

# Policy pack for managing behaviour at Leighton Primary School

## Incl: School aims & values

Rewards, recognition & Dojo  
Sanctions Policy & Procedure 2024  
Behaviour Stages Chart  
Behaviour concerns procedure  
Managing Behaviour at Lunchtime  
Suspension & Exclusion Policy  
Equality, Equity & Behaviour  
Child on child, Anti-bullying & Racism Policy  
Drugs Policy

ADOPTED BY GOVERNORS	AUTUMN 2025
REVIEW TIMETABLE	ANNUALLY
RENEWAL DATE	AUTUMN 2026

DOCUMENT CONTROL		
DATE	NOTES	INITIALS
01/22	Policy created following DFE information	EW
05/22	Updated following feedback from J WING	EW
06/22	Updated with values & consulted with staff	EW
08/22	Updated following DfE consultation	EW
10/22	P2, p3 & p9 updated following Team Teach Training on 30/9/2022	EW
01/23	P7 added in information about House points and Notes home	EW
03/24	Updates following guidance from DFE	DS/CN
06/24	Review of policy, including additions for prejudice related incidents	AW

07/24	Review of policy, adding flow charts for managing behaviour	AW
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## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy

## **WHY?**

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

We recognise experiences impact on emotions and feelings that are communicated in behaviours. We believe that a therapeutic response to behaviour helps to develop positive feelings and leads to positive changes in behaviour.

## **WHAT?**

Leighton Primary School's approach to behaviour is made of the following policies or procedures.

- Recognition
- Consequences
- Behaviour Stages Chart
- Behaviour concerns procedure
- Lunchtime Behaviour Policy
- Suspension & Exclusion Policy
- Peer on peer, Anti-bullying & Racism Policy
- Drugs Policy

Each of the individual policies within the pack for managing behaviour outlines the school's approach and supports the consistent management of behaviour at Leighton Primary School.

The team at Leighton utilise the positive behaviour management strategies that Team Teach promotes including: team building, personal safety, communication and verbal and non-verbal de-escalation techniques for dealing with difficult and dangerous behaviours which reduce the need for physical intervention.

Trained staff may be required to use positive handling techniques to resolve conflicts in safe ways and provide opportunities for repair and reflection for everyone involved. Physical intervention is only used as a last resort. At Leighton, positive handling is just one part of a whole-setting approach to behaviour management.

Actions taken will be in relation to pupil's conduct whilst in school, participating in school clubs before and after school and on school visits and residential.

## **WHO HOLDS WHAT RESPONSIBILITIES**

- Governors of Leighton are committed to ensure the safety, security and emotional wellbeing of the children we serve and staff we employ.
- All members of staff at Leighton understand their responsibility for responding to and understanding the causes of unacceptable behaviour and conduct.
- Everyone treats pupils equitably, with care for their safety, dignity and respectfully at all times.
- Senior Leaders and Governors review the contents of this pack annually.

*This pack forms part of the induction pack, is available on the school's website and a copy can be requested from the school office.*



## EQUALITY, EQUITY AND BEHAVIOUR

### WHY?

Local, National and School data indicates that vulnerable groups including those with an identified special educational need, in care or eligible to pupil premium have higher incidences of exclusion and suspension. At Leighton we recognise some behaviours are more likely to arise from types of SEN or disabilities or when external environmental factors or experiences have impacted on children.



### WHAT?

Schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. We have a duty to individual pupils as well as the other pupils and staff at Leighton Primary School.

How we act if a pupil has an identified additional need, that at times affects their behaviour, requires a flexible, differentiated approach.

We have a duty in the Equality Act 2010 to make reasonable adjustments to policies, and practices.

Under the Children and Families Act 2014, we have a duty to use 'best endeavours' to meet the needs of pupils with SEN and where a pupil has an Education and Health Care Plan we are required to set out provision clearly in the plan (e.g. in the plan identify areas where a pupil finds being directed difficult, or transitions).

### HOW?

At Leighton, we create a calm, orderly environment that promotes high expectations of behaviour and conduct by all members of the community.

At Leighton, we meet the requirements of the Equality Act 2010 by developing flexible Alternative Individual Education Plans (AIEPs) preventative plans that clearly identify how pupils respond to the school's behaviour policy and procedure (Graduated Response) in order to prevent or reduce the likelihood of significant behaviour incidents e.g. (this list is not all examples)

- Rest breaks
- Adaptations to timetable
- Breakout spaces

Additionally, following significant incidents of behaviour, school staff will facilitate a significant behavioural incident review. The purpose of the review is to:

- be curious
- identify triggers (using the STEPS toolkit or anxiety mapping)
- consider influencing factors and experiences
- consider if current strategies are still effective
- consider external agencies
- identify teaching opportunities for the individual that will lead to changes in behaviours
- identify response, reasonable adjustments and adapt provision
- additional support/ provision
- review physical intervention

Professional development plays a key role in supporting pupils. E.g. understanding conditions such as autism and recognising potential triggers for difficult and dangerous behaviours;

#### **WHO?**

- Senior leaders will identify where training needs to be updated and ensure all staff are aware of the culture of the school and approaches to behaviour management through induction of new staff and refresher training.
- The SENCO and senior leadership is responsible for creating and implementing risk assessment, graduated response, proposing reasonable adjustments and informing parents.
- A combination of senior leadership and the pastoral team will lead on serious incident reviews (Appendix 3) and make recommendations to minimise risk of repetition and liaise with parents. They will also be responsible for sharing this information with the Headteacher.
- The Headteacher is responsible for considering budgetary requirements
- The pastoral team will continue any work deemed necessary to support the child's future in education.



## REWARDS, RECOGNITION & DOJO AT LEIGHTON PRIMARY SCHOOL

### WHY?

At Leighton we aim for all our young people to become confident individuals, successful learners and responsible citizens. We recognise the importance of developing children's internal drive (intrinsic motivation) to do something because it is interesting, challenging and absorbing will help them to develop their emotional, physical and educational health.

### HOW?

#### RECOGNISING POSITIVE BEHAVIOURS AND CONDUCT AT LEIGHTON (PRESCHOOL - YEAR 6)

Children who display the desired behaviours and attitudes:



are placed on the values board in the classroom. When a child is placed on the values board individual DOJO points are awarded.

The school will celebrate children who have achieved recognition within their classes. Each week, classroom teams will nominate a child for additional recognition where they will be presented with a house point and certificate in assembly each week.

#### RECOGNISING EFFORT ACROSS THE CURRICULUM (RECEPTION - YEAR 6)

Termly, we will report children's effort and attitude to parents, including examples of where the children have demonstrated one or more of the desired behaviours.

At the end of the school year a celebration event is held to recognise achievements, progress and attitude to learning throughout the year.

## CLASS DOJO POINTS AT LEIGHTON PRIMARY SCHOOL

### EYFS - Y6

1 DOJO point is awarded when children:

- read at home
- complete their homework
- effort and attitude
- Are noticed for positive behaviour

When a child achieves each given number of DOJO points, they will be rewarded with a certificate and prize from the pot for that milestone. The use of stickers for immediate recognition can be used at staff discretion across the school

EYFS	10	20	30	40	50	etc
AWARD	In class certificate and a prize from Jellyfish prize pot	In class certificate and a prize from Jellyfish prize pot	In class certificate and a prize from Jellyfish prize pot	In class certificate and a prize from Jellyfish prize pot	In class certificate and a prize from Jellyfish prize pot	Towards the end of the school year, the children will get a certificate in assembly.
EYFS -preschool	Children will receive stickers as an instant reward for their positive behaviour.					

Year 1-6	25	50	75	100	125	150	200
AWARD	In class certificate / prize from pot	In class certificate /prize from pot	In class certificate / prize from pot	Assembly certificate /prize from pot	In class certificate/ prize from pot	Assembly certificate/ prize from pot	Assembly certificate / prize from pot

Certificates are prepared and ready for staff for each term.

### PRIZE POTS IN EACH CLASS FOR MILESTONES - to be trialled for Autumn 2025

DOJO tracks the collective total of points earned by each class. Class teachers and children will establish a DOJO goal with an agreed reward e.g. extra playtime, movie afternoon, Sport afternoon etc. The goal is clearly displayed in the classroom. When the goal is achieved the reward can take place. Parents are informed when their child's class reaches the goal. Teachers will note the number of points with their classes each week, to keep the profile of positive rewards high. DOJO goal with an agreed reward e.g. extra playtime, movie afternoon, Sport afternoon etc. The goal is clearly displayed in the classroom. When the goal is achieved the reward can take place. Parents are informed when their child's class reaches the goal.

## House points

These are special awards. They can be awarded for the following:

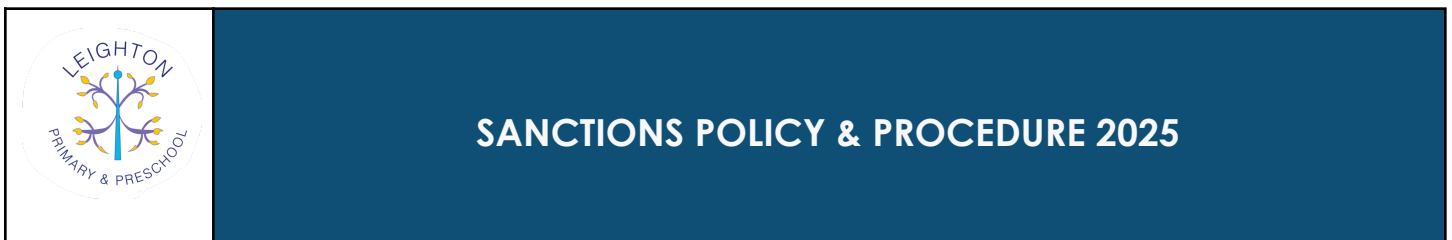
1. Children who are chosen to share their learning in the weekly sharing assembly
2. Children who receive a Values Certificate in sharing assembly
3. Pupils seen to be displaying our values will be rewarded with house points from ANY staff member
4. Representing the school in the wider community
5. Exceptional progress/effort in their learning

House points will be counted each week and the numbers published on the website.

The house point reward for the winning house will be at the end of each term.

## Notes home

Teachers will use Dojo to inform parents of things they are pleased with regarding their child.



\*\*This forms part of Leighton Primary School's management of behaviour

## WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

We recognise the importance of helping young people realise the impact and potential consequences of their actions and behaviours.

## HOW?

Using their professional judgement, taking into account individual circumstances of the child and the behaviour stages chart, staff will decide on the category of behaviour either low level or significant infraction. The behaviour stages chart contains examples of procedures and sanctions to support a consistent and fair approach. Where required the behaviour escalation chart will identify the next steps.

## SANCTIONS

- Low level
  - Positive reinforcement, verbal reminders and reprimands
- Repeated Low Level
  - Setting written tasks
  - Loss of Privileges
    - Children may attend the 'Reflection Space' during play/ lunch time.
    - Children may be unable to after school clubs or extra events run after school/residential

and school day trips - this will mainly be related to the safety of the pupil (parents will be informed)

- 'Community Service'
  - Tidy the classroom
  - Litter picking at break times
- Significant infractions
  - Internal seclusion
  - Suspension (up to 5 days away from school, completing work set by school, at home)
  - Exclusion (a permanent exclusion - for either a single, significant incident or repeated persistent behaviour - work provided by school for 5 days, then the Local Authority are responsible for education). Following a permanent exclusion, a Governor panel will meet to review the decision of the Headteacher and either ratify, or overturn the decision. If the decision is ratified, then the pupil will no longer be able to attend the school.

Removal from the classroom/ learning space is a last resort and can only take place in agreement from an SLT member or a pastoral support officer.

Staff will explain to the children why any sanction has been applied. Parents will be informed where a loss of privileges, community service, internal seclusion, suspension or exclusion is used. The parent involvement will be recorded on Arbor.

Children are encouraged to reflect on their actions and conduct. The year 6 intervention space is a designated Reflection space and is supervised by Senior Leaders or members of our wellbeing team to:

- discuss the behaviour, reasons
- support the children to develop strategies to manage feelings and behaviours
- have restorative conversations
- Support the children to complete a *Behaviour Reflection Sheet* (appendix 1) where appropriate

Where children have an internal seclusion, this will take place in the space outside the Headteacher and Deputy Headteacher's office, or in a classroom away from their own. This may take place elsewhere in school, depending on the pupil's needs.

All staff will use Arbor to log behaviour incidents. This helps to form a 'picture of behaviour' and can be used to identify; settings, location or time of the day, possible triggers and actions so strategic plans can be formulated or evidence gathered to engage the support of external agencies e.g. Local Authority Behaviour Panel.

Senior leaders will record physical intervention on Arbor and use a form for parents to sign to say they understand that this intervention has taken place. **Physical intervention is a last resort, and staff who are trained in 'Team Teach' techniques will be used in the first instance. Any member of staff can use physical intervention that is reasonable, proportionate and necessary. This type of intervention is when behaviours are DANGEROUS to the pupil or others nearby. Where possible, staff will approach these incidents with at least 2 members of staff present.**

When children repeatedly display unacceptable behaviours, school staff will follow the *Behaviour Escalation Chart for Classroom and Playground*. When necessary staff will seek support from the school's Pastoral team. The Pastoral team develops a package of support including wellbeing intervention plans, development of behaviour management plans, mentor support, parental support, referral to external agencies (e.g Behaviour Panel) etc.

Where children bring inappropriate items into school (e.g. bb guns, games consoles, phones (not Y6), lighters, knives, bladed instruments etc) the items will be confiscated and stored securely. An internal investigation will be initiated and a meeting arranged with the parent/carer. This may result in a suspension or permanent exclusion, in line with the DfE guidance.

Where unacceptable behaviour is the result of a disability or identified special educational need, Leighton will take regard of the needs outlined in the The Disability Equality Duty on schools (Part 5A of DDA 1995, inserted by the DDA 2005).

In the event of serious incidents, or when continued unacceptable low level behaviour is persistently displayed, school leaders will consider escalation of sanctions in line with school's suspension and exclusion policy that makes up part of this policy pack.



### EYFS - PRESCHOOL

Sanctions for negative behaviour in preschool are managed differently due to their age. Adults use a personalised approach but in general a 'thinking mat' is used. Children are asked to sit for the same number of minutes as their age. E.g. a 2 year old would sit for 2 minutes. This is supported by an adult and a conversation occurs about what went wrong and they are supported to say sorry to someone if this is relevant.

### REVIEW?

This document is due for review in the Autumn Term **2026**.

### Classroom Graduated Behaviour Chart

First Warning 
Second Warning 
5 Minutes Break 

Entire Break or 15 Minutes Lunch



Entire Lunch (Refer to Lunch Reflection Room)



Refer to Senior Leader + Phone Call to Parents



\*This chart should not be on display for pupils

# LEIGHTON PRIMARY SCHOOL - BEHAVIOUR STAGES CHART

BEHAVIOUR TYPE	RESPONSE	STAFF ACTION
<b>LOW LEVEL</b>		
<p>Examples may include; shouting out, talking over teachers/ peers, not listening, ignoring direction, intentional wasting of resources</p>	<ul style="list-style-type: none"> <li>• Verbal acknowledgement of behaviour 'I can see you have chosen to shout out/ ignore what you have been asked to do'.</li> <li>• Verbal reminder of correct behaviour/ reset expectations; 'You need to make the right choice and - describe simply the behaviour you expect'</li> <li>• Thank the children for demonstrating the behaviour required.</li> <li>• <b>SANCTIONS</b> - Verbal reminders and reprimands</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor attitude/ behaviour</li> <li>• Use positive reinforcement with peers to establish the expected attitudes/ behaviours</li> <li>• Where appropriate Restorative conversations take place facilitated by the class team.</li> </ul>
<b>CONTINUED / REPEATED LOW LEVEL</b>		
<p>Continuing the behaviours listed above</p> <p>See flow chart in this pack</p>	<ul style="list-style-type: none"> <li>• Inform the child that their chosen behaviour is unacceptable.</li> <li>• Provide the children with choices; You can choose to continue with the chosen behaviour and explain the sanction e.g. unable to go out to play because your choice is disrupting your friends learning</li> <li>• OR you can make the right choice (clearly explain what this is) and you will be able to go out to play with your friends.</li> <li>• I will give you a couple of minutes (sand timers help) to think about what you would like to do.</li> <li>• <b>SANCTIONS</b> <ul style="list-style-type: none"> <li>○ Setting written tasks</li> <li>○ Loss of Privileges                             <ul style="list-style-type: none"> <li>■ Children may attend the 'Reflection Space' during play/ lunch time.</li> <li>■ Children may be unable to after school clubs</li> </ul> </li> <li>○ 'Community Service'                             <ul style="list-style-type: none"> <li>■ Tidy the classroom</li> <li>■ Litter picking at breaktimes</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom staff will provide information as to why the child is needing to spend time in the Reflection Space and this is discussed with the child.</li> <li>• Individual behaviour charts shared with SLT</li> <li>• Staff supervising the reflection space will update the Arbor Incident log.</li> <li>• Agree the time missed with the child and explain rationale.</li> <li>• Class team to inform parents about incidents and sanctions either F2F or a telephone call.</li> <li>• Where appropriate Restorative conversations take place facilitated by the class team and or pastoral team</li> </ul> <p>PUPILS MAY EARN ANY TIME REMOVED, BACK IF THEIR BEHAVIOUR IMPROVES -THIS GIVES THE PUPIL SOMETHING TO WORK TOWARDS TO 'PUT THINGS RIGHT' - staff will use their judgement and reward children who correct their behaviours promptly.</p>
<b>SIGNIFICANT INFRACTIONS</b>		
<p>Examples may include but are not limited to unsafe behaviour, intentionally hurting others, swearing, fighting, peer on peer abuse, violence or bullying, racism, assault, sexual violence, sexual harassment, theft, spitting, leaving school site</p>	<ul style="list-style-type: none"> <li>• Explain the behaviour is unacceptable and why.</li> <li>• Inform the child of the sanction - 'because you have chosen to... then explain the sanction.</li> <li>• Inform the phase leader (agree next steps and agree investigation if required.</li> <li>• CPOMS if necessary</li> <li>• <b>PHYSICAL INTERVENTION IS A VERY LAST RESORT</b> - evacuate others from space in</li> </ul>	<ul style="list-style-type: none"> <li>• Ahead of any suspension/ exclusion complete the HT checklist</li> <li>• Ensure ARBOR incident log is completed</li> <li>• Make contact with parent/ carer in person (phone call or F2F)</li> <li>• Reintegration meetings facilitate restorative conversations, collect pupil voice where possible. If not possible or appropriate, log this.</li> </ul>

	<p>the first stance. If physical intervention is required due to safety concerns for staff/ pupils then staff trained in TEAM TEACH will support</p> <ul style="list-style-type: none"> <li>• <b>SANCTIONS</b> <ul style="list-style-type: none"> <li>○ In discussions with Head or Deputy Headteacher an Internal seclusion may be given (usually 1 day) - add the information onto ARBOR</li> <li>○ A suspension or permanent exclusion can be given for a 'one off' significant incident.</li> </ul> </li> </ul>	
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***For majority of pupils (for others, staff will use their pastoral/behaviour support plan)***

**Behaviour Flow Chart - repeated lower level - this resets after break and lunchtime**

Privately speak to the child and remind of our expectations. Whole Class praise / redirection techniques / Reminder of individual strategies to manage behaviour

First warning - chance to make expectations clear and remind the child that they can meet the expectations. (Consider use of additional adult support in the room, if a PSO key child, contact PSO)

Note pupil's initials on behaviour chart

Second warning - reminder that if this continues, breaktime/lunchtime will be missed

Note pupil's initials on behaviour chart

Missed break/lunch - time to be decided depending on age/circumstances (typically, 1 minute per year of age)

Miss lunchtime - refer to SLT in the reflection area. SLT will have restorative conversations and record on Arbor. Class teacher/staff member to contact parents to inform.

If the same behaviour continues, referral to another classroom to complete work. At this point, the SLT member for the phase will be contacted to decide next steps.

If this isn't successful or appropriate, referral to SLT space to work.

Parents called to support.

Suspension considered.

### **Behaviour Flow Chart - high level (dangerous behaviour) - always recorded, CPOMs/Arbor or both**

Ensure situation is safe, call for pupil support officers

Pupil support officers to deescalate where possible (SLT if they are unavailable) = Pupil support officers to involve SLT as appropriate

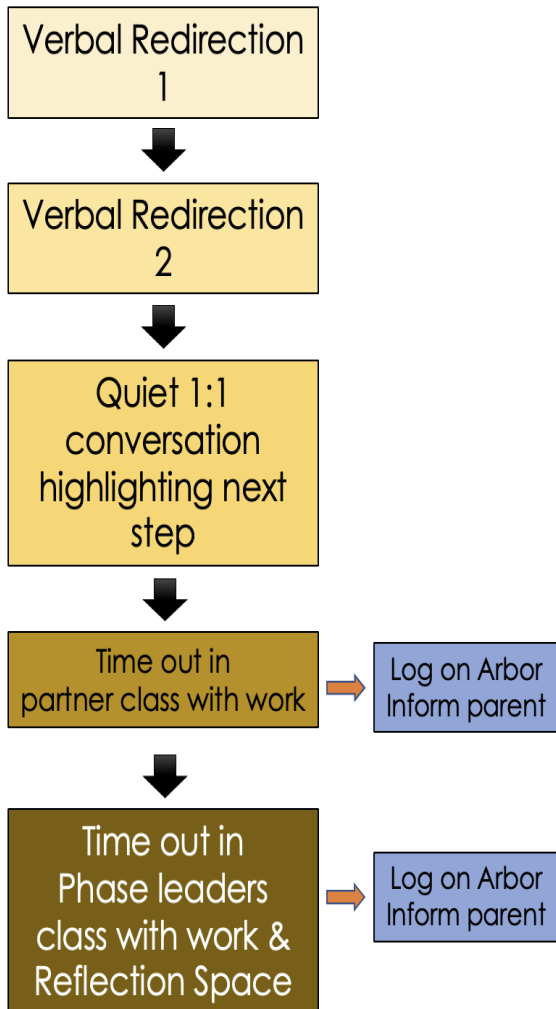
If able to, pupil to be internally secluded in another classroom, or outside SLT, wherever is most appropriate (internal seclusion)

If more significant, parents called immediately

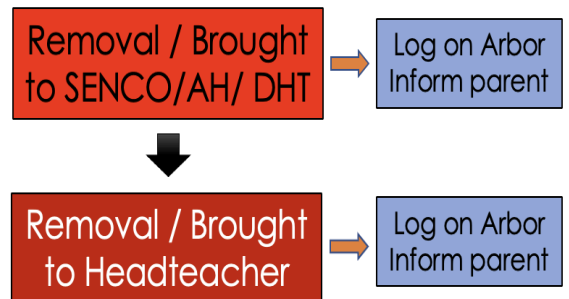
Suspension/Permanent Exclusion considered.

# ESCALATION CHART OF BEHAVIOURS IN CLASS

## LOW LEVEL INFRACTION



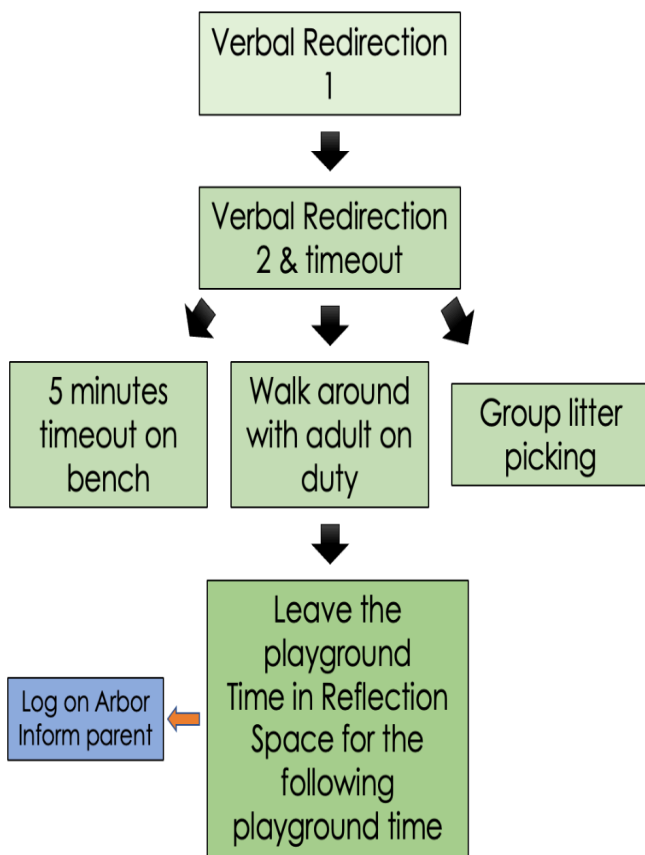
## SIGNIFICANT INFRACTION OR PERSISTENT LOW LEVEL



Where a child is referred to the Headteacher, the behaviour is risking the safety of the children, other children or staff. Consequences of these behaviours include the consideration of suspension or exclusion.

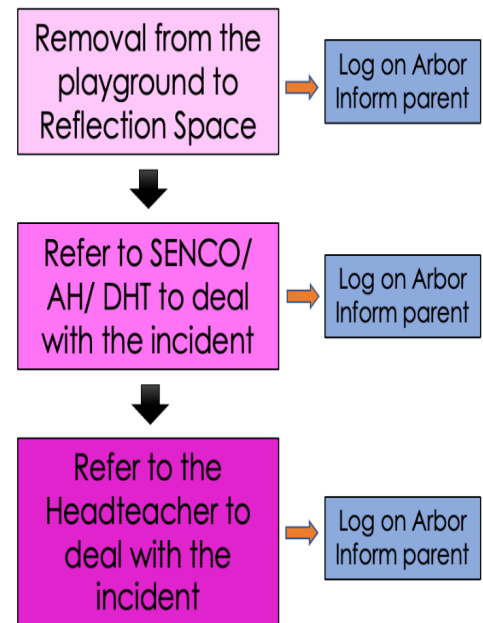
# ESCALATION CHART OF PLAYGROUND INCIDENTS

## PLAYGROUND LOW LEVEL



## PLAYGROUND SIGNIFICANT INFRACTION

Aggressive, dangerous or violent behaviours  
OR persistent low level incidences





## MANAGING BEHAVIOUR AT LUNCHTIME

### WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### WHAT?

Leighton's lunchtime behaviour policy forms part of the whole school's policy and has been developed to ensure high expectations of behaviour are demonstrated throughout the school day, in and outside of the school building.

### HOW?

- Children are supported at lunchtimes by a team of midday supervisors.
- All staff will ensure high expectations of behaviour and conduct are met.
- Positive behaviours and conduct are acknowledged.
- Communication between midday staff and classroom teams will be maintained.
- Children are expected to treat all staff members respectfully and are required to follow directions from all staff within the school.
- Specific year groups are allocated to specific playgrounds

### LOW LEVEL UNACCEPTABLE CONDUCT

- Where a child displays low level unacceptable conduct, follow the guidance set out on the BEHAVIOUR STAGES CHART.
- If behaviours continue the child is accompanied to the lunchtime reflection space (Y6 shared area).
- The behaviour is logged on Arbor
- Where another child is involved, the adult supervising the reflection space will facilitate restorative conversations.
- The classroom team is made aware of the lunchtime behaviours.

### SIGNIFICANT UNACCEPTABLE CONDUCT

- The unacceptable conduct is investigated by members of SLT overseeing the lunchtime reflection space.
- If a child can not be safely withdrawn from the playground a member of SLT will be called upon to support.



## SUSPENSION & EXCLUSION AT LEIGHTON PRIMARY SCHOOL

### WHY?

'A clear school policy, consistently & fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### WHAT?

This forms part of the school's management of behaviour pack and outlines:

- two types of suspension
- one type of exclusion
- how and when these options can be used to manage behaviour
- the school's reintegration procedure

All decisions in relation to suspension and exclusion are made on a case by case basis and at the discretion of the Headteacher.

### WHO?

- Senior Leaders (Headteacher/ Deputy Headteacher) are responsible for agreeing to any suspension or exclusion, informing relevant authorities and ensuring parent/carers are informed of the reason, the education expectation during the period of suspension/ exclusion and the parents right to appeal.
- A combination of Leadership and Wellbeing team will lead on investigations and liaise with parents.
- Senior Leaders are responsible for facilitating reintegration meetings.
- Where necessary, the wellbeing team will continue any work to support the children's education and reduce likelihood of repeated suspension or exclusion.

### HOW?

#### INTERNAL AND FIXED TERM SUSPENSION

- If a child demonstrates significant unacceptable behaviour, a decision to impose an internal or fixed term suspension may be considered. This decision is made by senior leaders within the school following an internal investigation.
- The details, including the reasons will be communicated with parents/ carers and children as soon as reasonably possible. Social worker and Virtual School Headteachers will be notified if relevant.

#### INTERNAL SUSPENSION

- An internal suspension is when a child attends school however completes their learning in another space within the school. For the period of the internal suspension the child is not permitted to access the learning within the classroom alongside their peers. They will have their lunchtime and break time separately from their peers.
- In the case of an internal suspension, normal class work will be set.

## **FIXED TERM SUSPENSION**

- A fixed term suspension is when a child is sent home for a specific period of time and not permitted in school for that time.
- In order to ensure fair access to all children, the school will provide appropriate work to be completed at home during the fixed period of suspension.
- Following a fixed period suspension a reintegration meeting will be arranged and details shared with parents/ carers.
- The Headteacher retains the authority to end suspensions early.

## **PERMANENT EXCLUSION**

- The decision to permanently exclude a child will be made by the Headteacher when Leighton Primary School's behaviour management policy has been seriously breached and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school. This could be a one off incident.
- The decision to permanently exclude will be taken when all the facts and evidence has been collated and reviewed. This may be after a 5 day fixed period suspension while investigations are being carried out.
- The police may be contacted if necessary.
- If a child has been subject to more than 15 days of suspension in any term, this could result in a Permanent Exclusion from the school.
- The Headteacher retains the authority to withdraw an exclusion.

Where a child is at risk of permanent exclusion or following a significant incident school leaders will:

- formulate a graduated response
- Investigate an incident by getting witness statements from stakeholder/s involved to identify triggers and how the behaviours escalated
- Consider the reasonable adjustments that can be made to prevent a repeat of the incident (e.g. alternative provision, reduced timetable etc.)

Where a reduced timetable is considered, applications to the local authority are made for all pupils



## CHILD ON CHILD, SEXUAL VIOLENCE, BULLYING AND RACISM

### **WHY?**

Child on child abuse, sexual violence, sexual harassment, bullying and racism can have massive negative effects on the lives and learning of children, their families and teachers. As such these behaviours are not tolerated at Leighton Primary School.

### **WHAT?**

This policy works alongside the Leighton's Safeguarding Policy and explains the actions school will take in the event of an incident of this nature. Any investigations that take place will be followed through and recorded by the relevant persons. Any actions taken will be decided on a case by case basis. Any actions will be authorised by the Headteacher in line with further guidance from Peterborough Local Authority where required.

### **WHO?**

The Senior Leadership Team are responsible for agreeing any actions, informing relevant authorities and ensuring that parents/carers are informed of the incident and any follow up actions. If suspensions or exclusions occur, then educational arrangements would be made based on the processes outlined in the suspension and exclusions policy.

A combination of senior leadership and the Pastoral team will lead on investigations and liaise with parents. They will also be responsible for facilitating reintegration meetings.

The Pastoral team will continue any work deemed necessary to support the child's future in education.

### **HOW?**

In the event of an act of child on child abuse, sexual violence, sexual harassment, bullying or racism, or a combination of these, then the following procedures would take place.

*Investigation* - A full investigation into the event would take place, to be led by our Wellbeing leader and Senior Leadership Team. During the investigation, a risk assessment will be undertaken to ensure that all parties involved are kept safe and where needed, they will be separated.

*Decision* - Any decisions made will be at the discretion of the Headteacher and will be discussed with relevant children and parents.

*Sanctions* - Any sanctions that are implemented will be decided on a case by case basis taking all investigation findings into account. The outcome may result in a type of suspension or exclusion outlined in our suspension and exclusion policy.

*External Agencies* - Depending on the individual case, it may be the decision of the school to involve the police or relevant external agencies to offer support or further guidance on the case. This will be communicated with all parties involved.

*Support* - Where appropriate, the parties involved will be provided with ongoing support, either internally through our mentors and wellbeing team, or through external agencies offering ongoing support to help move forward.



## PREJUDICE RELATED INCIDENTS

This policy should be read in conjunction with our Equality & Diversity Policy, Behaviour Policy and Antbullying Policy. (Part of this policy pack)

### **What?**

#### ***Defining Prejudice Related Incidents***

At our school we define a prejudice-related incident as: any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

#### ***Prejudice-Related Incidents and Bullying***

We recognise that: any child may be affected by bullying, sometimes bullying is related to prejudice.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to this definition of bullying: 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.

(Antibullying Alliance definition).

#### ***The Role of Preventative Education***

We recognise that effective preventative education can reduce the chance of prejudice-related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school

ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture.

Our preventive education fulfils the following relevant sections of the DfE statutory requirements for Relationships Education and Health Education (2020).

By the end of primary school, pupils should know: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

These aspects will be taught through our curriculum.

### ***Responding to Prejudice-Related Incidents***

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will: treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident reinforce the school's position on discrimination and prejudice focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable ensure that witnesses know what behaviour was not acceptable and why.

Prejudice-related incidents will always be properly investigated (by a class teacher or senior leader as is deemed most appropriate). The person investigating will: where appropriate, bring both parties together to give them a chance to be involved in resolving the situation determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused.

Other actions may be taken, depending on the outcome from the initial investigations. This will be dependent on the information gathered and the pupils concerned.

### ***Who?***

#### ***Recording and Reporting Prejudice-Related Incidents***

Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the Headteacher/SLT.

The concern should be logged on CPOMs and Arbor.

The Headteacher/SLT will then report all prejudice-related incidents to the LA using the online system 'PRfE' (Prejudice Reporting for Education: Prejudice Reporting for Education (PRfE)). PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the school and the LA.

There may be occasions where a prejudice-related incident may need to be reported to the police as a potential hate incident or a potential hate crime. If a crime may have been committed the category of a potential hate crime may apply. As the age of criminal responsibility in England is 10 years old, this category is unlikely to apply if the perpetrator is under 10. Criminal offences might include behaviour such as: malicious communications, assault, public order offences, criminal damage, harassment or sexual assault.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

### ***Roles and Responsibilities***

Governors are responsible for: ensuring that the school complies with equality legislation monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Headteacher, with support from the rest of the Senior Leadership Team, is responsible for: ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents, ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support, providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities. Monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them reporting prejudice-related incidents to the Governing Body and Local Authority.

Members of staff are responsible for: challenging prejudicial attitudes and behaviours, complying with school policies and procedures, promoting equality through the curriculum, modelling respectful behaviour, responding to prejudice-related incidents according to school/college policy and reporting incidents when they occur.



## Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's '[Searching, Screening and Confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- [E-cigarettes and vapes](#)
- [Lighters](#)
- [Aerosols](#)
- [Legal highs/psychoactive substances](#)
- [Energy drinks](#)
- [Mobile phones](#)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.



**WHY?**

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

**WHAT?**

This policy forms part of Leighton's whole School Behaviour Policy and aims to:

- Educate our children factually, non-judgmentally and with the inclusion of key partner agencies
- To have a clear strategy for dealing with drug related incidents WHO? - All staff are responsible to be vigilant against drugs
- Senior Leadership Team will oversee any action
- Outside agencies will be contacted for support

**HOW?**

The actions taken by the Senior Leadership and Pastoral team may vary depending on the specific case. The table below offers some standard actions that could be followed.

ALLEGATION OR SUSPENSION	<ul style="list-style-type: none"> <li>● Act immediately</li> <li>● Inform SLT</li> <li>● Have two staff present this can be important if any future allegations are made</li> <li>● Investigate the child behaviour/ appearance/ actions</li> <li>● Record everything that is done as a description of events on CPOMS/Arbor</li> </ul>
DISCLOSURE	<ul style="list-style-type: none"> <li>● Act immediately</li> <li>● Where appropriate investigate (non-leading questions) or refer to SLT or wellbeing team.</li> <li>● Refer on CPOMS (follow up with a verbal message to ensure quick pickup).</li> </ul>

INFORMING PARENTS	<ul style="list-style-type: none"> <li>● Senior Leadership will decide when appropriate to inform parents</li> <li>● Offer of support will be set up by the wellbeing team.</li> </ul>
INVOLVING POLICE	<ul style="list-style-type: none"> <li>● Police will be contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance</li> <li>● Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance</li> <li>● A member of the Senior Leadership Team or the Wellbeing Lead will contact the police</li> </ul>

**CURRICULUM**

Leighton's curriculum endeavours to improve children's knowledge of the risks of drugs. Through weekly PSHE, guest speakers and sessions co-ordinated with specialists we aim to arm our children with the necessary knowledge to make effective life choices and communication channels to use to share any concerns or questions they may have.

**SANCTIONS**

The use of drugs in school may result in fixed term suspension or permanent exclusion. The Senior Leadership Team can also decide to permanently exclude any pupil supplying drugs or being involved in bringing drugs onto the premises.



## APPENDIX 2 - HEAD TEACHERS' CHECKLIST BEFORE DECIDING TO EXCLUDE FOR ANY PERIOD OF TIME

It is important to give consideration to the following questions before deciding to exclude for any period of time.

	YES	NO
Did the pupil's behaviour directly result in the incident?		
Was the behaviour significantly out of line with the school's behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off' incident?		
Is exclusion the appropriate response?  Factors to consider: <ul style="list-style-type: none"> <li>• Exclusion has not been considered in the heat of the moment?</li> <li>• All options to ensure that an appropriate, engaging curriculum has been explored?</li> <li>• Has a thorough exploration of circumstances been carried out?</li> <li>• Has the situation been considered in light of policies and discrimination?</li> <li>• Has the pupil's perspective and account of events been encouraged / heard / recorded?</li> <li>• Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc)?</li> </ul>		
Has this pupil had multiple exclusions and if so have they proved an effective intervention?		
Has there been involvement from Behaviour and Inclusion Officer?		
Has a Pastoral Support Plan been implemented?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)?		
Standards of proof: On the balance of probabilities, did the pupil do it?		
<b>Special Considerations (SEN/Disability/Vulnerable Groups)</b>		
Has the pupil been treated less favourably? Have reasonable adjustments been made for this pupil?		

Has your school reviewed policies, practices and procedures?		
Does this pupil have Special Educational Needs / Disabilities? Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)		
Does this pupil have an EHCP? If so, have you contacted the SAT Casework Officer? Has an emergency annual review been called? <i>See DfE Exclusion Guidance 2017 - page 11</i>		
Is this pupil a (LAC/CiC) Looked After Child/Children in Care? If so, have you contacted the social worker and Virtual School to discuss? <i>See DfE Exclusion Guidance 2017 - page 11</i>		
Safeguarding: If this pupil is subject to a Safeguarding or a Child in Need Plan? Have you spoken to the Social Worker?		
Is there an Early Help Assessment (EHA) for this young person? Is the EH District Team?		
Where the family's first language is not English – Have you taken steps to ensure that the process is fully understood?		
<b>Appropriate length of exclusion considered? Is this for the shortest possible time?</b>		

## APPENDIX 3 - REINTEGRATION MEETING FOLLOWING A SUSPENSION OR EXCLUSION

DATE OF MEETING:

PEOPLE PRESENT:

### PUPIL DETAILS

PUPIL'S NAME:

ADDRESS:

DATE OF BIRTH:

YEAR GROUP/TUTOR:

NAME OF PARENT/GUARDIAN:

CONTACT DETAILS:

IS THE PUPIL IN CARE?

IS THE PUPIL SUBJECT TO A CHILD PROTECTION PLAN?

IS THE PUPIL IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS (SEN)?

IF YES, PLEASE GIVE DETAILS:

### DETAILS OF SUSPENSION OR EXCLUSION

DATE OF EXCLUSION:

DATE OF RETURN TO SCHOOL:

TOTAL NUMBER OF DAYS EXCLUDED:

REASON FOR EXCLUSION: INCLUDE A FACTUAL RECOUNT OF THE INCIDENT.

## REVIEW OF CURRENT ATTENDANCE

### ATTENDANCE THIS TERM

NUMBER OF DAYS ABSENT:

ATTENDANCE (%):

### ATTENDANCE THIS YEAR

NUMBER OF DAYS ABSENT:

ATTENDANCE (%):

## REVIEW OF ACADEMIC PROGRESS

Subject:	Target grade:	Current grade:	Comments:
READING			
WRITING			
MATHS			

## TARGETS FOR BEHAVIOUR AND LEARNING

Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this? Support/adjustments	Timescale/review date

### Graduated Response - how does the child respond to the Behaviour Policy and Practises

E.g. Staff to be aware that xx can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask xxx if he knows what he needs to be doing.

- If he is to be given a detention it should not be given during one of his training sessions
- Opportunities to develop cooperative working with peers e.g. Lego therapy

### Interval and lunchtime practices

- It's helpful for xxx to have some structured lunchtimes e.g. homework club, or extra-curricular activities

### Managing all key transition points

- Helpful to greet xxx at the door and ensure he has the right equipment for the lesson.

## ADDITIONAL COMMENTS

Pupil's comments:	Parent/guardian's comments:	School's comments:
<b>PUPIL SIGNATURE</b>	<b>PARENT/ GUARDIAN SIGNATURE</b>	<b>SCHOOL SIGNATURE</b>

## APPENDIX 4 - Serious Incident Review Form

### PUPIL DETAILS

PUPIL'S NAME:

ADDRESS:

DATE OF BIRTH:

YEAR GROUP/TUTOR:

IS THE PUPIL IN CARE?

IS THE PUPIL SUBJECT TO A CHILD PROTECTION PLAN?

IS THE PUPIL IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS (SEN)?

IF YES, PLEASE GIVE DETAILS:

### DETAILS OF SUSPENSION OR EXCLUSION

DATE OF INCIDENT:

FACTUAL RECOUNT OF THE INCIDENT:

STAFF INVOLVED IN THE INCIDENT:

CONSEQUENCE FOLLOWING THE INCIDENT:

### REVIEW OF CURRENT ATTENDANCE

#### ATTENDANCE THIS TERM

NUMBER OF DAYS ABSENT:

ATTENDANCE (%):

#### ATTENDANCE THIS YEAR

NUMBER OF DAYS ABSENT:

ATTENDANCE (%):

**REVIEW OF ACADEMIC PROGRESS**

Subject:	Target grade:	Current grade:	Comments:
READING			
WRITING			
MATHS			

**SCHOOL RESPONSE FOLLOWING THE INCIDENT TO REDUCE LIKELIHOOD OF REPETITION OR RISK OF EXCLUSION**

Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this? Support/ adjustments	Timescale/ review date

**Graduated Response - how does the child respond to the Behaviour Policy and Practises**

*E.g. Staff to be aware that xx can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask xxx if he knows what he needs to be doing.*

- *If he is to be given a detention it should not be given during one of his training sessions*
- *Opportunities to develop cooperative working with peers e.g. Lego therapy*

**Interval and lunchtime practices**

- *It's helpful for xxx to have some structured lunchtimes e.g. homework club, or extra-curricular activities*























**Managing all key transition points**

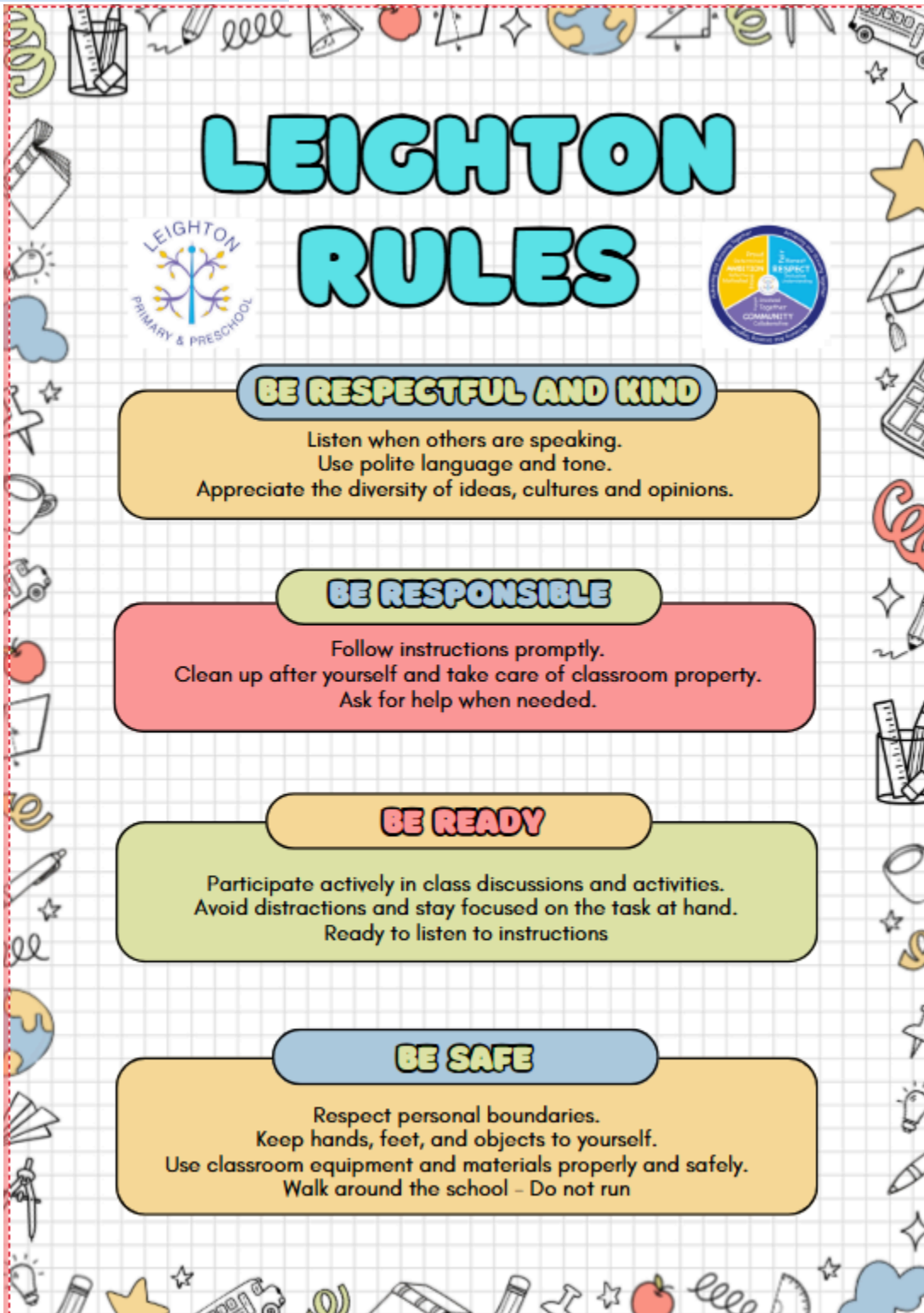
- *Helpful to greet xxx at the door and ensure he has the right equipment for the lesson.*

**ADDITIONAL COMMENTS**

Pupil's comments:	Parent/guardian's comments:	School's comments:
<b>PUPIL SIGNATURE</b>	<b>PARENT/ GUARDIAN SIGNATURE</b>	<b>SCHOOL SIGNATURE</b>

# Managing Behaviour At Leighton

OUR APPROACH	 <p>There are whole school standards and expectations we all follow.</p>	 <p>Class Charters set out each classes agrees standards and expectations.</p>	<p>A clear escalation of sanctions.</p> 	<p>The behaviour stages helps identify the behaviour &amp; provides consistency.</p> 			
	<p>Children are awarded Dojo points to positively</p>  	<p>Fresh starts whenever needed.</p> 	<p>Restorative conversations are carried out.</p> 	<p>Welcome the children with a smile and a greeting.</p>  			
	ACCOUNTABILITY	 <p>Everyone is accountable for behaviour and helping children to feel safe, happy and secure.</p>	<p>Children are encouraged to make the 'RIGHT CHOICES' &amp; understand the outcomes of their choices.</p> 	<p>Incidents are monitored. Seclusions &amp; Exclusions are reported to Governors &amp; DfE.</p> 	 <p>Staff follow school policy and seek support as required.</p>		
		SUPPORT	<p>Panel convenes to develop strategic consistent approaches to reduce incidence behaviour.</p> 	<p>External agencies work with some children using a range of therapeutic approaches.</p> 	<p>Learning Mentor work with children.</p> 	 <p>Feelings and emotions work helps children create their own tool box.</p>	
			PARENTS	<p>Conversations inform &amp; discuss possible reasons.</p> 	<p>Individual plans are developed in partnership.</p> 	 <p>Home school agreement sets out expectations of all stakeholders.</p>	<p>Develop strategies that can be used consistently at home and at school.</p> 



The poster is set on a white grid background with a decorative border of colorful icons including a pencil, paper, globe, apple, star, and books. At the top center, the title "LEIGHTON RULES" is written in large, bold, blue-outlined letters. To the left of the title is the Leighton Primary & Preschool logo, and to the right is a circular seal for the Department of Education. Below the title are four rounded rectangular boxes, each containing a rule category in bold letters and a list of instructions.

# LEIGHTON RULES

**BE RESPECTFUL AND KIND**

- Listen when others are speaking.
- Use polite language and tone.
- Appreciate the diversity of ideas, cultures and opinions.

**BE RESPONSIBLE**

- Follow instructions promptly.
- Clean up after yourself and take care of classroom property.
- Ask for help when needed.

**BE READY**

- Participate actively in class discussions and activities.
- Avoid distractions and stay focused on the task at hand.
- Ready to listen to instructions

**BE SAFE**

- Respect personal boundaries.
- Keep hands, feet, and objects to yourself.
- Use classroom equipment and materials properly and safely.
- Walk around the school - Do not run