



Level 3

ODBST Statutory Policy Guidance (ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this policy.)

BEHAVIOUR POLICY

STATEMENT OF INTENT

A clear school behaviour policy, consistently and fairly applied, underpins effective education. ODBST believes that high standards of behaviour lie at the heart of a successful school and that this enables our pupils to make the best possible progress in all aspects of their school life. A fundamental part of a child’s education is learning to be part of the society in which they live.

Through our behaviour policy guidance, we aim to encourage and acknowledge behaviour which allows others to learn and our schools to flourish. We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Issue date	February 2023
AEC approval	March 2023
Board adoption date	March 2023
Board Review date	April 2025

INTRODUCTION

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2010 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The proprietors of Academy Schools are required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by each school’s Local Governing Body (LGB). Such policies must set out the disciplinary sanctions to be adopted if a pupil misbehaves. Academies are also required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Information about the school’s behaviour policy must be made available to parents on the school’s website and on request.

OBJECTIVES

Our behaviour policy is based on the key principles in which our schools:

- respects and accepts pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability;
- allow teachers to teach and learners to learn;
- help our school to act with trust, honesty and equity;
- take pride in our school, its uniqueness and individual ethos.

This document describes how we, the Local Governing Body (LGB), of Chenies School design and implement policies to promote good behaviour, self-discipline and respect, prevent bullying and regulate the conduct of pupils. Our policy shows how behaviour is monitored, praised or corrected and how we expect the school community to function and flourish.

SCOPE

- Governing Body
- Teaching staff
- Headteacher
- Support staff
- All school staff
- Pupils
- Central Office Staff
- Contractors/Service providers
- Users of the school site and buildings

RELEVANT LEGISLATION

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Attended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour in School Advice for Headteachers and school staff 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England September 2022
- Searching, Screening and Confiscation advice for schools 2022

RELATED POLICIES

- ODBST Safeguarding and Child Protection Policy
- ODBST Attendance Policy
- ODBST SEND Policy
- ODBST Equality Policy
- ODBST Tackling Extremism and Radicalisation Policy
- ODBST Anti-bullying Policy
- ODBST e-safety Policy

DATE OF REVIEW

The policy will be reviewed as required by the Board of Trustees of ODBST to take account of any legislative changes and/or national policy development as well as feedback from ODBST staff and schools and in any event, by 30th April 2025.

GENERAL PRINCIPLES

Definitions

- Where the term “relevant body” has been used in legislation this refers to the Board of Trustees of ODBST. In this document the term trustees is used for simplicity.
- The term “Proprietor” is also used to refer to Trustees of ODBST.
- Unless indicated otherwise, all references to “teacher” include the Headteacher.
- Unless indicated otherwise, all references to staff include teaching and support staff.
- All references to “parent” include the parents, carers and any other person with parental responsibility.
- The term “behaviour” is deemed to include all policies dealing with conduct, attitudes, sanctions, rewards, detention and the authority of employed staff to discipline pupils.

DELEGATION

The Trustees have chosen to delegate its functions to Local Governing Bodies and Headteachers as set out in this policy.

MONITORING AND EVALUATION

The Local Governing Body and Headteacher will monitor the operation and effectiveness of the school’s Behaviour Policy and deal with any queries relating to it. The Oxford Diocesan Bucks Schools Trust (ODBST), through the Academy Effectiveness Committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

Behaviour Policy

1. Policy Background

1.1 Good behaviour in schools is central to a good education. Schools need to manage behaviour well so that they create calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. All schools need to work continuously to maintain high standards of behaviour.

Where behaviour is poor, pupils suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some children to stay away from school and continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that Headteachers lead the creation and reinforcement of this culture, ensuring that it permeates through every aspect of school life. Staff will be trained to make sure that they collectively embody this school culture, upholding the behaviour policy at all times and responding to misbehaviour consistently and fairly.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of

behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, our school will respond promptly, predictably and with confidence to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from recurring.

In some cases, particularly when a pupil is persistently disruptive and support or guidance are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded and Chenies School will refer to the specific DfE guidance on suspension and permanent exclusion. **In the event that a suspension is given to a pupil, the ODBST Director of Education will be informed the same day. No pupil should be permanently excluded without first discussing the grounds for the permanent exclusion with the ODBST Director of Education.**

2. Creating and maintaining high standards of behaviour

2.1 The culture for behaviour in our school reflects the overall ODBST vision and the vision of Chenies School and is one which ensures that pupils can learn in a calm, safe and supportive environment and which protects them from disruption. Chenies School is clear about which behaviours are permitted and prohibited; the values, attitudes and beliefs they promote and then social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff and parents. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of Chenies School and the ODBST.

2.2 All Headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour.

Chenies School's approach to behaviour meets the following national minimum expectations so that:

- the school has high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- general and targeted interventions are used, to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

2.3 At Chenies School establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that Chenies School is a safe environment for all pupils. This behaviour policy is aligned with Chenies School's legal duties and standards relating to the welfare of children. All staff are aware of the

measures outlined in this behaviour policy and how they should implement these measures; this is one of the key systems in place in Chenies School which supports safeguarding.

2.4 It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSiE). KCSiE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The Chenies School behaviour policy is designed to bear in mind. As part of taking a whole school approach to behaviour and safeguarding, it is important to us that the respective policies complement one another.

2.5 Where circumstances arise that endanger the safety of a pupil or staff member, Chenies School will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence. The Headteacher has determined measures to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, amongst pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyber bullying, prejudice based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

2.6 A behaviour policy should include detail on the following:

- **Purpose**

At Chenies Primary school, we place the child at the centre of all we do and our caring, nurturing learning environment enables all pupils to achieve together. We understand that children and adults learn most effectively in a well organised, clean, safe and engaging environment. We also understand the importance of providing a safe, positive and supportive emotional environment which enables and fosters learning. Appropriate behaviours, which are underpinned by social and emotional skills, need to be explicitly taught in the same way as other areas of the curriculum are taught. Social and emotional skills are apparent in every interaction permeating through all areas of the curriculum and in every moment of school life. In addition to timetabled, planned teaching and learning of social and emotional skills, one of the most powerful means of communicating these skills is through modelling.

These aims can best be achieved by:

- Having a fair and consistent approach throughout school.
- Having high expectations of success in all areas.
- Consistently reinforcing and recognising aspects of good behaviour in children.
- Continually modelling our School and British Values.
- Developing positive relationships between all members of our school community, including parents/carers and members of the Governing Body, based on our school Vision and associated Values.
- Creating a warm and welcoming environment that cultivates a respect for the rights and needs of pupils and adults, irrespective of race, religion, culture and gender.
- Developing self-discipline and the ability to self-regulate the choices and decisions our pupils make.

We understand that most of the behaviours we see at school are those that have been learned in their environment. Some aspects of behaviour however are influenced by other factors (Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder etc) and are constitutional in nature i.e. children are born with a oppositional anti-social behaviours (which impacts their understanding of

behaviours and relationships). We address these needs via an individualised graduated response if needed.

By understanding and following our Behaviour Policy, it is our expectation that all children, parents, governors and staff work together to ensure behaviour is underpinned by our core values and supports our School Vision.

- **Leadership and Management:**

The Headteacher is the designated Behaviour Lead at Chenies School and works closely alongside the SENCo and Deputy safeguarding lead. This ensures that all pupils' individual needs are considered when supporting pupils and supporting behaviour across the school. The school uses CPOMS to record/log behaviour incidents (including sexual, racial, child-on-child abuse).

Behaviour is reported to Governors on a termly basis through the Head Teacher's report and the Behaviour Lead's termly report.

- **School systems and social norms**

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There is a classroom agreement, devised through discussion with children, which promotes social and learning behaviours
- This agreement is displayed in a way which can be understood by all children (photographs, diagrams, cartoons, words)
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems understood by all, for managing inappropriate behaviour

Individual child level

- All children's strengths are recognised and celebrated by staff (in class, in assemblies, around the school etc).
- There are systems which allow children's achievements to be 'celebrated'
- Systems are in place for noticing and drawing attention to good or improved behaviour in the classroom, the playground and at lunchtime
- Where a child experiences difficulties in developing or sustaining appropriate behaviour, there are systems which give additional support and attention

Rewards systems are well established and are used by all members of staff. These include:

- Comments, stickers, stamps as described in our Marking and Feedback policy
- Dojo points
- House points
- Class points
- Golden Time
- Public praise in class

- Praise within key stage
- Praise in weekly celebration assembly
- Praise shared with parents by telephone/letter
- Stickers awarded
- Praise certificates awarded by teacher to be sent home – weekly 'Star of the Week'.
- Awards given out in the celebration assembly for achievements out of school and externally run clubs

School Systems for minimising and responding to unacceptable behaviour and irregular attendance

We believe that behaviour is unacceptable when it does not follow the agreed codes of behaviour (Home School agreement, Classroom agreements, school rules playground agreements, lunchtime agreements and agreements for movement around or into the school).

It is important to have agreed sanctions which are consistently applied by all staff (including supply teachers).

For individuals who often have difficulty in choosing the appropriate behaviour, it may be appropriate to identify one behaviour at a time. This would be achieved through a Provision Map or a Pastoral Support Plan (PSP) in consultation between the class teacher, inclusion manager and parents.

There is no place for violence, bullying, harassment (racial, sexual or which refers to a disability), vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature. All occurrences should be noted (including the name of the victim) and communicated to the Head/Deputy Head teacher in writing, signed and dated by the member of staff reporting the incident. This should be completed as soon as possible after the event. The Head/ Deputy Head will log all incidences on CPOMs.

Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment or vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school.

Sanctions

Sanctions to address inappropriate classroom behaviour have been agreed. This will ensure appropriateness and consistency of practices across age ranges.

All staff have agreed a Behaviour Strategy plan to support positive behaviour in lessons and around the school including play times.

There may be times when a child's actions warrant immediate intervention by an adult outside the exact guidelines. On these very rare occasions, the matter should be referred to the Headteacher who will then investigate the matter further. These may involve incidents such as:

- Causing immediate danger, threat of injury to another child/adult
- Exceptional rudeness
- Language, verbal or nonverbal that may be extremely offensive damaging to another child/adult
- Serious disruption to learning

On these occasions, parents will be informed as soon as possible, and the type of behaviour and the impact of the behaviour clearly explained.

Lunchtimes:

1. Behaviour at lunch time is managed by the Lunch Time Supervisors and TAs. Behaviour should be managed positively and when needed should be addressed immediately. Some examples of these are:

- (i) if a child is interfering in a negative way with another child
- (ii) if a child is behaving inappropriately with food or drink
- (iii) if a child is becoming over excited and may hurt another child then the child will be reminded of the relevant statement on the lunch time agreement.

2. If a lunch time supervisor removes a child from a situation the child will be issued with a Yellow or Red Card. A Yellow card will be issued if a child behaves in a way that causes upset/distress to others. A Red card will be issued if the child's behaviour is physically, verbally or non-verbally hurting another person or the child continues to disregard the instructions of a lunchtime supervisor.

3. Lunch time supervisors will write on the card why it has been issued and pass it onto the class teacher at the end of playtime. A Red card means the child must leave the playground or hall and come straight to the school office to talk to a teacher.

4. Teachers will address the incident detailed on yellow cards during the course of the afternoon.

5. The incidents will be discussed calmly with both parties encouraged to give their point of view.

6. The member of staff will discuss next steps with the child/children and initial the card to show the incident has been discussed. The Yellow card is then kept in the Class Behaviour file then collated termly by the Behaviour lead.

7. Red Cards will be addressed by the Headteacher. Notes are kept in the Behaviour file and CPOMS. All Red cards are sent home for parents to read/sign/return to school.

(Appendix C– guidelines for Red and Yellow cards at lunchtimes)

Playtimes:

Children are encouraged to play co-operatively.

At least 4 members of staff are on duty during all playtimes.

Wet Playtimes and Wet Lunch times:

During wet play times children stay in their classrooms supervised by an adult. Each class has a range of activities that they can participate in. They are expected to follow agreed classroom rules and expectations at all times.

- **Staff induction, development and support:**

All members of staff partake in staff induction when they join Chenies School. This induction includes the sharing of the staff handbook, which outlines routines, rules and sanctions relating to behaviour, and are instructed to read specific policies for example Anti Bullying policy and the Behaviour policy. Staff meeting time is regularly used for training and support of behaviour at Chenies Primary school, whether to up-skill staff or revisit current behaviour strategies.

Banned items:

-knives and weapons

-alcohol

-illegal drugs/ legal drugs

- stolen items

-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 property of; any person (including the pupil).

- tobacco, electronic vapes, lighters and cigarette papers

-fireworks

- pornographic images
- energy drinks
- chewing gum
- Unauthorised phones (see Mobile phone policy for more information)

Searching and Confiscation

School staff can search pupils for any item if the pupil agrees e.g. turn out pockets or look in their bags. If a pupil refuses, the Headteacher (if they have reasonable grounds for suspecting the pupil is in possession of prohibited items) can authorise a member of staff to search the pupils without their agreement. The member of staff conducting the search must be of the same sex and another member of staff must be present. Any searching of a pupil will be implemented consistently, proportionately, and fairly. When searching a pupil, we will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN); making reasonable adjustments that may be required where a pupil has a disability.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Any search by a member of staff for a prohibited item should be recorded in the school's safeguarding reporting system, namely CPOMS.

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence

Staff should consider whether the confiscation is proportional and consider any special circumstances.

2.7 The Local Governing Body must have regard to the guidance and statute provided by the Trust, the DfE or other responsible bodies to include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

2.8 The Local Governing Body decides:

- the standard of behaviour expected of pupils at the school;
- the school rules and any disciplinary penalties for breaking the rules;
- teachers' power to discipline;
- the power to discipline pupils even when they are not at school or in the charge of a member of staff.

2.9 The Headteacher will publicise our Chenies behaviour policy, in writing to staff, parents and pupils at least once a year. Our behaviour policy is published on our website www.chenies.bucks.sch.uk

3. Local School Behaviour Policy

3.1 In developing the Chenies School behaviour policy, the LGB has reflected on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Effective classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Effective staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

3.2 At Chenies School we take the safety of our staff seriously. This is the disciplinary action that will be taken out against pupils who are found to have made malicious accusations against school staff:

- the headteacher will discuss reasonable and proportional sanctions with the ODBST Director of Education and the Chair of the local governing body. This may include a fixed term suspension and reintegration;
- Inform the parents of the child(ren) of the allegation and outcome;
- Consider appropriate counselling and support for the child(ren) who made the allegation; and where appropriate, their parents, taking into account a child's special educational needs where appropriate
- the Safeguarding lead / LADO may refer the matter to Social Care to determine whether the pupil concerned is in need of services or may have been abused by someone else.
- The headteacher will also consider whether informal professional support to the member of staff who has been subject to the allegation is appropriate and, if so, in what form

3.3 The Chenies School behaviour policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs (SEND).

4. Discipline in Schools – teachers' powers

4.1 The LGB has taken into account statutory authorities' expectations and determined that:

- teachers have statutory powers to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction;
- the power applies to all paid staff (unless the Headteacher has said otherwise) with responsibility for pupils including teaching assistants;
- teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits;
- teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers can confiscate pupils' property;

-knives and weapons

-alcohol

- illegal drugs/ legal drugs
- stolen items
- 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 property of; any person (including the pupil)
- tobacco, electronic vapes, lighters and cigarette papers
- fireworks
- pornographic images
- energy drinks
- chewing gum
- Unauthorised phones (see mobile phone policy for more information the Chesham Bois Website)

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

www.searching,screeningandconfiscationatschool.gov.uk

4.2 Teachers at Chenies school can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil.

4.3 To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1. The decision to sanction a pupil will be made by a paid member of school staff or a member of staff authorised by the Headteacher.
2. The decision to sanction the pupil and the sanction itself will be made on the school premises or while the pupil is under the charge of the member of staff.
3. It will not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it will be reasonable in all the circumstances.

4.4 A sanction will be proportionate. In determining whether a sanction is reasonable account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

4.5 The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

4.6 Corporal sanction is illegal in all circumstances.

4.7 Our Chenies School policy invites staff to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow our school safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point we will consider whether a multiagency assessment is necessary.

4.8 Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

4.9 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
 - is in some other way identifiable with the school; or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the ordinary running of the school; or
 - poses 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 when the pupil is under the lawful control of the staff member.

5. Behaviour, Rewards and Sanctions

5.1 Maintaining a positive culture requires constant work and Chenies School positively reinforces the behaviour which reflects the values of Chenies School and prepares pupils to engage in their learning. Trustees and the LGB expect school staff, pupils and parents to be clear about the high standards of behaviour expected of all pupils at all times. The Chenies School behaviour policy is supported and backed up by senior members of staff and the Headteacher.

5.2 Chenies School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

5.3 Chenies School has in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with our behaviour policy. These will be proportionate a fair response that may vary according to the age of the pupils and any other circumstances that affect the pupil.

Rewards systems are well established and are used by all members of staff. These include:

- Comments, stickers, stamps as described in our Marking and Feedback policy
- Dojo points
- House points
- Class points
- Golden Time
- Public praise in class
- Praise within key stage
- Praise in weekly celebration assembly
- Praise shared with parents by telephone/letter
- Stickers awarded
- Praise certificates awarded by teacher to be sent home – weekly ‘Star of the Week’
- Awards given out in the celebration assembly for achievements out of school and externally run clubs

Sanctions

Sanctions to address inappropriate behaviour in school have been agreed. This will ensure appropriateness and consistency of practices across age ranges. The sanctions will be age - appropriate to the inappropriate behaviour.

All staff have agreed a Behaviour Strategy plan to support positive behaviour in lessons and around the school including play times.

There may be times when a child's actions warrant immediate intervention by an adult outside the exact guidelines. On these very rare occasions, the matter should be referred to the Headteacher who will then investigate the matter further. These may involve incidents such as:

- Causing immediate danger, threat of injury to another child/adult
- Exceptional rudeness
- Language, verbal or nonverbal that may be extremely offensive damaging to another child/adult
- Serious disruption to learning

On these occasions, parents will be informed as soon as possible, and the type of behaviour and the impact of the behaviour clearly explained.

5.4 When a member of staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively in accordance with our Chenies School behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. We recognise that it is important that staff across our school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and we may use pre-agreed scripts and phrases to help to restore calm. Chenies School follows the Step On approach to behaviour management and staff receive regular training on this.

The aim of any response to misbehaviour is to maintain the culture of Chenies School, to restore a calm and safe environment in which all pupils can learn and thrive and to prevent the recurrence of behaviour.

5.5 Chenies School is very clear about when behaviour is child-on-child abuse and, in such instances, will refer to the school Safeguarding and Child Protection policy supporting all involved parties and recording all instances as safeguarding concerns. Chenies School uses CPOMS to record all safeguarding concerns and this will involve all behaviours, including those behaviours seen online, that are considered to be child-on-child abuse as indicated in our policy.

To achieve these aims, our response to behaviour has a clear purpose which includes:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or as a general deterrent for all pupils at the school;
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson may be immediate or after an assessment of risk;
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

5.6 Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred; for example, if the pupil has suffered a bereavement, experienced abuse including neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation or is experiencing significant challenges at home.

5.7 This behaviour policy includes a range of sanctions clearly communicated and understood by pupils, staff and parents:

- verbal reminder and reminder of the expectations of behaviour;
- reflection time;
- restorative justice;
- the setting of written tasks such as an account of behaviour;
- loss of privileges such as the loss of a prized responsibility;
- in-school detention (break or lunch)
- school based community service such as tidying a classroom;
- regular reporting including early morning reporting;
- scheduled uniform checks;
- being placed on report for behaviour monitoring.
- Personal Support Plan

6.0 Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

6.1 The Chenies school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure that all pupils in the school, including pupils with SEND, so that everyone can feel that they belong in the school community and that high expectations are maintained for all pupils. Chenies School understands that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

6.2 Some behaviours are more likely to be associated with particular types of SEND, such as pupils with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

6.3 Chenies School will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of support being provided.

6.4 The law requires this school to balance a number of duties which will have a bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- identifying and reducing triggers
- a learning environment that is not over stimulating that allows for regulation
- use of social stories
- use of Step on Techniques which focuses on de-escalation

- opportunities to reset and re-regulate with an adult
- short, planned movement breaks
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

7. Taking disciplinary action and providing appropriate support are not mutually exclusive actions.

They can and should occur at the same time if necessary. Chenies School is clear about its approach and in which category any action falls, ensuring that any action complies with the law relating to each category.

7.1 Chenies School will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm. Where this might be the case, as set out in Part 1 of Keeping Children Safe in Education, school staff will follow the Safeguarding and Child Protection Policy and speak to the Designated Lead (Rebecca Sutherland/ Hilary Blakeley). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.2 Alternative arrangements for sanctions can be considered on a case by case basis for any pupil where Chenies School believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

8. Responding to the behaviour of pupils with SEND

8.1 Chenies School will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure that pupils can achieve and learn as well as possible.

8.2 Chenies School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for Chenies School on the facts of the situation.

8.3 Chenies School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, Chenies School will refer to the Equality Act 2010 and school guidance.

8.4 Chenies School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Chenies School will seek to try and understand the underlying cause of the behaviour and whether additional support is needed.

9. Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

- A restorative justice session.

This may also include:

- advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate. Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

10. Removal

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. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided by may differ from the mainstream curriculum but should remain meaningful to the pupil.

In instances where removal is being used for a pupil, the circumstances surrounding this decision should be discussed with the pupil's parents, the LGB and the Director of Education in advance of removal being used as a strategy.

11. Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

12. Behaviour outside of school premises

12.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Chenies School will action the Behaviour policy and liaise with parents in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

12.2 Conduct outside school premises, including online conduct, that Chenies School will sanction pupils for misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.
- any form of bullying, including cyberbullying
- poor online conduct that is reported to school

- any derogatory behaviour that is discriminatory towards race, gender (including gender reassignment, disability, religion, culture)

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff at the school.

13.2 Chenies School has a clear system in place to ensure that relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions Chenies School will consider are:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- working with the Buckinghamshire PRU;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The graduated response will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care Plan (EHCP), early contact with the local authority on the behavioural needs will be appropriate and an emergency review of the plan might be needed.

13.4 Where Chenies School has serious concerns about a pupil's behaviour, it will consider whether a multiagency assessment such as an early help assessment or statutory assessment that goes beyond the child's educational needs, is required (see guidance Working Together to Safeguard Children).

14. Reintegration

Chenies School has a clear strategy for reintegrating pupils who have been removed from the classroom, time spent in a pupil referral unit, in another setting offsite or following suspension. This may involve reintegration meetings between the school, pupils, parents and if relevant, other agencies. Chenies School will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

15. Monitoring and evaluating school behaviour

Chenies School has strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed by skilled staff and reported back to LGBs termly.

Chenies School has a clear and relevant curriculum in place that is taught effectively and that is subject to regular review.

Chenies School collects data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice helps our school to ensure that it is meeting its duties under the 2010 Equalities Act. **This data analysis is shared with the LGB at least termly.**

16. Policy review

16.1 The ODBST behaviour policy will be reviewed every two years as part of the overall policy review.

16.2 This policy will be used by the Local Governing Body of each school to frame its local behaviour policy with a view to adopting this at the first LGB meeting of the academic year.

16.3 This guidance will be reviewed on or before the following date: April 2025.

Appendix A - Specific Guidance

A. Power to use reasonable force

It is not illegal to touch a pupil. Trustees are clear that there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary such as:

- holding the hand of a pupil at the front/back of a line when going into assembly or when walking together around the school;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE or sports coaching;
- to provide for personal care including intimate care needs;
- to give First Aid.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

The term 'reasonable force' covers the broad range of actions used by teachers or other staff specifically included in this guidance that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Use force to control pupils or to restrain pupils is taken to mean either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Trustees would always urge school staff to try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

Trustees note that guidance states that its staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

ODBST staff should never use force as a punishment – it is always unlawful to use force as a punishment.

ODBST considers it good practice for its schools to always speak to parents about serious incidents involving the use of force. It would also recommend schools to record such incidents on CPOMs and in a way such that it records:

- the pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff;
- outcome to the incident

Complaints

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

The onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. DfE guidance¹ notes that suspension must not be the automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance and take advice from the Trust's HR manager where an allegation is made.

B. Seclusion / isolation rooms

¹ Use of reasonable force: Advice for headteachers, staff and governing bodies (Updated July 2015)

- Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see 3.4).
- Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

C. Detention

- ODBST is aware of the statutory powers for schools but would want a clear discussion should a ODBST primary schools seek to include 'detention' outside school hours in its list of sanctions.
- With lunchtime or break time detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. This should be articulated clearly to the pupil and their parents in such a way as is meaningful and understood by all parties.

Trustees are aware that teachers have a power to issue a detention² to pupils (aged under 18) but that LGBs would need to have made clear to pupils and parents that they use detention (particularly detention outside of school hours) as a sanction. **The decision to use detention outside of normal school hours should be discussed with, and approved by, the Director of Education in advance.**

- The LGB should be aware of the times outside normal school hours when detention can be given (the 'permitted day of detention'). These include:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends - except the weekend preceding or following the half term break; and
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.
- The LGB should also be clear which members of staff are sanctioned by the Headteacher to place pupils in detention and the limits to this devolved authority.
- Parental consent is not required for detentions, however ODBST would expect any policy which uses detention to expect staff to act reasonably (see 3.4) when imposing a detention.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - whether the detention is likely to put the pupil at risk;
 - whether the pupil has known caring responsibilities which mean that the detention is unreasonable;

² Section 90 of the Education and Inspections Act 2006

- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Appendix B

Searching, screening and confiscation – Guidance for Headteachers, school staff and governing bodies. (September 2022).

The Department for Education has issued guidance to explain to schools their powers of screening and searching pupils. It explains the use of the power to search pupils without consent. It also explains the powers schools have to seize, confiscate and destroy items found during a search. It includes guidance for dealing with electronic devices and the files they may hold. Trustees are clear that this guidance forms a part of the Trust's Behaviour Policy and should be referred to in individual school's behaviour policies by the adoption of this annex. The full guidance is available here.

Searching

School staff can search a pupil for any item if the pupil agrees.³

Headteachers 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

³ The ability to give consent may be influenced by the child's age or other factors

Staff are empowered to search if they have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. ODBST would expect that searching member of staff should be the same sex as the pupil being searched; and are clear for the protection of their employees, that there must be a witness (also a staff member). The limited exception to this is where you carry out a search of a pupil of the opposite sex to you and / or without a witness present, where the school reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately.

Items banned by the school's rules may be searched for under these powers if they have been identified in the school rules as an item that can be searched for.

Extent of searches

- You may not require the pupil to remove any clothing other than the outer clothing
- "Outer clothing" means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing does include hats, shoes, boots, gloves and scarves.
- Possessions means any goods over which the pupil appears to have control; this includes desks, lockers and bags.

Confiscation

Schools' general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Where any article is reasonably suspected to be

- weapons or items which are evidence of an offence
- controlled drugs
- substances which are believed to be controlled drugs
- stolen items
- extreme or child pornography
- articles that have been (or are likely to be) used to commit an offence or to cause personal injury

must be passed to the police

Where a member of staff finds

- tobacco or cigarette papers
- alcohol
- fireworks
- pornographic images, (unless they suspect that its possession constitutes a specified offence)

they may be retained and disposed of. They should not be returned to the pupil.

Guidance for dealing with electronic devices

At Chenies School electronic devices are stored in the office for Upper Key Stage 2.

Where an electronic device that is prohibited by the school rules is found and suspected it has been, or may be, used to commit an offence, cause personal injury or damage to property, staff may examine any data or files on the device. They may delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules.

Material on a device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. Where an electronic device that is prohibited by the school rules is found and suspected it has been, or may be, used to commit an offence, cause personal injury or damage to property, staff may examine any data or files on the device. They may delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules.

Parents

Chenies School is not required to inform parents before a search takes place or to seek their consent to search their child.

Complaints

There is no legal requirement to make or keep a record of a search. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Appendix C - guidelines for Red and Yellow cards at break/lunchtimes

Red and yellow cards will only be issued at break and lunch. They can be issued by any member of Chenies staff.

A child will receive a yellow card if they are not following the school rules or behaving in a way that is not appropriate. The yellow card will be handed over to their class teacher after the information has been filled in by the member of staff who is issuing the card. As a result of receiving a yellow card, the child will miss 5 minutes of their playtime/lunchtime with the class teacher if in KS1 and 10 minutes if in KS2.

A child will receive a red card if they are behaving in a way that causes serious harm to another child, member of staff or school property. The red card will be handed over to their class teacher after the information has been filled in by the member of staff who is issuing the card. As a result of the child receiving a red card, the child will spend 20 minutes of their lunch time with RS filling in a reflection form and discussing the incident if in KS1, 25 minutes in lower KS2 and 30 minutes in upper KS2. The red cards will be given to the child's parents at the end of the day by the class teacher in an envelope, the class teacher will discuss the incident with the parent. Parents need to sign the red card and send back into school the next day.

Red and yellow cards are stored in a box in the staff room.