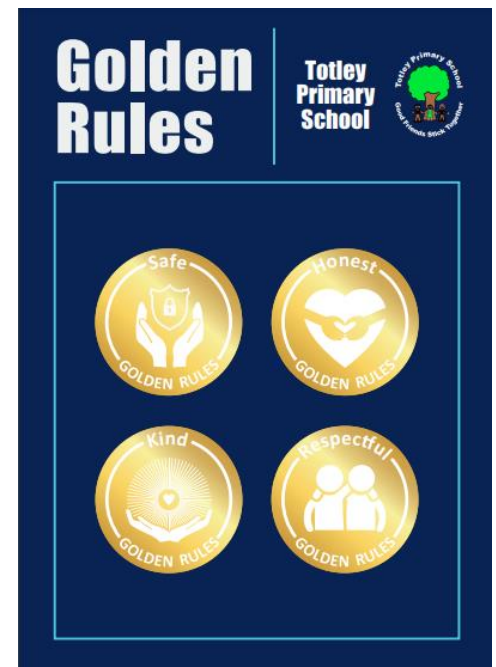
‘We are honest, safe, respectful and kind.’

These four values are taught to children from when they start school and are used to encourage and praise positive behaviour. A framework (**Appendix 1**) underpins the Golden Rules which makes explicit our expectations of what each value means and looks like in practice. These values are revisited constantly and deliberately and are used to frame conversations with children about the choices they have made. This may include specific praise for demonstrating a particular value or when reflecting on a poor choice through a structured conversation with an adult. House points may be awarded to children who demonstrate these values through their behaviour.

### Attitudes to Learning

We have identified 6 learning behaviours that we know will help children be successful learners and help them to be ready for their next step in school life and beyond.

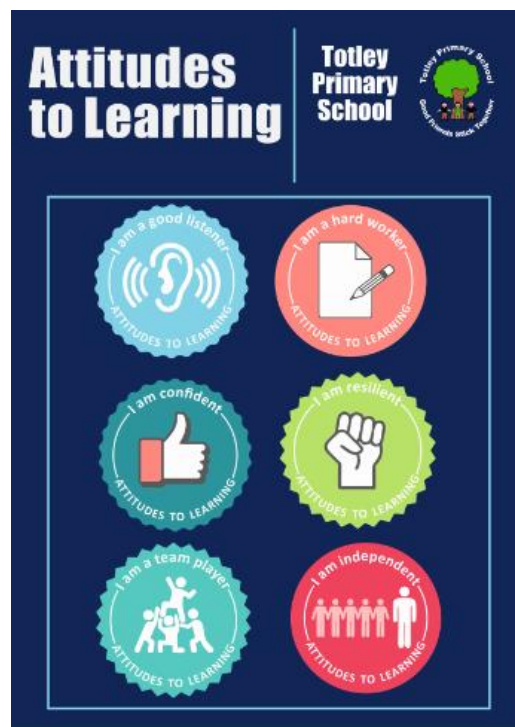
- I am a good listener
- I am a hard worker
- I am confident
- I am resilient
- I am a team player
- I am independent



These attitudes have been developed into a framework of descriptors (**Appendix 2**), which makes explicit the progressive expectations of each attribute as children move through school. The intention is that they are well prepared for their next stage in their educational journey and for their transition to secondary school. There may be some children, such as those with SEND, for whom these expectations are not appropriate. If this is the case, sensitive adjustments will be made accordingly.

This is supported by a system of rewards, whereby children can accumulate stickers for each attitude, culminating in a special stamp and sticker after 4 successes. If stamps have been achieved for all 6 attitudes, a bronze star is awarded. There are also silver and gold star opportunities for each phase within school.

The ultimate accolade is a 'Role Model' award, with children receiving a platinum star and their photo going on display in the school hall.



### **Calm Corridors**

In order to ensure a calm learning environment, we implement 'Calm Corridors'. This makes explicit our behaviour expectations about how children move around school during learning time. These are taught specifically from when children start school and are constantly revisited and reinforced. The result is that corridors are safe, calm spaces and that learning is undisturbed. We aim for children to develop the ability to self-regulate.



### **3. Rewards and supportive strategies**

Each classroom has the Golden Rules and Attitudes to Learning clearly displayed. They are also displayed around the corridors within school for reference and as reminders.

The Golden Rules and Attitudes to Learning framework are regularly revisited as part of our PSHE curriculum and the rationale behind them is taught in depth. We aim for all children to have a strong understanding of these values and why they are important.

- **'Praise with precision.'** We view praise as vital in building children's self-esteem and confidence. As such, praise is given generously but specifically, referring to the Golden Rules and Attitudes to Learning framework wherever possible. This may be on an individual or group basis and may occur within class, in assemblies or in front of the whole school.

- Children are sent to the head teacher or a member of the SLT to reinforce praise already given (also see previous section on stamps / sticker / star system).
- Outstanding pieces of work may be photocopied and sent home to parents and displayed around school.
- Individual house points are awarded for following the golden rules. These are collected regularly by Y6 pupils and the scores for each house are displayed and announced in assemblies and newsletters.
- Individuals or groups can be awarded with Totley Primary Postcards, which are posted home to acknowledge and celebrate an achievement

### **Strategies to support positive behaviour**

**Zones of Regulation** – a consistent language around emotional regulation has been established and is taught to children from when they start school as part of our Personal Development curriculum. Our aim is that all children know and understand the significance of the different 'zones' and learn strategies to support them in regulating their emotions if they are not in the 'Green Zone.'



**Turnaround time** – this provision runs each lunchtime to support children who are struggling with their emotional regulation. This is run by staff on a rota basis. A range of resources such as books and sensory toys are on hand to help children if they need it.

**Wellbeing team** – two of our staff team have had specific training in children's wellbeing and mental health. Teachers are able to make referrals for individual children with specific issues to have 1:1 support from the wellbeing team in areas such as bereavement, managing anxiety and working through friendship difficulties, for example.

### **4. Unacceptable Behaviour**

Whilst we aim to encourage positive behaviour in all children, we acknowledge that there will be times that we have deal with behaviour which is unacceptable. These issues may include:

- Child-on-child abuse (this includes bullying which may be physical, emotional, or online)
- Disruptive behaviour (that prevents others from learning)
- Discrimination of any kind, particularly relating to the protected characteristics. e.g. racial, gender-based, homophobic etc
- Deliberate disobedience, including theft and lying
- Disregard for the school environment & property
- Rudeness, including swearing
- Unsafe behaviour (including online behaviour) which puts the perpetrator of that behaviour or others at risk of harm. This includes the bringing of unsafe / inappropriate items into school (see 'Banned Items' list below)
- Inappropriate sexual behaviour

## **Banned Items**

- Weapons
- Glass bottles for drinks
- Alcohol
- Medication (unless agreed with parent/carer)
- Illegal drugs
- Stolen goods
- Tobacco or vaping products
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offense
- Anything else which school has specifically asked not to be brought in

## **5. Mobile phones**

Pupils in Y5 and Y6 are permitted to bring a mobile phone to school to support them in being safe if they walk or travel to school without an accompanying adult (there may be individual circumstances which mean this can be extended to younger pupils).

Parents and carers need to be aware that, whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety and social interaction, there are also some associated risks such as the potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons. A further risk to be aware of is that children who are concentrating on using their phone can have reduced general safety awareness, which may result in road accidents and/or injury if a child is not paying attention to their surroundings.

Pupils are not permitted to wear smartwatches or have any other personal devices in school which can record images or allow external communication.

If parents wish their child to bring a phone it is on the understanding that they agree with the following limitations on use:

- All mobile phones should be handed in to the class teacher at the beginning of the day and collected at the end of the day. They will be locked away securely.
- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises.
- At The Nook, children's phones must remain switched off and in their bags in the cloakroom. Children are not allowed in the cloakroom area without an adult.
- Any mobile phones discovered to have been brought into school and not handed in to the teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office. The same applies to any phones found to have been brought into The Nook rather than left in bags in the cloakroom.
- It is not permitted to film or photograph anyone on school grounds.
- Whilst the school will take every reasonable care, it accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and carers to ensure mobile phones are properly insured. It is recommended that pupils' phones are security marked and password protected.
- Children are not allowed to carry mobile phones on any school trips.

- If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from a member of the senior leadership team. In circumstances where there is a suspicion that the material on the mobile phone may provide evidence relating to a criminal offence, the phone will be handed over to the school's safeguarding team for further investigation and the parent or carer asked to collect it from them.

### **Misuse of mobile phones**

We have high expectations that children will use their mobile phones responsibly and in keeping with our Golden Rules. The following behaviour will not be tolerated:

- Deliberately not handing in phones to the class teacher
- Online bullying by text, image or any kind of messaging
- Taking and sharing inappropriate pictures
- Accessing inappropriate websites
- Making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other pupils
- Pupils posting material on social network sites with no thought to the risks to their personal reputation and or with the deliberate intention of causing harm to others
- The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on TikTok or other social media platform
- The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)

### **6. Dealing with unacceptable behaviour**

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.

Wherever possible, issues are dealt with on the spot, with children being reminded about our expectations. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. This will always link back to the golden rule that is broken and, if appropriate, to the zones of regulation.

Communication between staff is prioritised in order to support positive behaviour. Staff advise lunchtime supervisors about any pertinent issues regarding individual children prior to lunch break and the lunchtime supervisors communicate any issues with them at the end of lunch to follow up. The same kind of dialogue occurs between school staff and staff from The Nook regarding transition into wraparound care.

### **AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

(If behaviour is extreme or dangerous, some steps may be missed out. Please note that if a child physically hurts or is found to be bullying another child, then both sets of parents / carers will be contacted as soon as possible)

### Step 1 – verbal warning linking to Golden Rules

A verbal warning is given that the inappropriate behaviour has been noted. The emphasis should always be on the poor choice made and labelling of the behaviour, not the child.

*'(Use child's name) I am going to remind you what the correct choice is for \_\_\_\_\_ in class; (say and show rule). Please make sure that you make the right choices as you have now had your first warning. You can fix this really quickly by...' (explain action – e.g. "by putting your hand up and not shouting out.")*

If necessary, the good behaviour choice will be modelled for the child at this point. Some children may need the weight of the class knowing they have been spoken to, whilst with others it may crush their self-esteem - thus should be done privately.

### Step 2 – second warning and in-class reflection / time out if required

A second reminder is given if the inappropriate behaviour continues.

*"I want to help you get this right now. You have not listened to your warning and have made another poor choice. Tell me what you will do to mend this mistake and follow our Golden Rule of \_\_\_\_\_ (then repeat succinctly what you want them to do). You can do this, I know you can."*

If needed, the class teacher conducts a short minute verbal reflection time with the pupil. This could be after the session in the classroom or following a short 'time out. This should be undertaken at the child's level, using a calm voice. The child will be encouraged to verbalise the incident, taking ownership of their actions and a discussion will be held to discuss how the child can fix what happened and how they can show they are sorry (not just saying sorry). If needed, the class teacher will accompany the child to support this positive action and ensure it is followed through.

*'You need to take \_\_ minutes to **regulate** and try to get into the **green zone**. Think about what just happened. I will talk to you when your **time out** is complete. I want to help you to get this right.'*

This time out could happen in or out of the classroom, in response to what is most appropriate for the child and the situation, and the physical environment to ensure safety for all.

*'I am having a 3 minute **consequence** because I \_\_\_\_\_ and this broke the **Golden Rule** of \_\_\_\_\_. The consequences of the child's actions will be discussed. 'We will **reflect** on your behaviour **choices**.'*

The name of children who have received a verbal warning are not written down anywhere visible in the classroom. Names may be written down discretely to aid communication between adults, such as between morning and afternoon teachers.

### Step 3 – consequence and reflection time with SLT

If the child persists in making poor choices, a formal reflection time with SLT is issued, to be completed during the soonest possible break time. This is logged formally on CPOMS. Missing break time as a consequence is part of this step.

*'You now need to have a **consequence** and **reflection time** at play time because you have chosen not to listen to two warnings and are still making **poor choices** which are not following our Golden Rules. I am not going to let you spoil the **other children's right to learn / be safe and happy** in class / during playtime. When you go back into class, I expect you to \_\_\_\_\_. You can still fix this and I want to help you to do so.'*



It may be that the child needs time out of class in the moment and requires help from an adult to regulate at this point before a reflective conversation can be held. Staff formally log the incident and let a member of the SLT know the reason for the consequence and reflection time. A member of SLT will complete the reflection time with the child. This is a constructive and structured conversation with the child which links to the Golden Rules or Attitudes to Learning wherever possible and also makes reference to the Zones of Regulation as appropriate (**Appendix 3**). Children will be supported in taking responsibility for their own actions. Follow up activities such as making an apology are agreed and facilitated by the SLT supervisor as required. When children return to class, adults will proactively look for positive behaviours and quickly praising an improvement in attitude or behaviour.

#### **Step 4**

If 3 SLT reflection times are issued to a child within a half term period, the child is placed on a **behaviour report** for 2 weeks. This is formally logged.

*"You have been given a lot of help and had many chances to get this right, **and I care for you too much to let you continue to make poor choices**. You are now **on behaviour report**, which means that you need help from your class teacher, your grown ups at home and the SLT to get this right. I will speak to you again once you are ready to fix this. I believe in you and know that you have the strength to be and making the right choices again soon. Being on report will give you the chance to **show the good choices** you make throughout each day."*

The purpose of this is to support and monitor behaviour choices more closely throughout the day, in conjunction with class teachers, parents and the SLT. Clear steps for improvement will be agreed - child voice will play a key role in this process. Again, adults will proactively look for positive behaviours and quickly praising an improvement in attitude or behaviour. The staff member who issues the report is responsible for contacting the parents to inform them of the situation and ensure that the parents have signed the report at the end of each week.

#### **Step 5**

If there is no sustained improvement in behaviour, the child will go onto a behaviour contract as discussed with the Headteacher. This is formally logged. Targets for improvement are clarified (see below). Outside agencies such as the educational psychologist may be sought for specific support if appropriate.

#### **Exemplar conversation**

*"(child's name), you are so much better than the choices you are making right now and deserve better than what you are doing to yourself. You have lost control and need somebody to take that control for you and help you. Mr Paxman is going to take you for some time out of class to discuss what will happen next. I really want you to get this right and hope to see you back in class after you have had time to reflect and plan your next steps."*

#### **Step 6**

Parents / carers will be called into school to discuss possible suspension.

## **7. Behaviour Contracts**

If children reach **Step 5**, they will be put on a Behaviour Contract, which will help them to make and sustain positive changes. The main purpose of the Behaviour Contract is to step up the level of support and coaching that the child has to avoid reaching **Step 6**. Being placed on a Behaviour Contract is a serious consequence and this needs to be felt by both the child and their parents/carers. A meeting will take place and both children and their parents/carers are encouraged to attend. At this meeting, the Behaviour Contract will be created collaboratively with the child in order to give them a strong sense of ownership of the contract. All Behaviour Contracts will be different according to the needs of the child and the details of the situation. Once the contract is in place, the child's class teacher will then spend time looking over the contract with the child and discussing with them how to earn their privileges back as quickly as possible. Each individual Behaviour Contract will look and be accessed differently, depending on the needs and level of intellect of the child. All Behaviour Contracts across school will be logged and tracked in order for it to be clear if particular children are not finding the use of a Behaviour Contract helpful and therefore an alternative arrangement needs to be put in place in order to help the child to succeed.

### **Intent**

- Children learn how to make the right choices
- Positive habits are created
- Children are provided with the time that they need at the start and end of each day to discuss daily issues or worries

### **Implementation**

- Behaviour Contracts are created by a member of the senior leadership team and agreed upon by the family of the child involved
- Behaviour Contracts are focused on in a positive manner by class teachers, helping to build on the relationship between the child and their teacher

### **Impact**

- Behaviour across school is good or better, every day
- Children have the skills to stop and think before they act. They can reflect upon the choices they make and on how to continue to improve and grow

## **8. Loss of Control**

At times, of course, we have to recognise and accept that children will not behave or work in a manner which is acceptable, despite the support put in place by the steps outlined above. For children demonstrating a loss of control, careful consideration is given to the individual and how best to support them to regulate.

### **Safe Spaces**

Safe Spaces support emotional regulation following a period of crisis. These may be individual to each child - some pupils will need time out of the classroom in a calm, quiet space in order to prepare themselves for learning (this may follow an incident in the classroom, playground or another area around school) and may be directed somewhere particular for this. Examples may include the sensory room / wellbeing room, one the quads or a breakout room such as the IT suite. Pupils will be supported by a member of staff with the aim of regulating behaviour, promoting a restorative discussion and reintegration into lessons.

If children are directed to this space due to inappropriate choices, a record of time spent out of lessons will be maintained and pupils will have to make up this time. When the child enters their Safe Space, it will be clearly communicated with them as to whether they will owe time back.

### **Violent behaviours**

If violent behaviours are displayed by children, they will be safely moved out of the classroom and towards a safe space with a member of staff that the violence has not been displayed towards. Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of their classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. If there are two or more children involved in the violent incident, a decision will be made regarding which child/children will be directed out of the room. If children are choosing to kick, their shoes can be removed from their feet and put in a safe and secure place until they are ready to wear them again. With regards to any vandalism, during the first case parents will be informed. If this situation happens again, the police will be called and then parents will be informed. We are aware that some children with specific needs may have a tendency to use violence and we always take this into account when reviewing a situation and appropriate next steps.

### **Physical Intervention**

All appropriate staff will be Team Teach trained as part of the school's commitment to keeping staff and pupils safe. Team Teach is a risk reduction method which is deep rooted in practices of reducing escalation and risk arising from unwanted choices. It is important to understand that restraint is only ever undertaken as a last resort and to keep the young person or those around them free from harm. When faced with a difficult situation it is important to remember that the majority of the time we can find a resolution through our positive handling of the challenge posed. Pupils can be held or moved if:

- They are a genuine danger to themselves
- They are hurting another child or member of staff
- They are trying to escape from school.

Pupils will not be restrained when they are defiant or rude as this is not a proportional or justified response to their actions. All staff can carry this out although staff who are more likely to need to use it will have full restraint training. We are aware that holding a child is an infringement of their human rights and for this reason we know that by holding a child for their safety, we as staff are at risk of being hurt.

## **9. Support Beyond the Classroom**

### **Removal from the classroom**

If a child's poor behaviour choices are causing significant disruption to learning or are persistently breaking our Golden Rules, they may be required to spend a limited time out of the classroom under the supervision of a member of staff in a safe space, such as a breakout room. This will be considered as a serious sanction and will only be used if other supportive strategies have been tried and not worked (unless the behaviour is so extreme as to warrant immediate removal). Every effort will be made to continue the child's education in a meaningful way, although the curriculum in this situation may differ from the rest of the class. Parents will be informed on the same day if their child has been removed from the classroom and the incident will be logged formally in school to allow a review of the child's provision to take place. Further support and monitoring will be implemented if appropriate.

It is important to note that 'removal from the classroom as a sanction' is different to a child being taken out of the classroom to support them in regulating their emotions because of an identified sensory or emotional need which is likely to be built into their planned provision.

## **SUSPENSION / EXCLUSION FROM SCHOOL**

*'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions'. DFE – Behaviour in Schools Guidance. Sept '22*

### **Fixed-Term Suspension**

All decisions to suspend are serious and taken only as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed-term suspension.

The following are examples:

- Repeated failure to comply with a reasonable request from a member of staff.
- Persistent defiance or disruption in the classroom.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Theft.
- Extremely unsafe behaviour which puts the child themselves or others at risk of significant harm.

The school works hard to avoid suspending pupils, as we know this does not always have an improved impact on behaviour; however, the Headteacher reserves the right to make this decision based on the best interests of the whole school. If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that particular day will be recorded as a 0.5 day exclusion. According to recent legislation, it is the responsibility of the parent/carer to ensure that their child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this.

The school will set work for the child to complete on the school days during the period of their exclusion. Support is provided for pupils to catch up on missed work when the child returns to school.

### **Children returning from suspensions**

When a child returns from a suspension, a 1:1 meeting with the child and the Headteacher or one of the Deputy Headteachers is scheduled for when they are expected back at school. It is expected that the child's parent/s/carers attend this meeting too. Within the meeting, reflection on the incident and calm, productive conversations regarding how to achieve success moving forwards will take place. If the child is deemed to be emotionally regulated at this point, they will then be welcomed back into school the following day for a half-day session. From this half-day session, the child will then have the opportunity to move onto their full-time timetable the following day, providing they have shown progress with achieving success within the classroom. If the 1:1 conversation or half day is not seen to be successful, it will be attempted again the following day until the required outcome is met.

## **Part-time timetables**

In some exceptional circumstances, there may be a need for a part-time timetable to meet a pupil's needs. Where this occurs, the school will:

- Discuss the part time timetable with parents, and ensure full understanding and agreement;
- Review any part time timetables regularly and meet with parents regularly to discuss whether a child is ready and able to move back to full time provision;
- Seek alternative provision where appropriate;
- Record all part time table absence as authorised (as per DfE guidelines). Any child who is working under a part time timetable will be offered additional support which is relevant to the needs of the individual at that time. This may include 1:1 support, access to the sensory provision or another intervention deemed appropriate. The decision for this would be taken by the Headteacher and the class teacher, in discussion with class teachers and parents.

## **Permanent Exclusion**

'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017')

The decision to permanently exclude a child is the most serious sanction that can be given. A permanent exclusion can happen:

- In response to a serious one-off breach (serious assault, violence, physical harm, sexual misconduct, possession/distribution of drugs, damage to property, dangerous behaviour, discriminative actions against protected characteristics, extreme swearing/rudeness or threatening behaviour) or persistent breaches of the Behaviour Policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Only the Headteacher is able to make the decision regarding permanent exclusion, but other members of staff can be in conversations regarding the incident/s that have occurred leading to the exclusion. The Headteacher's decision to exclude must be taken on the 'balance of probabilities', meaning that it is more likely than not that the pupil did what they are accused of.

Pupils can be excluded for behaviour outside school - this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

We are aware that behind every exclusion/potential exclusion there is a backstory and we will always take contributing factors into account when deciding on the best course of action. If a child has an EHCP in place, an SEND review will always take place prior to the final decision being made on the best next steps for their individual child.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;

- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

## **10. Behaviour Outside of the School Premises**

Instances of positive behaviour which are reported by members of the school community (such as joining community litter picking activities, for example) are routinely praised and reinforced using our reward systems. Poor conduct outside the school premises, including inappropriate online conduct, will be dealt with using the sanctions / procedures previously outlined in this policy, as appropriate and to such an extent as is reasonable. This may include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform or in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or staff member
- that could adversely affect the reputation of the school

## **11. Reporting Behaviour Incidents**

All behaviour is monitored closely by the safeguarding team, with regular analysis to identify trends or emerging concerns. Where there are specific issues that can affect a child's behaviour, the safeguarding team ensures that all staff are aware and clear about individual targets and that supportive procedures are in place. Behaviour issues are reported to governors on a half-termly basis on our data capture to ensure they are aware of the issues in school. This is monitored by the safeguarding governor.

## **12. Visitor Code of Conduct**

Totley Primary School prides itself on its welcoming, supportive and inclusive ethos and it is important that all members of the school community work together to ensure we can maintain this. We expect staff, parents, carers and visitors to show respect and consideration for others at all times near to or on school property.

Our school will not tolerate:

- Offensive language
- Disruptive behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using or being under the influence of noxious or illegal substances (alcohol / drugs) on or within the vicinity of the school premises
- Abusive, threatening or damaging emails, phone calls, text or social networking messages relating to the school or any people in it.

If any behaviour from visitors or parents and carers violates our code of conduct then we will not hesitate to issue them with a written warning. If the behaviours continue or reoccur, then a temporary ban from school site will be issued. If anti-social behaviour continues further, then a permanent ban would be considered. We will inform and use the police where necessary in order to protect the staff and children in school.

### **13. LINKED POLICIES AND DOCUMENTS**

Other policies and documents to read in conjunction with the behaviour policy:

- Safeguarding policy
- Online Safety policy
- Equality policy
- Anti-bullying policy
- SEND policy
- DFE 'Behaviour in Schools' September 2022

## Appendix 1

### Golden Rules Framework

# Golden Rules

Totley Primary School

## Honest



- In all that we do, we tell the truth.
- We tell an adult if we see something we know is not right.
- We do as we know we should, even when an adult is not there.

## Safe



- CALM corridors
- Make safe choices
- Seek help in an unsafe situation
- Check lanyards
- Correct uniform. Only wear a watch and up to 2 stud earrings, if we choose. Tie hair up for PE and DT.

## Respectful



- Everyone tries their best. Everyone's best is different.
- There are no outsiders here.
- Show good listening.
- We take care of our environment and equipment.

## Kind



- Say please and thank you at every opportunity.
- Help others in their learning and at play.
- We share.
- Accept an apology and move forwards. We learn from our mistakes, we accept a genuine apology and we move on.

Rude	Mean	Bullying
Doing or saying something that hurts someone, physically or emotionally, but not on purpose.	Intentionally doing or saying something that hurts someone, physically or emotionally once or twice.	Intentionally aggressive behaviour, online or offline, repeated over time, that hurts someone physically or emotionally.



## Appendix 2 - Attitudes to Learning Framework

Please note that these criteria may be adjusted sensitively to accommodate children with additional needs.

	What does this look like in FS2?		
	When I'm not doing this well.	When I'm doing this well enough.	When I'm doing this exceptionally well.
<b>I am a good listener.</b>	Not looking where I should be. Talking to the people around me. Thinking about something else. I'm not sitting still.	My hands are empty and I have magnet eyes. I am thinking about what you are saying.	I can tell you what my partner said. I can respond to what someone has said.
<b>I am a hard worker.</b>	I don't want to give it a go. I don't try my hardest.	I'm happy to have a go. I concentrate for a while on a task.	I come back to a task to make it better.
<b>I am confident.</b>	I struggle to talk in front of others. I don't believe I can do something.	I believe in myself. I can tell people what I think. I talk to new people. I share my learning.	I can tell you what I am good at. I can tell you what I want to get better at. I can share what I've done with a big group of people.
<b>I am resilient.</b>	I ask for help before I try myself. I give up at the first hurdle.	If I find something hard, I give it another go. I stay positive when I find things hard.	I try different ways to solve my problems.
<b>I am a team player.</b>	I don't share. I don't take turns. I don't listen to my friends ideas.	I share my ideas and listen to my friend's ideas. I share the things I am using. I take turns.	I invite people to join in my play.
<b>I am independent.</b>	I do not ask for help. I wait for someone to do something for me. I repeatedly ask a question without trying.	I find the things I need on my own. I choose my own activities. I have a go before asking a grown up. I take care of myself and my own things. (Coat/ toilet etc.)	I complete an activity without adult help. I look at things in different ways to solve a problem for myself.

	What does this look like in Year 1 and Year 2?		
	When I'm not doing this well.	When I'm doing this well enough.	When I'm doing this exceptionally well.
<b>I am a good listener.</b>	I don't look at the person speaking. I fiddle with things when others are talking. I don't make an effort to remember what is being said.	I am silent when someone else is speaking, I look at the person who is speaking. I don't talk over other people who are speaking. I put my hand up if I don't understand yet. I am thinking about what is being said. I can follow all the steps.	I have thought of an idea based on what someone else has said.
<b>I am a hard worker.</b>	I get up out of my seat. I distract others or let myself get distracted by others. I look for distractions and make small problems bigger than they are as a reason to not do my work. (pencil sharpening, toilet, water bottles etc.)	I don't distract others and I don't let others distract me when I'm working. I work quietly. I have used what I already know to support my learning. I have asked a friend to help me if I am unsure. I finish the work I have been asked to do. I use my best presentation.	I complete more work than I have been asked to.
<b>I am confident.</b>	I often seek help even though I know I could try something myself. I avoid a task if I think I'll make a mistake.	I know that it's OK to make a mistake - that's part of my learning. I have a go at my activity before asking for help.	I can help other children with their learning when I have completed my own. I can complete green pen work on my own. I can make my own edits & improvements.
<b>I am resilient.</b>	If I find something difficult, I stop or become upset. I sit and do nothing.	I have used my prior knowledge to support my learning. I have asked a friend to help me if I am unsure.	I am prepared to start a task even though it doesn't feel straightforward at first. I am thorough whilst completing a task.
<b>I am a team player.</b>	I don't work very well with other children. I don't listen to other children in my team. I take over in my group.	I listen to what others have to say. I am happy to work with anybody.	I help someone else if they are struggling.
<b>I am independent.</b>	I ask for help even when I know I could try. I don't check if I have all of my resources.	I have all of my resources.	I look for ways to improve my work myself.

	What does this look like in Year 3 and Year 4?		
	When I'm not doing this well.	When I'm doing this well enough.	When I'm doing this exceptionally well.
<b>I am a good listener.</b>	I don't look at the person speaking. I fiddle with things when others are talking. I talk over others.	I am quiet when someone else is speaking. I use magnet eyes when someone is talking. My hands are empty. I can respond to what has been said.	I listen with careful consideration of what the other person is saying. I raise my hand if I have something relevant to add to what someone has said. I anticipate magnet eyes.
<b>I am a hard worker.</b>	I don't have my equipment ready for learning. I get up out of my seat. I distract others or let myself get distracted by others. I have to be reminded to stay on task.	I am ready to learn by having my equipment ready. I don't distract others and I don't let others distract me when I'm working. I stay in my seat for longer periods of time and I stay on task.	I am always well organised with my resources. I stay on task without any reminders. My work is always my best effort.
<b>I am confident.</b>	I often seek help even though I know I could try something myself. I cannot start a new task without reassurance from an adult. I avoid tasks that look hard.	I respond to feedback positively. I know that it's OK to make a mistake- that's part of learning. I always have a go. I can share my ideas with a small group or partner.	I use everything I can to help me when I find something difficult, such as asking my neighbour, looking back in my book, displays. When things have gone wrong before, I will always try again. I can share my ideas with others.
<b>I am resilient.</b>	If I find something difficult, I stop. I ask a teacher as soon as I am stuck. I don't challenge myself in my work.	I use the strategies I've been shown to complete a task. I use the resources I've been given to help complete a task.	I am prepared to start a task even though it doesn't feel straightforward at first. I am thorough whilst completing a task.
<b>I am a team player.</b>	I don't try to listen or respect others' opinions. I don't take turns. I always want my own way. I get frustrated with others and I'm not willing to compromise. I am not tolerant of others.	I listen to what others have to say. I am happy to work with anybody. I can play a role in a group activity. I can use the zones of regulation to get back to green when things don't go my way.	I know that if my team are successful, I am too. I know I don't have to be the team leader to be an effective team player. I do things for others without being asked. I can encourage others to succeed.
<b>I am independent.</b>	I seek help even when I know I could try. I copy other people's work. I let other people do the hard work for me.	I use my success criteria to check I have included everything. I do my work on my own. I contribute my own ideas in a group. SNOT	I am proactive in selecting the resources I need to successfully complete my task. I can effectively respond to SNOT.

	What does this look like in Year 5 and Year 6?		
	When I'm not doing this well.	When I'm doing this well enough.	When I'm doing this exceptionally well.
<b>I am a good listener.</b>	I don't look at the person speaking. I fiddle with things when others are talking. I don't make an effort to remember what is being said.	I am silent when someone else is speaking, I look at them to show I am listening and I don't become a distraction. I make an effort to remember what is being said to help me learn.	I listen with careful consideration of what the other person is saying. I raise my hand to ask a question to clarify, agree or disagree. I build on what others have said by referring to the points they made.
<b>I am a hard worker.</b>	I get up out of my seat. I distract others or let myself get distracted by others. I look for distractions and make small problems bigger than they are as a reason to not do my work.	I don't distract others and I don't let others distract me when I'm working. I stay in my seat for longer periods of time and I only think about the task at hand.	I work with uninterrupted concentration. I manage my work myself by recognising when I need a short brain break which I know will help me to work hard for longer overall.
<b>I am confident.</b>	I often seek help even though I know I could try something myself. I avoid a task if I think I'll make a mistake.	I respond to the advice I am given. I know that it's OK to make a mistake- that's part of learning.	I am prepared to start a task even though it doesn't feel straightforward at first. I welcome and seek advice and I'm always prepared to make improvements to my work.
<b>I am resilient.</b>	If I find something difficult, I stop.	I use the strategies I've been shown to complete a task. I use the resources I've been given to help complete a task.	I use everything I can to help me when I find something difficult, such as asking my neighbour, looking back in my book, displays,
<b>I am a team player.</b>	I don't change my opinion or ideas. I get frustrated with others and I'm not willing to compromise.	I listen to what others have to say. I am happy to work with anybody. I help to divide a task fairly.	I summarise what others in my team have contributed and work with others to seek an effective combination of ideas. I know I don't have to be the team leader to be an effective team player. I do things for others without being asked.
<b>I am independent.</b>	I seek help even when I know I could try. I rarely complete homework.	I look for ways to improve my work myself. I do my homework without a reminder.	I explore, create and investigate myself.  I use my initiative to do more research on a topic. I do extra pieces of work that interest me without being asked.

