

Wylde Green Primary School Behaviour & Relationships Policy (including Anti-Bullying)



Signed Chair of Governors:

Date: September 2025

Renewal Date: September 2026

It is the policy of our school to actively promote mutual respect by highlighting all aspects of good behaviour and to minimise unacceptable behaviour by applying all school rules positively and consistently. The purpose of this policy is to encourage and reward good behaviour. At the same time pupils need to realise that there are consequences for unacceptable behaviour.

Behaviour expectations

We set very high standards for children's conduct from the moment they are admitted to the school. The aim of our Learning Charter is to bring a consistent positive behaviour system to the whole school. The Learning Charter is composed of four parts: 'Rights, Responsibilities, Rewards and Consequences'. Staff always look to praise children for their good behaviour, and in so doing, encourage and reinforce that behaviour. The children can be given Housepoints – up to a maximum of five, for any good behaviour noticed. They are recorded on the Housepoint chart and contribute towards the school Housepoint system.

Children who make poor choices are given one clear warning about their conduct. If this does not lead to an improvement in their attitude, they move down the behaviour ladder.

Children are taught about the difference between right and wrong during Personal Social Health Education lessons in the classroom and through the interactive assemblies which they attend. In assembly, through the use of stories, children are shown that in all situations they have a choice regarding how they behave. They are actively taught strategies for how to deal with any conflicts or disagreements that may arise. They are also informed about how to self-manage tricky emotions, such as anger or frustration.

We teach children to be assertive, rather than aggressive. All children have a right to confront, using speech, another child who is not showing them kindness and respect. We guide children to behave in a controlled, rather than confrontational, way and teach them to be clear and forthright in what they say, using such phrases as 'Don't do that. I don't like it because . . .'

Our intention is to help pupils develop empathy for, and understanding of the feelings of others. Should a problem occur between two or more children at school which parents are unhappy about, they are asked to refer this problem to their child's teacher. We strongly advise parents not to approach other children, as this may lead to the problem escalating. Problems that persist following referral to the class teacher, and more serious difficulties, should be reported to the Deputy Headteacher or Headteacher.

All difficulties that are reported will be fully investigated and parents informed of the outcome of that investigation. In order for all pupils to learn well, it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to show kindness and respect to their peers and never to laugh at a classmate who makes an error. At all times we encourage children to be responsible for their actions.

Rights and responsibilities

All members of Wylde Green Primary School have a right to expect to:

- feel safe and secure at all times
- be treated with kindness and respect by others
- be listened to if a problem arises
- be given time to explain their actions
- be able to learn without being disturbed by others.

Alongside this, all members of Wylde Green Primary School also have a responsibility to ensure that they:

- Uphold the rights of others
- Treat other people the way they would like to be treated themselves
- Talk things through if a problem arises and try hard to see things from the other person's view
- Inform staff if they feel they are being mistreated by others (often this will be their class teacher)
- Try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff
- Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

Acceptable & Unacceptable behaviour

The School defines acceptable behaviour as that which promotes courtesy, cooperation and consideration between all pupils and all adults within the school community and all visitors to the school.

The school has identified examples of unacceptable behaviour as that which includes:-

- Disruptive behaviour which affects the learning of others
- Name calling
- Verbal abuse
- Threatening language or intimidation
- Physical abuse
- Bullying and Harassment
(Including racist abuse and sexist homophobia)

The school communicates regularly the standards of acceptable and unacceptable behaviour to pupils and parents/carers through our school values, school rules, assemblies, newsletters, letters and school prospectus.

What happens if things go wrong?

We are pragmatic and appreciate that sometimes things can go wrong when children are together five days a week for a thirty-nine week school year.

Our pledge to parents is to do everything possible to:

- Encourage, acknowledge, thank and reinforce good behaviour
- Ensure that pupils are well supervised at all times
- Pre-empt any problems that might arise before they occur

- Spot any signs of bullying, or any signs of a child being treated unfairly
- Deal fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Use a restorative justice approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported to confront the person who has mistreated them
- Investigate any problem very carefully and sensitively before reaching a conclusion about what occurred
- Deal firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning.

At playtimes and lunchtimes, when children's time is less structured the management of the school is committed to:

- staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied.
- In the first instance a pupil who is failing to fulfil their responsibility to behave well will be given a clear warning.
- If the poor behaviour persists the child concerned will be removed from the playground for the duration of that playtime or lunchtime.
- The child will be given some time out to think about their behaviour and their responsibilities.
- The reason for this removal will be clearly explained to the child and (s) he will have an opportunity to explain why (s) he chose to behave in this way.
- If the incident is of a more serious nature, such as the discovery of bullying, or a fight, the child will be removed from the playground for a longer time period and parents will be informed.
- The length of time off the playground will be determined by the nature of the behaviour and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem-solving approach designed to lead to improvements in the behaviour of the child concerned.

Expectations of parents

We wish to work in partnership with parents and would request if any problems do arise that parents follow the protocol below:

- Alert issues to school staff quickly.
- Try to remain calm and objective about what has happened and keep what has occurred in proportion.
- Adopt a collaborative, problem-solving approach.
- Avoid any actions that might inflate the problem, such as publicising it to others on social media, as such actions can cause a great deal of bad feeling.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. There are four key elements: hurtful, repetition, power imbalance and intentional. Bullying of any sort is not acceptable at Wylde Green Primary School.

It can be:

- * Physical - assault leading to injury
- * Verbal - teasing and taunting or name calling (including of a sexual or racial nature)
- * Emotional - isolating the victim resulting in loneliness and misery
- * Cyber bullying (see School's E-Safety Policy pg6)

There are clear procedures to deal with it and that all pupils are aware that such behaviour is unacceptable in school (See page 6 in our policy for these procedures and page 2 for how expectations are communicated).

Signs of bullying

Pupils who are being bullied might:

- * Not want to go to school at all.
- * Be frightened of walking to and from school even with other people.
- * Want to find a different way of getting to and from school.
- * There may be negative impact on a pupil's school work or motivation, a deterioration in standard.
- * Pupils may come home with damaged clothes or belongings.
- * Start to lose their property.
- * Ask for or steal money.
- * Become withdrawn.
- * Have difficulty sleeping or have nightmares.
- * Have unexplained accidents which result in bruises or scratches.
- * Stress that nothing is wrong.
- * Have less contact with parents or other friends.

School strategies to tackle bullying

There will be regular reminders, in a variety of forms, to pupils and parents/carers that bullying will not be tolerated and offenders will be dealt with firmly but fairly. Governors will be informed each term about the number of incidents of bullying and the nature of the bullying.

Children will periodically take part in:

- * PSHE (Jigsaw) activities on bullying
- * General class discussions
- * Assemblies which focus on bullying and how to deal with it
- * Anti-bullying week

We can combat bullying:

- * By playground vigilance with the involvement of lunchtime supervisors as well as senior leaders, teaching and support staff.

- * Within the general school ethos by promoting the school values and a sense of belonging to a caring community.
- * By creating a school culture that celebrates difference and promotes acceptance and tolerance.
- * In the classroom, we can give a high profile to encouraging positive behaviour. Children should be encouraged to express their thoughts and feelings and suggest opportunities for action.

We also need to support victims by:

- * Promoting the message that staff are listening and are comfortable to bring the subject of bullying into the open - children often believe 'telling' is wrong. Pupils must know staff will take them seriously and that they can deal with issues without it looking like someone has 'told'.
- * Being sensitive to signs of bullying - for example, withdrawn behaviour or staying away from school.

When incidents occur, we shall:

- * Find out the facts of the matter which may be difficult because of children's differing perspectives and lack of witnesses.
- * Ensure pupils complete a resolving conflict sheet to identify the facts and gain an understanding of what pupils were thinking or feeling at the time. This serves to reinforce the development of empathy towards other pupils' feelings.
- * Try to make those involved see things from other pupil's point of view.
- * Record incidents on a Red or Yellow Card Incident Sheet.
- * Record details of the incident, how the incident was resolved and identify other pupils involved.
- * Record incidents on MyConcern (online system that records incidents, including safeguarding and will be transferred to a pupil's next school) if bullying has occurred.
- * Use MyConcern to look at patterns in behaviour for individuals or types of behaviour.

It is necessary to involve parents/carers and so we shall:

- * Talk to parents/carers of those involved separately.
- * Discuss positive strategies with parents of those involved.
- * Seek help from external agencies if necessary.
- * If appropriate, consider a pupil suspension.
- * Keep records of discussions with those involved- adding to MyConcern if necessary.

We shall encourage children to:

- * Talk to someone such as a friend or an adult.
- * Ignore silly comments or teasing (see strategies to name calling in our policy page 8-10). Bullies tend to pick on children who show that they are upset and get bored if their victim does not react.
- * Try not to react negatively if someone tries to bully them as this only encourages further bullying.
- * Always remember that no one deserves to be bullied.

Parents and Carers can:

- * Talk to children and listen to what they say about friendships and their social life.
- * Be sensitive to signs of distress in children.
- * Contact school immediately if they think their child has a problem.
- * Try to support their child, both in realising that there is nothing wrong with them and in coming to terms with the problem.
- * Try not to over-react. This will only make the child anxious and will make things worse.
- * Keep in touch with school and other people who are trying to support the child. Working together is the best way to solve the problem.

Name Calling Statement

- Name calling is unacceptable behaviour.
- It is verbal abuse.
- Children who name call have not learnt a simple and very important rule: 'everybody has a right to be treated with kindness and respect'.

When somebody abuses you or your family it makes you feel hurt, upset and angry. That person is trying to take away your self-confidence. Sometimes name calling may start as fun, but it almost always causes distress and it often leads to more serious things happening, such as fighting. We shall never tolerate verbal abuse at our friendly, polite school.

Pupils will be taught the following strategies to empower them to deal with any verbal abuse that arises.

Ways of dealing with verbal abuse:

- Do not name call back – this makes things worse.
- Tell the person who called you a name "Do not be rude and offensive."
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person).
- If you can manage it, try not to show the other person that you are upset.
- Tell a friend so that you have some support.
- If it is silly behaviour, try to ignore it, but if it continues tell a staff member that it is happening.
- Whenever you can, try to sort things out without telling a staff member.
- Talk to your parents about it if you feel you need their support.
- Be proud of who you are. Remember: it is the person who is calling you a name that has the problem, not you.

The school's response to name calling

- Children who name call will miss their playtime in line with Level 1 on the behaviour ladder.
- If they continue to name call, their parents will be called to the school to discuss their behaviour.

Racial Abuse Statement

- Racist name calling is offensive behaviour.
- It is verbal abuse.
- It is not acceptable behaviour and will not be tolerated.
- Calling someone a rude and offensive name is bad enough, referring to a person's racial background when doing so makes it even worse.
- All boys and girls are born equal whatever their gender, skin colour, racial

background, religious beliefs or first language. Birmingham is a successful example of a tolerant, multi-cultural society and it is everyone's duty to respect diversity.

- Children who racially abuse others have not learnt a simple and very important rule about living as part of a large school: everybody has a right to be treated with kindness and respect.
- When somebody abuses you or your family it makes you feel hurt, upset and angry.
- That person is trying to take away your self-confidence.
- We will never tolerate racial abuse at our friendly, polite school.

Ways of dealing with racial abuse:

- Do not name call back - this makes things worse.
- Tell the person who called you a name "Do not be rude and offensive.
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person).
- If you can manage it, try not to show the other person that you are upset.
- Tell a friend so that you have some support.
- Always report to a teaching staff member exactly how you were spoken to
- Talk to your parents about it if you would like their support.
- Be proud of who you are. Remember: it is the person who is being racist that has the problem, not you.

The school's response to racial abuse

- Immediate involvement of the Deputy Headteacher to record all incidents.
- Children who make racist remarks will miss all their playtimes for a day.
- Parents will be called to the school to discuss their behaviour.
- Any racial incident will be reported to via the termly incident return to Governors.

Homophobic abuse

We live in a society that allows people the freedom to make their own decisions about how they choose to live. This is a free country and everyone within it has the right to reach their own decisions. Adults live in many different arrangements:

Some grown-ups live alone. Some are married and live as man and wife. Sometimes a man and a woman live together in a relationship, as a couple, and choose not to marry. Sometimes two men live together in a relationship, as a couple. These men may, or may not, be married.

Sometimes two women live together in a relationship, as a couple. These women may, or may not, be married.

Whatever decisions people take they should be respected by others. This is what happens in a civilised, tolerant society. Everyone is entitled to their own views about these different arrangements, but they should always accept and respect the choices made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a word of abuse. It is a word that describes two people of the same gender who are a couple. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic abuse. It causes offence and upset to others.

All offensive name calling is unacceptable and will not be tolerated in our polite, friendly, school. It will always be challenged and firm action will be taken against anyone behaving in this unacceptable way. As we grow up, we are learning the importance of accepting that people are different and that they have the right to be different.

Ways of dealing with homophobic abuse:

- Do not name call back - this makes things worse.
- Tell the person who called you a name "Do not be rude and offensive".
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person).
- If you can manage it, try not to show the other person that you are upset.
- Tell a friend so that you have some support.
- Always report to a teaching staff member exactly how you were spoken to.
- Talk to your parents about it if you would like their support.

The school's response to homophobic abuse

- Immediate involvement of the Deputy Headteacher to record all incidents.
- Children who make homophobic remarks will miss all their playtimes for a day.
- Parents will be called to the school to discuss their behaviour
- Any homophobic incident will be reported to via the termly incident return to Governors.

Early Intervention

The school recognises the importance of teaching pupils to make the right choices as early as possible.

The school encourages pupils to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour.

The Restorative Approach

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of

Believe in yourself, **R**esilience, **A**chieve your best, Be **N**ice, **C**hallenge yourself and being **H**appy. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour ladder to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility and empathy.

If a pupil in our school has been negatively affected by someone we shall ensure that each child the right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

This allows ALL parties to have their right to be heard respected.

The Restorative Approach

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that

every individual is **responsible** for their own behaviour. This approach is based upon 'knowing the effect that I have on others'. Using a restorative framework following conflict or when incidents have taken place can be far more successful in promoting understanding and learning than punitive approaches. The approach supports children to develop greater understanding, empathy and responsibility.

Making changes to the way we approach incidences and issues provides pupils, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Pupils and staff are encouraged to put things right together.

All members of staff are trained in the key principles of the Restorative Approach and we understand the importance of modelling positive language, behaviour and taking time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

What happened?

What were you thinking or feeling when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think or feel if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could we stop this happening again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What do those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Implementation of the Restorative Approach

The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

All classes have a restorative display which shows the key questions in language that is accessible to young pupils. We aim to help the pupils look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using our Jigsaw PSHE resources and lessons.

The Restorative Approach and use of consequences

When using consequences, the children should always be involved in a 'Restorative conversation' to allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take **responsibility** for their original actions. All children require time to calm down and this is an important part of developing a child's self-management skills.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and staff. In these cases, the staff dealing with the situation may choose to implement consequences that could range from loss of privileges, reporting to the Deputy Headteacher or Headteacher. External agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Creating an ethos for building positive relationships

In classes staff will undertake to:

- * Welcome the children into the classroom at the start of the day
- * Create a calm and purposeful classroom atmosphere
- * Be well-organised
- * Be constructive and positive, rewarding good behaviour
- * Award Housepoints
- * Reinforce our school values throughout the day
- * Be specific about what is expected and what is unacceptable
- * Wherever possible use the restorative approach to support behaviour
- * Share behaviour successes with parents/carers
- * Maintain open communication with parents/carers regarding behaviour
- * Set an example to the children in all matters.

We will create a climate that supports pupils' self-esteem, develops their emotional development and makes instructional language clear, precise and consistent through the use of assertive language.

- * I need you to.....thank you
- * We/You need to.....thank you.
- * I can see that you are..... (a feeling)
- * You seem to be..... (a feeling)
- * Avoid asking pupils why they are doing something- this will lead to confrontation. Instead ask "What should you be doing now?"
- * Reinforce the rules i.e. What is the rule about sitting on your chair? What is the rule about moving around school?
- * Keep it clear, keep it short, and keep it visual.
- * Say thank you after an instruction i.e. Sit in your chair. Thank you.
- * Give eye contact. This shows you are assertive, honest and interested.
- * Give reminders of School Values.

At lunch-time, the supervisors will continue to apply the School Values and use the Restorative Approach to assist with any behaviour difficulties.

Consequences

There are 5 levels. The policy is based on promoting positive behaviour.

How it works

- Each class has a ladder with every child having their name displayed on the ladder.
- Every child starts every day on 'Green'

- If a child behaves well throughout the day they will be moved to 'Gold' on the ladder. Children can be moved to 'Gold' before lunchtime. If this excellent behaviour is maintained, the pupil can be moved to Platinum.
- The first misbehaviour will result in the child being warned by the teacher. This is followed by the child having their name moved to the first stage of the ladder. If the child persists with this behaviour, they will be moved to 'Yellow' on the ladder. At this point the child will be reminded that any further misbehaviour will result in a yellow card.
- A child may also be given a yellow card for more serious misbehaviour such as swearing/verbal abuse (heard by an adult) or leaving the classroom without permission (level 1).
- More serious misbehaviour such as punching or kicking another pupil, fighting or serious challenges to authority will result in the child having a red card (level 2) Children who receive a red card will miss all breaks for 24 hours. Children will have their lunch in the Red Card room away from their friends. They will be supervised by a member of the Senior leadership team. A 'Resolving Conflict' sheet will be completed to record what happened and support pupils to identify how incidents might be avoided and how other pupils feel as a result of their actions. This will be recorded on MyConcern.
- Teachers may reward improved behaviour by inviting the child to move their name back up the ladder, however they cannot move up to Gold during that day.
- Persistent moving up and down the ladder will result in a Yellow card.

Levels

- 'Ladder' is a warning – all children will receive this in order to remind them of our school rule – 'to be kind, considerate and polite'
- Level 1 is a Yellow Card
- Level 2 is a Red Card
- Level 3 and Level 4 – child sent to DHT or HT according to policy

Recording of Yellow/Red cards

- The teacher will record the names of those children on a yellow or red card on a Yellow or Red Card Behaviour Incident Sheet. This will be recorded on the whole school Red & Yellow Behaviour tracking log.
- At the end of each day, the teacher will inform the parents that a yellow or red card has been given. The child will be supervised by a senior member of staff during the break/lunchtime where the child will complete appropriate work set by the class teacher.
- In the case of a red card, the incident will be recorded on MyConcern.

- Other more serious incidents according to the Behaviour Policy, those children who receive Level 3 consequences will lose their right to represent the school in any way for the following 5 days.

Yellow Card Behaviour Incident Sheet

Name of Pupil:

Year / Class:

Date:

Staff name:

Levels	Example of behaviour	Responses	Sanctions
Ladder	•Wandering about •Calling out •Interrupting the teacher •Talking at inappropriate times •Pushing and shoving in the line •Irritating other children •Interrupting other children •Low level disruption	•Speak to the child •Eye contact •Reminders •Give the child choices about their behaviour e.g. Make the right choice •Change seating arrangement (Class Teacher responsibility)	•Move down the ladder •Asked to apologise for behaviour •Keep child back for private chat with teacher at next break
One YELLOW CARD	•Swearing/verbal abuse including rude gestures •Leaving the classroom without permission •For three consecutive low-level offences (persistent offenders who don't reach a Yellow card – parents to be contacted by the teacher on the same day)	•Talk to child •Discuss consequences of behaviour and potential impact on others •Separate child from scene or other children involved •Class teacher inform parents of yellow card.	•Child completes work in a classroom at next break time •Withdrawal from class privileges

*Highlight where applicable within behaviour, responses and outcomes

Red Card Behaviour Incident Sheet

Name of Pupil:

Year / Class:

Levels	Example of Behaviour	Responses	Outcome
TWO RED CARD	- Seriously harming another child - Deliberately punching or kicking - Fighting - Deliberately throwing objects to hurt - Deliberately damaging property - Serious challenges to authority - Verbal defiance, answering back - Three yellow cards in two weeks	- Referral to AHT/DHT - AHT/DHT to talk to the child - Remove child from scene - Record on Behaviour Incident Sheet - Record on MyConcern - Class teacher to inform parents (meeting where possible)	- Possible removal from classroom for a period of time - Child misses all breaks for 24 hours - Child completes reflection form - Child withdrawn from class privileges - If appropriate, referral to senior learning mentor (SLM) - Possible referral for IBP
THREE	- Two red card incidents in a week - Repeated red card incidents over a half term - Bullying, including cyberbullying - Racist or homophobic remarks - Stealing - Biting - Verbal abuse towards staff - Vandalism – serious permanent damage - Absconding - Refusal to comply with reasonable instructions	- Responses as per L2 In addition: - DHT alerted and consider the child's immediate removal from class where appropriate	- Sanctions as per L2 In addition: - DHT to meet with parents - Reduced lunchtime timetable considered - Possible internal exclusion considered - Pastoral intervention with SLM - Withdrawal from representing school - IBP to be put in place - Referral to SENDCo - Consider referral to outside agencies - Possible Suspension
FOUR	- Extremely dangerous or violent behaviour - Leaving school building - Physical abuse against a member of staff	- Responses as per L3 In addition: - Immediate involvement of HT (or DHT)	- Outcomes as per L3 In addition: - Reduced timetable considered - Immediate referral to outside agencies - Consideration for off-site learning - Permanent exclusion considered for repeated offences

*Highlight where applicable within behaviour, responses and outcomes

Where did the incident occur?		
Brief description of what happened before the incident (known triggers?)		
Brief description of the incident		
How was the issue resolved?		
Any de-escalation strategies used?	☐ Humour ☐ Verbal Advice/Support ☐ Clear Directions ☐ Negotiation ☐ Limited Choices ☐ Distraction ☐ Reassurance ☐ Planned Ignoring ☐ Calm Talking ☐ Swap Adult ☐ Rewards Offered ☐ Success Reminders ☐ Reminders about Consequences ☐ Safe Space Offered ☐ Other	
Other pupils involved?	Name and class • •	Name and class • •
Staff comments		
Staff name, date and job role		

EXCEPTIONS TO THE STAGED APPROACH

There are very few exceptions where the staged approach will not apply.

- If any child continues to defy a member of staff or in any way attempts to strike, kick or verbally abuse them, they will proceed immediately to Level 4
- Bullying will immediately result in Level 3 and the child will go to the Deputy Headteacher
- Racist, sexist or anti-disability language or behaviour will again, immediately result in Level 3
- Children who hold an **Individual Behaviour Plan** or have **specific individual needs**, which propose alternative means of managing behaviour, will be managed according to that plan.
- The examples of behaviour on the ladder are not an exhaustive list. There may be behaviour which has not been included which requires an appropriate sanction. This will be at the discretion of the Headteacher or Deputy Headteacher.

Removal from classrooms.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Parents will be informed on the same day if their child has been removed from the classroom. Removal may be considered for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Suspension and permanent exclusion

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.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Suspensions and permanent exclusion can be used as a sanction when warranted, as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Behaviour outside of school premises

Teachers have the authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants or Senior Learning Mentor.

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable." Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

OR misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Lunchtime and Playtime Behaviour

With regard to the playground rules, these need to be reinforced. Similarly, our expectations of the children at the end of break times. This is also dependent on staff responding promptly to the bell and meeting classes as they are sent in.

Dining Hall Rules

Each and every one of us wants to have a happy lunchtime experience and we can all play our part to make sure this happens. Here are the things you can do to make it an enjoyable time for everyone:

Water:

- In the dining hall, be careful when pouring water into your cup
- Take your cup to the clearing area when you have finished your lunch

Lunch boxes:

- Drop your lunch box into your class box in the morning
- Make sure your name is written clearly on your lunch box
- Place your lunch box carefully into the class box once you have finished eating

Hands:

- Take your time to wash your hands carefully. We all know how important it is to have clean hands to help prevent germs from spreading

Lining up:

- Once the lunchtime supervisor member has come out with your class sign, line up calmly
- After washing your hands, proceed to the dining hall and wait calmly to get your lunch
- Your lunch will not run away, so there is no need to rush or jump the queue
- Speak clearly and politely to the cooks
- Remember that a smile and a thank you will be gratefully received

Eating:

- Use your knife and fork to eat and stay in the same place unless you are asked to move
- Talk with the people around you but ensure the volume of your voice is appropriate
- If you drop or spill anything, take responsibility to clear it up or let an adult know
- Take your time, we do not want to waste food
- When you have finished, put your knife and fork carefully on to your plate so they are not a danger to you or those around you
- When collecting your dessert or salad, make sure you use the tongs
- All food is to be eaten sat down at your table

Leaving:

Once you have eaten and have cleared your belongings away, walk back to the playground so that you are helping to keep our school a calm and safe place.

Our Dining Hall Rules (Displayed in the dining hall)

We queue calmly.

We stay in our seat.

We face the table.

We do not talk with food in our mouth.

We keep food on the plate.

We swallow our food before leaving the table.

We use knives, forks and spoons correctly.

Our Caring Playground Rules (Displayed in the playground)

We play together and look after each other.

We follow instructions the first time, given by an adult.

We play without fighting, play fighting or being rough.

We respect the play equipment.

We use kind words and actions towards each other.

We call other children by their real names.

We are polite to everyone.

Toilets (Displayed in the toilets)

At Wylde Green, in our toilets we behave beautifully. This means we:

Flush the toilet after use.

Learning is important so leave as soon as possible.

Use one cubicle per person.

Sensible behaviour at all times.

Hands must be washed after using the toilet.

We are proud of our school