



Reigate Park Primary Academy

Local Management Behaviour Procedures

Date of policy publication: October 2017

Approved by: SLT and all staff

Date of next review: September 2025

Policy review dates and changes

Review date	By whom	Summary of changes made	Date of Approval
January 2018	KR	Addition of Sexual Violence and Harassment Between Children in Schools and Colleges AND Searching, Screening and Confiscation Guidance	February 2018
July 2018	KR, LMcS SH, KP	Amendments made in line with Harmony Policy	
March 2019	PB	Amendments made to front cover to academy. Seclusion decisions changed	
Sept 2019	KR/SH	Amendments to reward system	
July 2020	SLT	None made – Covid-19 Appendix Added	
Sept 2021	All staff	None Made	
Sept 2022	All staff	Covid restriction removed ie parents in for assembly Addition re not completing in class learning. Amendments re seclusion for KS1 Amendment re searching and confiscating procedures Amendment to Rewards section	

1.0 Aims, Expectations and Principles

The aim of this policy is to provide clear guidance for staff, parents and children in promoting appropriate behaviour across the Academy and in dealing with inappropriate behaviour fairly, consistently and effectively.

All children have a right to learn and all staff have a right to teach. This is achieved through the following principles:

- ☐ Children can choose how to behave and must learn to exercise that choice responsibly.
- ☐ All children should be encouraged to be honest about their behaviour, with themselves and other people, and help to learn from their experience.
- ☐ All children should know that they are valued and listened to and will be treated with respect, consideration, politeness and concern.
- ☐ All children should learn that good behaviour has outcomes, which may include rewards, and that good behaviour is appreciated and encouraged.
- ☐ All children should learn that inappropriate behaviour has consequences, which may include appropriate punishment, and that following these consequences, a fresh start is available.
- ☐ All children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected.
- ☐ All children should see that staff have high expectations of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the academy and grounds.

At Reigate Park Primary Academy we will not tolerate:

- ☐ Bullying, whether verbal, physical or emotional
- ☐ Racism, whether by word, action or attitude
- ☐ Fighting or deliberately hurting others
- ☐ Swearing, gesticulation or bad language
- ☐ Disobedience and refusal to co-operate

2.0 Rights and Responsibilities

All staff have the right to respect, courtesy and honesty and to teach in a safe, secure and supportive environment.

All Staff have a responsibility to:

- ☐ Model respectful, considerate and positive behaviour.
- ☐ Ensure that the school environment is calm, safe and secure.
- ☐ Establish positive relationships with pupils, parents and other staff.
- ☐ Plan, prepare and deliver consistently good or better lessons that meet the needs of all the children in the class.
- ☐ Give children a voice and ensure they are listened to.
- ☐ Treat all children fairly.
- ☐ Provide pupils with feedback on their progress through marking, reports and verbal feedback to allow our pupils to achieve the best they can.

Pupils have the right to:

- ☐ Learn in a purposeful and supportive environment.
- ☐ Work and play in a safe, secure, friendly and clean environment.
- ☐ Respect, courtesy and consideration.

Pupils have the responsibility to:

- ☐ Follow the academy rules.
- ☐ Ensure their behaviour is not disruptive to the learning and well-being of others.

- ☐ Have a positive attitude to academy life and property.
- ☐ Always try their best.
- ☐ Be respectful, polite, kind and helpful.

Parents have the right to:

- ☐ Be kept informed of matters affecting their child's progress, behaviour, health and welfare.
- ☐ Contact the academy through letter, email, phone or in person to discuss matters affecting their child.

Parents have the responsibility to:

- ☐ Ensure their child attends the academy each day except authorised absences.
- ☐ Inform the academy of their child's absence.
- ☐ Ensure their child arrives and departs the academy on time and in a safe manner.
- ☐ Treat the staff of the academy in a polite and respectful manner.

3.0 **Academy Rules**

Children will be taught the rules as soon as they start the academy and will be reminded every September as part of PSHE. These rules will be displayed clearly in each classroom and Hall to ensure good discipline is sought at all times (see appendix 4). The academy rules are as follows:

At Reigate Park Primary Academy we:

1. Do as we are told the first time.
2. Keep our hands and feet to ourselves
3. Always tell the truth.
4. Use good manners and respect each other.

All our work in school is underpinned by the value of Respect:

- a) Respect yourself
- b) Respect others
- c) Respect the environment

4.0 **Rewards**

Positive Recognition

Positive recognition of appropriate behaviour, manners, attitude and work should be recognised through praise and rewards.

Praise should be specific so that the pupil knows what it is that is approved of

Points System

Children will be awarded points for positive behaviours which are above and beyond the normal expectations. They will be awarded a maximum of 1 point at any one time. They may also be awarded 5 points for completing and returning their homework on a Monday. These are then totalled up and spent at a weekly shop. They can also be saved to purchase higher value items.

Children will be rewarded with one point per day if their Good to be Green card is still green at the end of the day (this does not include children who have gone back to green after receiving a yellow card).

Celebration Assembly

A weekly assembly to celebrate award certificates, Stars of the Week, Star Writer, Pupil of the Week and Birthdays.

One child will be chosen from each class who has made exceptional achievement.

Teachers will contact parents on the Friday of the week before the child receives their certificate. A maximum of two parents/carers may attend.

5.0 Strategies for Classroom

Sanctions for unacceptable behaviour can come from any member of staff working with/supporting the child. Staff should always explain to the child why their behaviour is inappropriate.

The academy will ensure that all staff access training, either internally or externally, with regards to behaviour management on a regular basis.

Behaviour Management Systems

We use a 'Good to be Green' System throughout school.

The system:

"The Look" A disapproving look or request to refrain from the unwanted behaviour is sufficient
Yellow Card (vertical) A first verbal caution – remind the child of the "right thing" to do. The card can be earned back.
Yellow Card (horizontal) 10 minutes "Time out" in partner year group class(child must take their work) – away from other pupils. Child to be sent with their work After 10 minutes child to return to their class. The card can be earned back. A child who requires 'time out' and is outside. They will stand at the side of the playground for ten minutes.
Red Card Results in the child going to lunchtime seclusion at the next opportunity A KS1 child who requires a seclusion after lunchtime will have their seclusion outside, on the playground during afternoon break to avoid them carrying this over to the next day.

Seclusion

Seclusion should be given under the following circumstances:

- ☐ After a red card
- ☐ After any physical contact
- ☐ Any racial comments
- ☐ After any abusive language
- ☐ Bullying

Where children do not complete their work during lesson time, the teacher may request that they stay in at playtime to ensure the work is completed and their progress is in line with expectations.

NB

- ☐ Instant Red Cards will be listed on CPOMs and SLT/DSL **MUST** be notified through the electronic system. (Lunchtime staff will notify class teachers of any red cards from lunchtime so that the class teacher can add this to CPOMs)
- ☐ Horizontal Yellow cards will be recorded on CPOMs, but SLT/DSL **do not need** to be notified.
- ☐ Red cards which are an accumulation of yellow cards will be listed on CPOMs but SLT/DSL **do not need** to be notified

Lunchtime and break time seclusions will take place in the Leadership Office for 15 minutes.

Children sent for Seclusion will have the 'Rule Broken' with a summary of the incident recorded on CPOMS by the member of staff who gave the red card.

Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away the child should have chance to record what happened either through pictures or writing it down.

Outside the classroom

The same principle of Good to be Green will be continued everywhere in school to ensure consistency. If warnings are given in Assemblies, playtimes, PE or ICT, cards will be changed on returning to the classroom.

Breaktimes/Lunchtimes

Children will be given two warnings (yellow cards) and then a red card which results in them being sent to seclusion.

The member of staff who sent the child in for seclusion will record the incident on CPOMs. Lunchtime staff will pass the information on to class teachers so that this can be added to CPOMs.

New day, new start

Good to be Green charts will all start back as green for all children at the beginning of a day. However seclusions can be carried over e.g. if a child had a seclusion from behaviour at lunch on Tuesday, they will complete their seclusion at the next day's lunchtime seclusion. A KS1 child who requires a seclusion after lunchtime will have their seclusion outside, on the playground during afternoon break to avoid them carrying this over to the next day.

Daily Behaviour Plans

Where persistent disruptive behaviour is an issue, Senior members of staff may instigate a daily Behaviour Plan to maintain an on-going lesson by lesson overview of a child's behaviour. This will be shared with parents weekly (see appendix 5).

6.0 Procedures for Persistent Offenders and Isolated Incidents

Children who have regular detentions or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail.

Class Teacher Monitoring

This should take place for a week followed by discussions should take place with the parents to identify any reasons for the behaviour.

Speak to SLT

If the inappropriate behaviour continues the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action that needs to be taken.

Behaviour Plan

Targets are chosen specific to the child and monitored each lesson throughout the day.
The child is on a Behaviour Plan for 2 week intervals.

Empathic Behaviour Plans (EMBP)

These are used to identify: a child's strengths and resilience factors, as well as environmental strategies which may support them (see Appendix 7).

EMBPs will be completed by: class teacher, parents, SEND Team and the academy's Inclusion Manager.

Risk Assessment Behaviour Plans

RABPs should be used when a child's behaviour causes a safeguarding or health and safety risk (see Appendix 8).

Risk Assessment Behaviour Plans will be completed by: class teacher, SEND Team, academy Inclusion Manager and must be signed by parents.

Other strategies to be considered:

- ☐ Removal from class by a member of the SLT.
- ☐ Input from outside agencies such as the Educational Psychologist and Behaviour Support Service (once all of the above are in place)
- ☐ Adjustments to pupils' timetable.

For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the academy will follow the process laid down by the Department for Education.

Exclusion

If, in the opinion of the Executive Principal/Head of Academy, the child's misbehaviour is serious enough then the child may receive a fixed term exclusion. The procedures that should be carried out should follow government and Harmony Trust procedures.

Procedures that are to be followed for fixed term/permanent exclusion are detailed on the **Harmony Trust's procedures**. Additional guidance can be found on DfE website www.gov.uk.

7.0 Partnership with Parents/Carers

Parents support is sought at all times and is important in maintaining appropriate behaviour both in and out of the academy.

8.0 Behaviour outside of the academy

Where inappropriate behaviour/bullying occurs off the academy premises and is witnessed/reported to a member of academy staff, the academy will support parents in providing appropriate behaviour management strategies/sanctions.

With the support of parents, the academy's Anti-Bullying Policy will be applied to incidents of bullying which occur outside of the academy.

9.0 Bullying

Definition

The academy has adopted the following definition of bullying;

"Bullying is when one child deliberately uses his or her power over another child to make them feel bad."

Bullying is not an isolated incident. Bullying is when a child is made to feel bad deliberately and repeatedly over a period of time (several times on purpose).

The School's Response

Bullying of any kind is not tolerated and the academy acknowledges its duty to protect children from being bullied. All children are encouraged to recognise bullying and take appropriate action by telling an adult within the academy. Bullying issues are raised during academy assemblies and through the PSHE programme.

All issues of bullying will be investigated immediately by speaking to everyone involved. Following the investigation the following action may be taken:

In all cases of confirmed bullying, the Head of Academy must be kept informed and action agreed.

For more information see the academy's Anti Bullying Policy.

10.0 Racism

Definition

Racism is making any comment or remark, under any circumstances, that ridicules a person because of their race, creed or colour.

The Academy's Response

The academy is opposed to any kind of racism. Awareness of differences in cultures and beliefs are taught through Assemblies, Religious Education and P.S.H.E.

When a racist incident occurs the academy will:

- ☐ Investigate the incident.
- ☐ Report the incident and action taken to the victim and the offenders parents.
- ☐ The offender will receive an immediate detention and visit to Head of Academy.
- ☐ Record the incident on the Academy's Racism Log.
- ☐ Report the incident to the Harmony Trust.

For more information see the academy's Racism Policy.

11.0 Sexual Violence and Harassment

The Academy's Response

The academy is opposed to any kind of incident of this type

When an incident of this type occurs the academy will:

- ☐ Record any disclosure and pass on to the DSL or Deputy immediately
- ☐ Where sexual violence has been disclosed this is a criminal event and **MUST** be reported to the police as such
- ☐ Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- ☐ In the case of sexual violence - carry out an immediate risk and needs assessment
- ☐ In the case of sexual harassment – carry out a risk assessment on a case-by-case basis
- ☐ Engage with children's social care and specialist services as required

12.0 Searching, Screening and Confiscation

The following advice is based upon the Department for Education document 'Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies' January 2018

Searching

Academy staff can search a pupil for any item if the pupil agrees. (*The ability to give consent may be influenced by the child's age or other factors*).

- ☐ The Head of Academy and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- ☐ knives or weapons
- ☐ alcohol

- ☐ illegal drugs
- ☐ stolen items
- ☐ tobacco and cigarette papers
- ☐ fireworks
- ☐ pornographic images
- ☐ any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- ☐ to cause personal injury to, or damage to the property of, any person (including the pupil).

The Executive Principal/Head of Academy and authorised staff can also search for any item banned by the school rules.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Searching with consent

Academy staff can search pupils with their consent for any item. A member of SLT must be present.

Academys' are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If the pupil refuses, the teacher can apply an appropriate punishment.

Searching without consent

A member of SLT must be present and member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

13.0 Relationship with other Academy Policies

This policy is linked with the following policies:

- ☐ Physical Intervention Policy.
- ☐ Teaching and Learning Policy.
- ☐ DfE exclusion guidance.

14.0 Supporting all Children

Children with Special Educational Needs, pupils at risk and vulnerable children are supported in our Behaviour Policy in the following ways:

- ☐ Inclusion Manager and Teaching Assistants to support additional needs within and outside of the classroom.
- ☐ Rewards and sanctions are visual and auditory to ensure access to all.
- ☐ Individual reward systems can be adapted and created to support individual needs.

15.0 Allegations against staff

Where an allegation is made against staff, procedures from the academy's Safeguarding Policy will be followed.

Appendices

1. Elements of Effective Practice
2. School Record Sheet
3. Academy rules
4. Empathic Behaviour Plan
5. Risk Assessment Behaviour Plan

Appendix 1

Elements of Effective Practice

- ☐ Good relationships are crucial in promoting respect. This involves a culture of open discussion and responding to older pupils as young adults.
- ☐ Early intervention is the key to prevention.
- ☐ Rules need to be simple, consulted on and clearly communicated.
- ☐ Good behaviour has to be worked for and rewards need to dominate our sanctions.
- ☐ Working hard to avoid labels and give fresh starts is an effective strategy
- ☐ Effective teamwork and staff training need to be given prominence
- ☐ Regular reviews of policies and practices are crucial to success
- ☐ It is realistic to recognise that managing rather than curing behaviour is a positive outcome.

Appendix 2

School Record Sheet

School Record Sheet	
Name:	DOB:
Date:	Time:

Level of engagement:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Activities carried out:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Views of the child:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Teacher/Parental comments:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Concerns:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Any further comments or actions for next session:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Staff signature: _____ Print name: _____	Date: _____ PLEASE ENSURE ALL RECORDS ARE UPLOADED TO CPOMS AFTER EACH SESSION.

Appendix 3

Academy Rules

At Reigate Park Primary Academy we:

1. Do as we are told the first time.
2. Keep our hands and feet to ourselves
3. Always tell the truth.
4. Use good manners and respect each other.

Empathic Behaviour Management Plan (EBMP) (Appendix 4)

Child:

Date:

Strengths and Resilience Factors	<p>Positive emotions:</p> <ul style="list-style-type: none"><input type="checkbox"/> actually experiencing happy emotions such as joy, pride, interest, i.e. not “not angry”<input type="checkbox"/> rating happiness for child<input type="checkbox"/> recording signs of positive emotions over two week period<input type="checkbox"/> ABC on positive behaviours i.e. showing act of kindness, smiling, exploring what is working <p>Engagement:</p> <ul style="list-style-type: none"><input type="checkbox"/> getting into the flow state,<input type="checkbox"/> being totally absorbed in something you enjoy,<input type="checkbox"/> activities that motivate us e.g. running, computer games, music<input type="checkbox"/> achieving trance-like state, may be reorganising ornaments etc. (repetitive behaviours)<input type="checkbox"/> importance of physical exercise noted. (Research evidence that introducing two daily periods of jogging/other physical significantly reduced number of outbursts to only an occasional problem from severely aggressive.) <p>Relationships:</p> <ul style="list-style-type: none"><input type="checkbox"/> supportive relationships needed for well-being<input type="checkbox"/> feelings of adults working with these children are sometimes negative<input type="checkbox"/> children with ASD do not always lack empathy but often lack ability to express feelings <p>Adults often take control of situations and child needs to learn to self-regulate. We need to be better about letting the child calm themselves down; sometimes a child wrecks furniture because they do not want to hit the adult (attempting to self-regulate) and we need to support with those attempts.</p>
---	---

<p>Current Issues/areas of concern</p>	<p>Meaning:</p> <p><input type="checkbox"/> <i>meaningful life, the need to attach oneself to something; promoting special interests to develop a role that connects with others (e.g. interest in money, given role helping staff with managing money from an event etc.)</i></p> <p>Achievement/Accomplishment:</p> <p><input type="checkbox"/> <i>success leads to optimism;</i></p> <p><input type="checkbox"/> <i>achieving goals helps self-esteem and self-worth</i></p>	
<p><input type="checkbox"/> Feelings being ‘behaved’?</p> <p><input type="checkbox"/> Safety/attachment seeking strategies?</p> <p><input type="checkbox"/> Increasing or reducing stimulation?</p>	<p>Underlying reasons for behaviours</p>	<p>Implicit/Explicit communication from child</p>

2. Strategies to support the child

Environmental Strategies – support around the child <ul style="list-style-type: none">▪ Physical Environment▪ Social Environment▪ Meeting learning/pedagogic needs▪ Meeting Basic Physical and Emotional Needs▪ Some Preferred Activities	
Skill Development <ul style="list-style-type: none">▪ Building on strengths and interests▪ Addressing areas of difficulty▪ Coping Skills	

<p>Praise / Reward strategies</p> <ul style="list-style-type: none"> ▪ To acknowledge improvements ▪ For a gradual reduction in the behaviour causing concern ▪ For the absence of the behaviour causing concern 	
<p>Responding to Difficulties</p> <ul style="list-style-type: none"> ▪ Early Active Strategies ▪ Reactive strategies ▪ Post-incident support <ul style="list-style-type: none"> a) for child/yp b) for adults 	

Review of EBMP	<p>Enter here the date that the EBMP is to be reviewed...../.../.....</p> <p>Who is to be involved in the review?</p>
-----------------------	---

EBMP completed by **Date**

Signature.....

<i>Empathic Behaviour Management Plan (EBMP) Summary Action Plan</i>

Record a summary of the main actions to be taken (full details in the EBMP). Note who will follow up each set of actions.

<i>Summary of Action to be taken</i>	<i>Who is responsible for this area</i>	<i>Communication plan</i>	<i>Updates / Review notes</i>

Review Date.....

Risk Assessment Behaviour Plan (Appendix 8)

Pupil:	D.O.B:	Class:	Start date:	Review date:
Strengths and likes:				
<input type="checkbox"/>				
Factors impacting on behaviour:			Triggers:	
<input type="checkbox"/>			<input type="checkbox"/>	
Positive Management strategies:				
Warning signs:			Rewards and consequences:	
			<input type="checkbox"/>	

