

Elsley Primary School



Behaviour Policy

incorporating:

Anti-Bullying Policy

Approved by: [Full Governing Board] **Date:** February 2025

Last reviewed on: [June 2025]

Next review due by: [June 2027]

The Elsley Mission Statement:

**At Elsley, we value high-quality learning and achievement,
together with an ethos of sharing and respecting others.**

The policy and aims have been updated based on these documents:

Elsley Governors' Statement of Behaviour Principles, 2025

Behaviour in Schools, Advice for Headteachers and school staff (DfE, February 2024)

National behaviour survey, findings from Academic Year 2022/3 (DfE, April 2024)

Keeping Children Safe In Education (DfE, September 2024)

Section 89 of the Education and Inspections Act 2006

Suspension and permanent exclusion [...] guidance [...], (DfE, August 2024)

Introduction

Elsley Primary School is committed to creating a positive and safe learning environment where every child can achieve their best. We believe that all pupils should be supported in developing the skills they need to make positive contributions to society. Our behaviour policy outlines the expectations and the strategies in place to support good behaviour, with a clear focus on promoting positive behaviour and addressing negative behaviour in a consistent and fair manner.

Aims of the Policy

- To provide a clear framework for maintaining high standards of behaviour.
- To promote positive behaviour and self-discipline.
- To ensure a consistent approach in addressing negative behaviour.
- To foster mutual respect between staff, pupils, and parents.

Behaviour Expectations

Pupils are expected to behave respectfully towards others, demonstrate responsibility for their own actions, and contribute positively to the learning environment. The school encourages the development of positive attitudes, responsibility, and respect for others and the environment.

How we help all children to behave well

At Elsley, we provide an enriched curriculum that goes beyond the classroom, offering a range of enrichment opportunities that promote personal development and character building. These opportunities are complemented by the guidance and support of our staff, helping pupils to apply what they learn to their own growth and behaviour.

Our PSHE curriculum encourages children to explore their beliefs and experiences, respect diverse faiths, and develop a deeper understanding of themselves, others, and the world around them. Pupils learn to recognise right from wrong, understand the consequences of their actions, and engage with moral and ethical issues in a respectful manner.

We teach children to develop a wide range of social skills, appreciate diverse viewpoints, and, with support, resolve conflicts independently. They also understand the importance of seeking help to prevent situations from escalating. Throughout this process, we promote British values such as democracy, the rule of law, liberty, respect, and tolerance, ensuring pupils appreciate cultural influences, celebrate diversity, and engage with cultural opportunities.

We use positive reinforcement and praise consistently to celebrate good behaviour and achievements. This approach helps build pupils' confidence, reinforces their understanding of expected behaviour, and encourages them to take responsibility for their actions.

For children and families facing challenges, including those with SEND, our Family Support Worker, School Leaders, and Designated Safeguarding Leads work closely together to provide support. Where necessary, we collaborate with external professionals and make referrals to the Brent Family Front Door for multi-agency assessments to ensure comprehensive support.

Roles and Responsibilities

Governors

The governing body monitors behaviour standards and reviews the effectiveness of the Behaviour Policy. The Headteacher has the day-to-day responsibility for implementation. Governors may advise the Headteacher on specific issues, and their input will be considered in decision-making. The Teaching and Learning sub-committee reviews behaviour and bullying-related matters.

Teachers are responsible for creating a positive classroom environment by:

- Establishing and regularly revisiting class rules and high behaviour expectations.
- Praising positive behaviour and addressing low-level disruptions.
- Using 'Class Charts' to track behaviour and implement positive reinforcement strategies.
- Planning engaging and accessible lessons for all pupils' needs
- Ensuring children feel emotionally and physically secure.
- Modelling good behaviour, leading circle times and restorative practice to resolve conflicts.
- Following the Stepped Consequences chart, escalating to leaders when appropriate

All staff members promote positive behaviour by:

- Modelling and reinforcing behaviour expectations
- Supporting children with behaviour challenges and reminding them of school rules
- Support teachers to address concerns about negative behaviour

Lunch Time Staff are responsible for:

- Promoting good behaviour during lunch and break times.
- Using restorative justice practices to resolve conflicts.
- Reporting serious incidents to the lunchtime leader promptly.

The Headteacher and Senior Leadership Team will:

- Support positive behaviour across the school and assist staff with challenging behaviour.
- Collaborate with parents to promote good behaviour.
- Organise staff training and work with external agencies when necessary.
- Oversee and report on the effectiveness of the Behaviour Policy and manage suspensions or exclusions in line with guidelines.

Parents and Carers support the school's values and high behaviour expectations by:

- Encouraging and reinforcing the school's rules and values at home.
- Collaborating with the school to address any behaviour concerns.
- Informing the school of any changes at home that could affect their child's behaviour.

Rewards and Consequences

We aim to balance rewards and consequences, focusing more on rewards to foster positive behaviour. The emphasis is on praise and recognition for specific actions and effort, both in work and behaviour. However, inappropriate behaviour will be addressed through fair and consistent consequences.

In-Class Behaviour Management

Each class has a visual behaviour chart ('Going for Gold'), where children's names can be moved up or down based on their behaviour throughout the day. All children start on green. If negative behaviour is displayed, children are given a verbal reminder and their name is moved down. Continued inappropriate behaviour will result in further consequences. However, children who correct their behaviour will be moved back up the chart.

Positive behaviour, exceptional effort, or work earns children 'In it to Win It' tickets. These tokens can be awarded at any time at the teacher's discretion.

Rewards

All members of staff will recognise and celebrate appropriate behaviour around the school through informal praise. Wherever appropriate, staff members should celebrate pupils' best efforts through display and performance.

Rewards may involve:

- ✓ Verbal praise and smiling at pupils
- ✓ Smiley faces, stickers and stamps
- ✓ Certificates
- ✓ Logging positive behaviour on ClassCharts
- ✓ Sending good work to a Senior Leader
- ✓ Verbal praise to parents about their child
- ✓ Class-wide rewards
- ✓ 'In it to win it' prize draw

Consequences

Staff follow the school's stepped approach to consequences, which ensures that pupils understand the next consequence if negative behaviour continues. This allows for consistency in addressing negative behaviour, escalating when necessary. See Appendix A for full details.

Each class has a visual behaviour reminder chart (Going for Gold) where individual children's names can be moved up or down. All children start at green. If a child displays any low-level, negative behaviour, they are given a verbal reminder and their name is moved down. If they continue to display negative behaviour, their name will move down again to red. If, however, they correct their behaviour, their name would be moved up the chart, from red to orange and from orange to green.

GOLD
SILVER
GREEN
ORANGE
RED

Negative or 'Low-level disruptive' behaviour in class

(Examples, the list is not exhaustive)

- Talking unnecessarily or chatting
- Calling out without permission
- Fidgeting / fiddling
- Poor effort or attitude
- Leaving their place without permission
- Showing a lack of respect for each other and staff

If low-level disruptive behaviour still continues despite the reminders, this would be escalated and a leader would become involved, following the Stepped Consequences chart. More serious behaviour should be escalated to a senior leader without waiting for any repeat incidents.

Examples of more serious behaviour, not exhaustive and in no particular order

- Persistent low-level disruptive behaviour
- Picking on/ persistent unkindness to children
- Repeatedly answering back / ignoring reasonable requests from staff
- Running away from staff
- Persistently not wearing full school uniform
- Inappropriate gestures, swearing or inappropriate language, especially after being warned
- Aggressive or threatening behaviour
- Racist or being religiously offensive with intent to offend
- Physical violence or spitting
- Stealing
- Damage to property, vandalism, graffiti etc.
- Child on Child abuse

Consequences for negative behaviour may include:

- asking a child to complete a reflection sheet;
- missing some of their playtime(s);
- having a restorative conversation and/ or saying or writing an apology;
- notifying their parent/ carer;
- being referred to a school leader;
- having an internal exclusion from their class;
- having a fixed term (external) suspension; or in the most extreme cases,
- a permanent exclusion from school.

Assemblies

Assemblies are an important part of the school day. Children are expected to enter and exit quietly, sit respectfully, and listen thoughtfully. Teachers are expected to model appropriate behaviour and praise positive actions.

Assembly expectations for pupils

To help keep our assemblies special, we expect you to...

Enter and **exit silently**

Sit silently unless you are invited to speak

Be thoughtful - think carefully about the assembly.

In order to promote this, we ask staff to:

- think in advance about where each child should sit to have the best assembly experience
- stop at the entrance to the assembly hall to remind children to enter silently
- ask the whole class to remain standing and then gesture for them to be seated
- ensure that they are in a straight line before they sit down
- use non-verbal cues
- use a quiet voice if it's necessary to speak to direct children or address negative behaviour
- not call across the hall but instead go to an individual child as necessary
- model for the children how to sit and behave in assembly
- praise positive behaviour
- ask to see a child at breaktime to follow-up, if necessary

Playtimes and lunchtimes

During playtimes, pupils are expected to demonstrate positive behaviour, reflecting our values of *sharing* and *respecting* others. This means treating others with kindness, being considerate of each other's space, and playing cooperatively. Pupils should ensure everyone feels included and safe.

Any negative behaviour, such as exclusion, disruption, or disrespect, should be addressed by staff on duty. If behaviour persists, the classroom teacher will be informed, and appropriate actions will be taken in line with the school's Stepped Consequences for Negative Behaviour Chart.

At lunchtime, lunchtime leaders are responsible for overseeing the playground environment, promoting positive interactions, and ensuring pupils feel safe. They are also expected to report and escalate any serious incidents to senior leaders promptly.

Mobile Phones

Upper Key Stage 2 pupils who travel to and from school independently may bring a mobile phone with parental permission. Phones must be handed in at the start of the school day and collected at the end. They must remain turned off during school hours. The school is not responsible for any loss or damage to phones.

Screening and Searching Pupils

Elsley Primary School is committed to maintaining a safe, respectful, and supportive environment for all pupils and staff.

There may be occasions when a member of staff may ask a group or class to voluntarily show their bags if for example, an item has gone missing, perhaps explaining that a missing item may have accidentally been placed there. This is different from a staff member having reasonable grounds to suspect a pupil, leading to a targeted search of a specific child.

In line with the Department for Education guidance (*Searching, Screening and Confiscation: Advice for Schools, July 2022*) and relevant legislation, the school has the authority to screen and search pupils when there are reasonable grounds to do so.

Authority to Search

The Headteacher and authorised staff members have the legal right to search a pupil or their belongings without consent if they have reasonable grounds to suspect the pupil is in possession of a prohibited item. Written consent is not required. Pupils may be asked to turn out pockets or open their bags for inspection.

Staff who conduct a search should be authorised by the Headteacher, should have received training and be familiar with, or refer to, the Department for Education's guidance "*Searching, Screening and Confiscation: Advice for Schools (July 2022)*" to ensure that any action taken is lawful, proportionate, and respectful of pupils' rights.

Staff should only carry out a search if they have reasonable grounds to suspect a pupil has a prohibited item. Reasonable grounds should be based on specific observations, evidence, or credible information. The rationale for the search must be recorded to support transparency and safeguarding, as soon as is practicable.

Prohibited Items

The following items are not permitted in school and may be searched for:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, or vaping devices
- Fireworks
- Pornographic or indecent materials

- Any article that a staff member reasonably suspects has been or could be used to commit an offence, cause personal injury, or damage property
- Any other items banned under the school's rules

How Searches Are Conducted

- The staff member who has the reasonable grounds for suspicion should ideally be the person who conducts the search with a witness, provided they have been trained and are authorised by the headteacher.
- Searches will only cover a pupil's outer clothing (e.g., coats, hats, shoes), pockets, possessions, or bags. Outer clothing refers to anything not worn next to the skin or over underwear. Although caps may be removed or searched, religious coverings or caps should not be removed or searched.
- A pupil's phone or device may be searched, if suspected to contain harmful or hurtful content. However, if the staff member suspects there may be any illegal images such as nude images of children, viewing these items would put the staff member at risk. They must not search and should instead contact the police.

Searches will be carried out with sensitivity and respect for the child's dignity.

- The search should not take place in front of other pupils or adults except for a witness.
- The pupil will be informed of the reason for the search beforehand.
- A staff member of the same gender will conduct the search.
- Another adult of the same gender will be present as a witness.
- Staff should be aware of the emotional impact on a child and aim to limit this.
- Staff carrying out a search should have received training in how to conduct a search respectfully and safely.

There is a limited exception to these expectations, as outlined in the DfE guidance, where a same-gender member of staff or a witness is not available and it is believed that serious harm may be caused if the search is delayed.

In such urgent circumstances, a search may be carried out by a member of staff of a different gender and/or without a witness. The reasons for this must be recorded.

This should only occur if the risk of not conducting the search immediately outweighs the usual safeguarding considerations, and must be recorded and reported to the Headteacher as soon as possible.

If a Pupil Refuses a Search

If a pupil refuses to be searched or screened, and there are safety concerns, the school may contact parents or, if necessary, ask the pupil to return home while the issue is resolved.

After a search

The staff member undertaking the search should complete a search record form ASAP (see Appendix). The Headteacher/ a senior leader should be notified.

Parents and carers will be informed by a senior leader if a search has taken place, regardless of whether any item of concern is found or not.

Serious incidents may also be reported to external agencies such as the police if required.

The school's priority is the safety and wellbeing of all pupils, and staff will act in line with safeguarding guidance and statutory duties at all times.

Use of Reasonable Force

The DfE guidance outlines when staff may use reasonable force when conducting a search for prohibited items. This must only be when absolutely necessary and proportionate to the situation. This will always be done with age-appropriate judgment and in accordance with the school's behaviour and safeguarding policies and considering whether conducting the search will prevent the pupil from harming themselves or others, damaging property or from causing disorder.

Physical Intervention by Staff

Elsley Primary School follows government guidance regarding physical intervention, ensuring that any such actions are taken only in exceptional circumstances where it is necessary to prevent injury, damage to property, or to maintain good order.

Physical intervention will always be a last resort. Staff are trained to use de-escalation techniques and positive behaviour management strategies whenever possible.

Any use of physical intervention must be reasonable, proportionate, and based on the specific situation. Following an incident, a report will be made, and the child's parents or carers will be informed. The school ensures that physical intervention is only used in accordance with the law, specifically the Education and Inspections Act 2006, and the Department for Education's guidance on 'Use of Reasonable Force'.

Pastoral Support for Staff Accused of Misconduct

At Elsley Primary School, we are committed to ensuring a supportive and fair approach for all staff, particularly when an allegation of misconduct is made.

If any staff member is accused of misconduct, including in relation to behaviour management or physical intervention, the school will follow a transparent, impartial, and thorough process in line with government guidance and school policies.

Staff will be given appropriate pastoral support, including access to professional counselling, advice, and any necessary adjustments to their duties during the investigation. The school will ensure confidentiality, fairness, and respect for all parties involved, providing support to both the accused staff member and those making the allegations.

The wellbeing of staff and the integrity of the school's culture of safeguarding are paramount, and all allegations will be managed with sensitivity and in accordance with the statutory guidance for dealing with allegations against staff. (DfE, Keeping Children Safe in Education).

Behaviour Outside of School

The school expects pupils to maintain high standards of behaviour both inside and outside of school, including when they are on school trips, visits, extracurricular activities, and when representing the school at events. Behaviour that negatively affects the reputation or safety of the school, such as bullying, theft, or inappropriate conduct online, will be addressed with appropriate consequences, including suspension or permanent exclusion if appropriate.

If a pupil engages in unacceptable behaviour, such as stealing or other illegal conduct, outside of school and while wearing school uniform, this can have a direct impact on the school's reputation and the safety of its community. In such cases, the school reserves the right to apply appropriate sanctions in accordance with the Behaviour Policy, including where the behaviour may have occurred outside of school hours or off the school grounds but still affects the school environment.

This includes behaviour that takes place online, even if it occurs outside of school hours or off the school grounds. Cyberbullying, or the use of digital platforms to harass, intimidate, or harm others, is a serious concern and will be addressed as part of the school's behaviour policy, even if it takes place from home or in the wider community. The school has a zero-tolerance approach to cyberbullying and will take action to investigate and address any incidents that are reported or come to light.

Child-on-Child Abuse

All staff should recognise that children are capable of abusing other children (including online).

Reports recognise that it is more likely that girls will be victims compared to boys (eg: KCSIE, Ofsted review of sexual abuse, NSPCC and CEOP). However, all child-on-child abuse is unacceptable and will be taken seriously. It must never be passed off as 'banter', 'just having a laugh,' 'part of growing up' or 'boys being boys' or other similar sentiments, as this could lead to a culture of unacceptable behaviour and an unsafe environment for children.

Elsley Primary School has a zero-tolerance approach to all forms of child-on-child abuse. This includes bullying, sexual violence and harassment, and cyberbullying. A one-off incident is not deemed bullying (in accordance with the ABA definition, see next section). However, all incidents of child-on-child abuse will be treated seriously and must be reported to the designated safeguarding lead (DSL) and will be dealt with by a senior leader and in accordance with the school's safeguarding procedures.

Anti-Bullying Policy

The staff and governors of Elsley Primary School believe that every member of the school community has the right to feel safe, secure, and respected. The aim of this policy is to ensure that both staff and pupils work and learn in an environment free from bullying. Bullying is unacceptable in any form and will not be tolerated within our school community. We strive to foster an ethos in which bullying is seen as completely unacceptable and where all pupils are encouraged to treat one another with kindness and respect.

Definition of Bullying

Elsley Primary School adopts the Anti-Bullying Alliance's (ABA) definition of bullying: *Bullying is the repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power.*

The four main types of bullying we address are:

- **Physical bullying** (e.g., hitting, kicking, theft)
- **Verbal bullying** (e.g., name-calling, homophobic, or racist remarks)
- **Indirect bullying** (e.g., spreading rumours, excluding others from social groups)
- **Cyberbullying** (e.g., bullying via email, social media, or mobile phones)

Reporting and Managing Bullying Incidents

We encourage all pupils to report bullying, whether they are the victim or have witnessed it happening to someone else. We aim for pupils to feel safe and confident in reporting incidents. All Elsley staff are committed to being vigilant and responsive when bullying is suspected or reported.

The process for handling bullying is as follows:

- If bullying is suspected or reported, the incident will be investigated by a member of the Senior Leadership Team (SLT).
- A detailed account of the incident will be recorded on Class Charts and shared with the class teacher and all relevant staff members, or on CPOMS and in-line with safeguarding.
- Consequences will be taken in line with the rest of the behaviour policy.
- Parents/ carers of both the victim and the perpetrator will be informed and supported.
- A referral may be made to external agencies, depending on the nature of the incident.
- The class teacher, and a member of the SLT will collaborate to monitor the outcomes and ensure appropriate support is in place.

Preventative Strategies

We take a proactive approach to prevent bullying. Class rules are developed collaboratively by pupils and staff and reinforced throughout the school year. These rules should link closely with the school's four values and to the school's reward and consequence systems.

- We actively raise awareness of bullying through the Personal, Social, Health, and Economic (PSHE) curriculum, assemblies, and other relevant subjects.
- We observe Anti-Bullying Week in November to raise awareness of bullying and to teach pupils how to prevent and address bullying.
- Posters around the school, help to reinforce anti-bullying messages and the importance of respectful behaviour, and of speaking up to report bullying or other abuse.
- Training for staff ensures they are equipped to effectively handle bullying situations.
- Parent training sessions are offered to engage families in supporting the school's efforts.

Additional Support for Pupils

The school provides additional support to pupils who are struggling with bullying, whether they are the victim or the perpetrator. Support may include:

- Support and guidance from year-group staff, a leader, and/or the Family Support Worker
- Intervention support from a trained Emotional Literacy Support Assistant (ELSA)
- Counselling from the school counsellor
- Tailored interventions for pupils with guidance from the SENDco.
- Referrals to external agencies for additional support where necessary.

Online Safety and Cyberbullying

Elsley Primary School has a zero-tolerance approach to cyberbullying. To ensure a safe online environment for children, we provide education, training, and protective measures that are integrated into our digital learning curriculum.

- Online Safety is taught regularly throughout the computing curriculum.
- In the Autumn term, Cyberbullying Week, includes a whole-school assembly.
- In Spring term, Safer Internet Day includes class-based activities and an assembly.
- In the Summer term, Online Safety Week is used to educate pupils on online safety.
- We display posters around the school reminding pupils of the SMART rules for staying safe online, and child-friendly guidance is provided to help victims of online bullying.
- Training is delivered to staff and parent workshops help families to support online safety.
- Online Safety is also promoted through the school's Digital Leaders (one student from each class in Years 2–6), who help spread positive online behaviour across the school community.

The school addresses cyberbullying incidents whether or not they have taken place in school.

These are dealt with by school leaders and the designated safeguarding leader, in accordance with the behavioural policy and with regard to safeguarding arrangements.

Procedures for Suspensions and Exclusions

The school is committed to following the statutory guidance on suspensions and permanent exclusions provided by the Department for Education (DfE). This ensures all decisions are lawful, reasonable, and fair. The following outlines our procedures:

Authority to Exclude

Only the Headteacher (or Acting Headteacher) has the authority to exclude a pupil.

Exclusions can take the form of:

- **Fixed-term suspensions:** These can be for one or more fixed periods, up to a total of 45 school days in a single academic year.
- **Permanent exclusions:** This is the last resort for severe or persistent breaches of the school's behaviour policy.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Decision-Making and Support

Before making a decision to exclude, the Headteacher will:

- Consider all the relevant facts and evidence, ensuring the decision is reasonable, proportionate, and non-discriminatory.
- Where appropriate, consult with the SENDCo or external advisory groups, particularly for pupils with special educational needs (SEN) or those at risk of repeated suspensions.

The school will explore alternative options where possible, such as managed moves or alternative provisions, before deciding on permanent exclusion.

Notification of Exclusion

When a pupil is excluded, parents/carers will be informed and provided with a letter that includes:

- The reason(s) for the exclusion.
- The length of the suspension or, in the case of a permanent exclusion, the fact it is permanent.
- Information about their right to make representations to the governing body and, where applicable, to request an independent review panel.
- Details of how to access external support and advice if needed.

Educational Provision During Exclusions

- Work will be set for pupils during the first five school days of a suspension
- For exclusions of six school days or longer, the school will arrange suitable full-time educational provision starting from the sixth school day of the exclusion.

Reintegration

Following a suspension, the school expects a reintegration meeting with the pupil and their parents/carers. The aim of the meeting is to:

- Provide a 'fresh start' and discuss strategies for supporting the pupil.
- Reiterate behaviour expectations to both the pupil and their parents/carers.

Governing Body and Local Authority Involvement

- The Headteacher will inform the governing body and the local authority of any permanent exclusion or suspensions exceeding five days in a single term.
- The governing body cannot exclude a pupil or extend the Headteacher's decision but may review exclusions as required by the guidance.

This policy reflects our commitment to ensuring all pupils are treated fairly and supported to succeed, while maintaining a safe and respectful learning environment for everyone.

Monitoring and Evaluation

The effectiveness of this policy will be reviewed every two years. The school will assess behaviour trends and gather feedback to ensure the policy is supporting our goal of promoting positive behaviour throughout the school.



















Appendix 1

Behaviour – Actions when a child has red points

<p>1. The adult who is the first point of contact investigates the situation that occurred with all the pupils involved. Class teacher is informed.</p> <p>2. Log all behaviours, restorative talk and actions taken on Class Charts <i>See next page for detailed behaviour definitions.</i></p> <p>Note: Children with SEND and/ or displaying SEMH behaviours will have individual actions depending on their needs</p>	<p>1st action</p> <p><u>Teacher to manage</u></p> <p>Reflection sheet for child Restorative talk/ letter of apology Miss some playtime in class</p> <p><u>Share incident with parent/ carer</u></p>	<p>2nd Action</p> <p><u>Teacher to manage and monitor</u> <u>Inform Year Leader</u></p> <p>Reflection sheet for child Restorative talk/ letter of apology Miss some playtime in class</p> <p><u>Share incident with parent/ carer</u></p>	<p>3rd action</p> <p><u>Year Leader (AHT/ DHT) to manage with teacher</u></p> <p>Reflection sheet for child Restorative talk/ letter of apology Miss playtime/ time out in parallel class Option of Individual report card.</p> <p><u>Informal meeting with parent/carer to discuss next steps</u></p> <p><u>Teacher monitors Class Charts & checks in with child after morning/ lunch/end of day.</u></p>	<p>4th action</p> <p><u>Year Leader (AHT/DHT) to discuss with SLT</u></p> <p>Reflection sheet for child Restorative talk/ letter of apology Miss playtime/ time out in parallel class Continue report card</p> <p><u>Formal meeting with parent/ carer - letter given.</u></p> <p><u>Year Leader monitors Class Charts & checks in with child after morning/lunch/end of day.</u></p>	<p>5th action</p> <p><u>DHT / Year Leader to investigate</u> <u>Head Teacher informed</u></p> <p>Reflection sheet for child Restorative talk/letter of apology Miss playtime/ time out in parallel class/ internal exclusion</p> <p><u>Formal meeting with parent/ guardian</u> <u>Consider involving other agencies</u></p> <p><u>DHT continues to monitor class charts and checks in with child after morning/ lunch/ end of day.</u></p>	<p>6th action</p> <p><u>DHT/ Year Leader to discuss next steps with Head Teacher</u></p> <p>Reflection sheet to be filled in Restorative talk/letter of apology Miss playtime/ time out in parallel class/ internal exclusion</p> <p><u>Formal meeting with parent/ guardian</u> <u>Consider involving other agencies</u></p> <p>Consider external suspension</p>
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Behaviours *See next page for detailed behaviour definitions*

Action steps




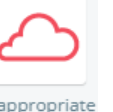
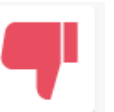






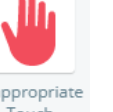
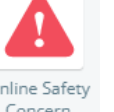
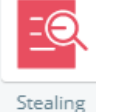
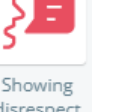
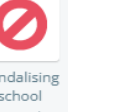
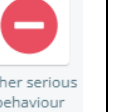

 Disruptive  Homework issue  Inappropriate Uniform  Inappropriate use of language  Poor effort to learning  Clubs	<p>Refer to DSL</p>
 Aggressive/threatening behaviour  Bullying  Racism  Homophobic language  Child on Child Abuse  Inappropriate Touch  Online Safety Concern  Stealing  Showing disrespect  Vandalising school property  Other serious behaviour  Internal/ External Exclusion <p>Log any internal or external exclusions on Class Charts</p>	

Begin at 1st Action

Begin at 3rd Action

Appendix 2

Behaviour – Actions when a child has red points

Behaviour – Actions when a child has red points																							
 Disruptive	 Homework issue	 Inappropriate Uniform	 Inappropriate use of language	 Poor effort to learning	 Clubs	Persistent low-level disruptive behaviour (after warnings)	No homework brought in over a sustained period of time	Any inappropriate uniform to be logged – letters to be sent home if uniform is consistently inappropriate	Swearing	Poor effort in learning/ refusing to complete learning (intent)	Inappropriate behaviour/ breaking the Elsley values in any clubs.												
 Aggressive /threatening behaviour	 Bullying	 Racism	 Homophobic language	 Child on Child Abuse	 Inappropriate Touch	 Online Safety Concern	 Stealing	 Showing disrespect	 Vandalising school property	 Other serious behaviour	 Internal/ External Exclusion	Aggressive or threatening towards another person: Hitting, punching, kicking, coughing or spitting at/ or towards other pupils/ staff members.	Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.	Being racist or being religiously offensive with intent to offend.	Use of any derogatory homophobic language.	Causing harm to another child through any of the following: Verbal abuse Physical abuse (aggressive or threatening behaviour) Sexual abuse Sexual harassment and violence Emotional harm Refer to DSL	Touching another child or adult inappropriately with intent. Refer to DSL	Cyberbullying at home or at school. Inappropriate behaviour online. Refer to DSL	Stealing school property or belongings from another child or adult in school.	Running away from staff / walking out of class without permission. Inappropriate gesture. Answering back to staff or other pupils.	Any misuse/ damage of school property, graffiti etc.	Serious behaviour that may not fit in other categories e.g. a child attempting to leave the school premises. Log any internal or external exclusions on Class Charts	Log any internal or external exclusions on Class Charts.

Appendix 3**Pupil Search Record**

Time & Date of Search:	
Pupil's Name:	
Year Group:	
Pupil's Gender:	
Location of Search:	
Staff Conducting Search:	
Witness	
Search Conducted by Same Gender:	Yes/No
If No, Provide Detailed Reasons	
Reasonable Grounds for Search:	
Items Found (if any):	
Action Taken:	
Pupil's Comments: Before Search:	
Pupil's Comments: After Search:	
Headteacher Notified?	
Date & Time:	
How?	
If delayed, provide reason	
Parent Notified?	
Date & Time?	
How?	
If delayed or withheld, provide details reason:	
Signature of Staff:	
Date & Time	
If delayed in filling form, provide reasons	
Signature of Witness:	
Date & Time	