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Behaviour Policy

Date of ratification: **November 2025**

Ratified by: **Governing Board Committee**

Date of review: **As necessary or in light of any changes to the Department for Education (DfE)'s 'Keeping Children Safe in Education' guidance**



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1. Introduction

This policy has been updated to reflect the latest version of 'Keeping Children Safe in Education' that came into effect in September 2025, and the Department for Education (DfE) document 'Behaviour in Schools – Advice for Headteachers and School Staff', published in July 2022.

2. Aims and Purpose of the Policy

Our **behaviour values are Kindness, Calm and Consistency**. Every child should receive the same message from every adult and understand what behaviour is expected of them in school. We have agreed high expectations and agreed consistent consequences. We work together with children to identify expected behaviours reflective of their age and understanding. It is a fundamental aim of Pudsey Bolton Royd Primary School that every member of the school community feels **valued and respected**, and that each person feels safe and is consistently treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the ways in which all members of the school community can work together in a supportive manner. It aims to promote an environment in which everyone feels happy, safe and secure.

The core purpose behind our behaviour policy is to establish a means of promoting positive relationships, so that all people in the organisation can work together with the common purpose of helping everyone to learn and thrive, and to self-regulate their behaviour in order to become respected and respectful assets to society. Underpinning the policy are the principles of restorative practice, an approach to managing behaviour that has been shown to have the highest rating of effectiveness at preventing bullying. Additionally, restorative practice is a key element in Leeds City Council's drive towards becoming the most child-friendly city in the country. This policy supports the whole school community, in aiming to allow everyone to work together in an effective, caring and supportive way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. Adults strive to treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow and thrive in a safe and secure environment, and to become positive, resilient, responsible and increasingly independent members of the wider community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is therefore designed to primarily encourage good behaviour, rather than merely deter poor, anti-social or undesirable behaviour.

3. Responsibilities

3.1 The Role of Staff

Behaviour management is the responsibility of all staff at School.

3.2 The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to take the lead in ensuring the health, safety and welfare of all children in the school.

The Headteacher is responsible for developing the policy, by setting the expectations for standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher ensures the school keeps records of all reported serious incidents of misbehaviour, including bullying in all forms. For repeated or very serious acts of unacceptable behaviour, the Headteacher may consider temporarily or permanently excluding a child. Final decisions on these actions are only ever taken in consultation with Governors, including the Chair of the Governing Board.



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3.3 The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced while pupils are in their care, and that their classes behave in a responsible manner.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children and treat each child fairly. They will work with the children in their class to establish and agree on a set of classroom rules and behaviour expectations at the start of each academic year. They will then enforce this classroom code consistently. The teachers treat all children in their teaching groups with respect and understanding.

Low-level negative behaviour, such as calling out or disrupting the class, should be dealt with in the classroom by the class teacher. More serious misbehaviour, or ongoing patterns of repeated disruption to learning, will be dealt with by the class teacher working collaboratively with school's senior staff (including through the 'Red Zone' system).

The Special Educational Needs & Disabilities (SEND) Lead and Pastoral Team (including Learning Mentor and Family Liaison Officer) are able to provide additional support for specific children who, for a variety of reasons, find the School environment and behaviour expectations more challenging. Class teachers make referrals to the SEND Lead about children they feel are in need of additional support to manage or self-regulate their behaviour – the SEND Lead then agrees with staff, those children who need to be supported. The Learning Mentor and Family Liaison Officer work with the class teachers, to deliver short-term programs of targeted support for individual pupils.

The class teacher reports to parents and carers about the progress of each child in their class, in line with whole-school policy. The class teacher will also contact parents (in discussion with the Phase Leader and/or SEND Lead or other senior staff where they have been involved) to relay any concerns about the behaviour or welfare of a child in a timely manner.

3.4 The Role of Support Staff (including Lunchtime Supervisors)

All support staff should provide a positive model of behaviour and ensure high expectations are made explicit and modelled to the children. They must ensure that the school rules and the actions outlined in this policy are followed consistently. They should inform class teachers of any issues relating to their management of behaviour.

3.5 The Role of the Inclusion Team

School's Inclusion Team is made up of the SEND Lead, Family Liaison Officer and Learning Mentor who work both with children and parents/carers to support them in managing their child's behaviour. They are able to signpost families to sources of external support and take the lead in making referrals to the Cluster for understanding and managing children's behaviour or making appropriate referrals to General Practitioners, Mindmate or the Child and Adolescent Mental Health Service.

3.6 The Role of Parents and Carers

Parents are expected to encourage their children to adhere to this behaviour policy and to support the actions of the school. Parents are able to address any queries regarding sanctions, firstly to the class teacher, then to the Phase Leader (or Assistant/Deputy Headteacher overseeing behaviour in that phase) or the Headteacher.



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The school collaborates actively with parents and carers, in order that children receive consistent messages from both home and School around how they should behave. We expect parents and carers to support their child's learning, and to cooperate with the school in matters pertaining to improving their child's behaviour.

3.7 The Role of Nominated Computing Staff

A key group of staff will have access to the school's monitoring and filtering system. They will have the responsibility of monitoring the notifications and passing on concerns related to unsafe behaviour as appropriate and in line with safeguarding procedures. A limited number of staff will also receive immediate notifications from the monitoring system in certain circumstances. All of these behaviours will be dealt with in line with this behaviour policy and safeguarding procedures.

3.8 The Role of Pupils

All pupils have a right to learn in an environment that is as calm, safe and supportive as possible, where they are treated with dignity. To achieve this, every pupil at Pudsey Bolton Royd Primary School will be made aware of the school's rules and behaviour expectations, pastoral support systems, and behaviour rewards and consequences process.

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules to the best of their ability and are expected to contribute positively to the school culture. Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour policy.

We aim for every pupil to be supported to achieve the expected behaviour standards, irrespective of prior experience, educational needs or disability - and this includes an induction process that familiarises them with the school behaviour culture where necessary. School repeats elements of this induction for all pupils at suitable points in the academic year, especially at the start of each term. Provision is made for new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

4. Organisation & Management of Behaviour

4.1 School Rules

What does this look like in school from a child's perspective?

We asked the children in the School Council what these three basic rules meant for them on a day-to-day basis and they came up with a comprehensive list.

Rule 1 - Be Safe

- Use equipment correctly.
- Keep hands and feet to yourself.
- Walk quietly and calmly indoors.
- Look after your classroom and equipment
- Sit on chairs sensibly.
- Keep our school clean and tidy.
- Listen and follow instructions
- Stay healthy and clean
- Be kind to each other.
- Tell an adult if you don't feel safe or see someone being unsafe



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- Take time – No pushing

Rule 2 - Be Ready

- Be organised and prepared.
- Aim high
- Get to school on time
- Ignore silly behaviour
- Use your time well for learning
- Do your best – don't rush.
- Ask for help or offer help when needed.
- Listen to others and respect opinions.
- Have pride in your achievements.
- Listen and follow instructions carefully.
- Put 100% effort in.
- Be on time for your lesson
- Use equipment and resources to help.

Rule 3 - Be Respectful

- Wait your turn to speak.
- Allow everyone to learn.
- Be polite and helpful
- Respect property
- Use good manners.
- Use positive language.
- Actively listen.
- Consider people's feelings
- Respect difference
- Ask others to join in.
- Think before you speak.
- Respect other opinions
- Be kind to others and to yourself
- Smile

4.2 Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers identify, praise and congratulate children verbally – either privately or publicly.
- Teachers give children a variety of rewards, such as house points, stickers/stamps, positive comments and feedback to parents/carers (or notes home in planners)
- Classes have their own class goals with agreed rewards that they work towards.
- Pupils may be sent to another member of staff to re-enforce praise and they may receive additional rewards from them.
- Every Friday, a child from each class is nominated to receive a 'Star of the Week' certificate in the weekly Celebration Assembly, which can be used to celebrate and reward good behaviour, attitudes and/or achievement. The child receiving the most house points for the week is also awarded the 'House Point Hero' award and we award a 'Presentation Award' certificate for children who have high standards of presentation or make great improvements with presentation.
- The Headteacher, Deputy Headteacher and Assistant Headteachers actively encourage staff members to send children to them to celebrate good or improved behaviour, as well as improved attitudes to learning, and outstanding work or achievement.



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5. Managing Challenging Behaviour

Pudsey Bolton Royd Primary School expects that the Rules are followed consistently to ensure a safe and positive learning environment. We expect children to listen carefully to instructions in lessons, show respect for others and allow everyone to complete their work to the best of their ability. If they do not do so, we will implement a series of consequences to support the child to be able to meet these expectations.

5.1 In the Classroom:

Staff should remember that all behaviour is communication. When a child is misbehaving or being disruptive in lessons (or at playtime), staff should always consider why this might be happening - it can sometimes say more about the challenges the child faces in the lesson (socially or developmentally), the classroom organisation/management or inaccurate pitch of learning, than it says about them.

Note that discussions with individual children about their behaviour should never be 'public dressing downs' (i.e. not in front of the whole class).

- **Stage 1: Verbal Reminder** that the behaviour being displayed is not acceptable, link to the school rule that is being broken - this sort of reminder can be general (i.e. not targeted at a named child) and public, so all the class are reminded about what behaviour is expected of them.
- **Stage 2: Verbal Warning.** If the poor behaviour by an individual persists, find a suitable time that doesn't disrupt the flow of the lesson to **discreetly speak to the child** about what they are doing wrong, explain the impact it is having on both theirs' and others' ability to work and why it needs to stop. Name goes onto the board.
- **Stage 3: Yellow Card.** If the poor behaviour continues and space in the class allows, acceptable to **move the child to a quiet area in the classroom**, away from other children, to work. Tell the child you will be having a conversation with them about their behaviour in their own time - either at playtime or lunchtime. For some children with additional needs, having a physical yellow card on their desk will help support them with their behaviour.
- **Stage 4: Red Card.** In the event that the pupil continues with poor behaviour, class teachers may consider using **moving the child (with their work) to the parallel year-group classroom or supervised space**. Such continued disregard for school's behaviour expectations.
- **Stage 5: Repeated Red Cards.** Three red cards in any half term would trigger a meeting with parents. A first meeting will be held with the class teacher. A second meeting would be held with phase leader and third with member of SLT. SLT will monitor red cards and expedite meetings if deemed necessary.
 - In EYFS and KS1, the Thinking Tree is used as the space within the classroom where children can go to calm down, reflect on what they have done wrong and where discussions with the class teacher about their behaviour can take place. In some instances, it may be appropriate to send KS1 children to the Red Zone.

5.2 'Straight Red Card' Offences

- Any incident of actual or intentional child-on-child abuse - characterised by, but not limited to:
 - verbal abuse such as deliberate swearing/derogatory or discriminatory remarks or name calling aimed at another child
 - all forms of physical abuse – fighting (including 'play-fighting') or any deliberate attempt to hurt others
 - bullying in any form (including cyber/online, prejudice-based and discriminatory bullying)
 - threatening or encouraging, facilitating or instigating physical or other abuse at school (including online)
 - sexual harassment or violence



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- 'gang-related' harassment (such as initiation type activities or intimidation/dares etc)
 - Bringing harmful items to school that could be detrimental to the health and safety of others (e.g. items related to smoking such as matches/lighters/vapes/cigarettes etc, anything that could be used as a weapon, knives etc – see section below)

6. Red Zone

Red Zone enables class teachers to escalate sanctions for children having problems with their behaviour, to be dealt with by a member of school's Leadership team. The purpose of Red Zone is for a senior leader in school to be able to have a one-to-one conversation with a child around their behavioural choices and the consequences of their actions. These conversations are rooted in restorative practice.

If a child hasn't finished work (e.g. due to low level behaviour issues), they should stay in with the class teacher at break or lunchtime – Red Zone is not for this purpose. We expect Red Zone to be a serious deterrent for children – but it is important that they (and the parents/carers) understand that Red Zone's purpose is to provide an opportunity for the child to learn from their mistakes and consider how they will improve their future behaviour to be able to meet our expectations, rather than see it merely as a form of punishment.

The child must be clearly told the reason(s) why they are in Red Zone by their class teacher, who must record the reason(s) on the Red Zone slip, in the child's planner and when bringing the child to the member of SLT in Red Zone. The class-teacher should also record the Red Zone and reason for it, on the Child Protection Online Monitoring System (CPOMS).

Red Zones are for 15 minutes (promptly at 12.15pm) unless discussed in advance with SLT. It is staffed by members of the SLT on a rota and takes place in Y5/6 shared area. If more space is required, Red Zone will move to a classroom.

The member of Leadership hosting Red Zone fills in the name of the child and the reason(s) they have received the red card in the Red Zone Log on G-Drive. This, alongside the child's CPOMS record, enables staff to track the number of times children have been in Red Zone during the half term and forewarn the child/alert teachers if they are close to the thresholds for taking further action (e.g. meetings with parents/carers).

7. Requesting assistance.

If any teacher needs assistance due to the behaviour of any child, they are to use classroom walkie talkies. They may be asked to switch to a different channel to discuss further information discreetly.

8. Recording Systems for Behaviour

Stages of the behaviour system are reset each new day so that all children have a fresh start. In the instance that a pupil is frequently breaching stage 1-3 but not reaching Red, class teacher will refer this to the phase leader in order to discuss a behaviour moving forwards and an individual target or plan.

Racist/sexist/homophobic incidents are a form of child-on-child abuse and will not be tolerated in any form. They have distinct monitoring requirements. Any such incidents will be recorded on the relevant proforma (available on the shared Google Drive) and onto CPOMS so that SLT and all relevant staff are made aware. A record of all such incidents is collated and communicated to governors and the local authority at least annually.



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Red Zone are always logged in the Red Zone spreadsheet on G-Drive.

9. Beyond Red Zone – Removal and Internal Exclusion

Occasionally, children's behaviour falls so far short of the expectations in school, that Red Zone is no longer a sufficiently serious sanction. In order that children understand the seriousness with which School takes such matters and the unacceptable nature of their behaviour choices, we have a number of additional sanctions which can include temporary removal of the child from their peer group, class or even School.

Removal of the child from break and lunchtimes (in situations where the misbehaviour has occurred outside lesson time) or 'internal exclusions' – where the child is removed from all contact with their class (in situations where the misbehaviour affects class work – such as bullying) – will be considered in the event of extremely serious misbehaviour (e.g. deliberate attempts to abuse, harm or jeopardise the wellbeing or safety of others) or where children have repeatedly violated the behaviour policy and existing sanctions have not proved an effective deterrent to continued poor behaviour.

The child's parents/carers will be contacted by school to be made aware of the issues that have led to the decision to remove or internally exclude their child. The length of such a sanction will also be discussed – although this will always depend on the rate of response and contrition of the child, so a final date for the end of such sanctions will only be communicated to parents/carers once this point has been reached.

Internal exclusion affecting lesson withdrawal will have a detrimental effect on the child's learning, despite the fact that the child will still be expected to do the work that they would have done, had they been in class. For this reason, we aim to keep the use of such sanctions to a minimum – effectively it is a 'last resort' before moving to more draconian measures, such as suspension or exclusion.

Any use of suspension will follow the DfE guidance contained within 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement – from September 2023, including the requirement for the child to have continued access to education (through remote learning) and the requirements to inform parents/carers, the local authority (and, in the case of a child with social care involvement, their social worker) within specified timeframes.

In extremely rare cases, where all the previous interventions (including internal exclusion and suspension) have not impacted on the child improving their behaviour, as a last resort, external exclusion would be considered - in consultation between the parents/carers, Headteacher and governors – with children initially being referred to Area Inclusion Partnership/Cluster behaviour support services (Meadow) for temporary external exclusion. Alternatively, a managed school move for permanent exclusion could be considered.

Following any period of removal, suspension or exclusion, the pupil will be re-integrated back into the class and the expectations for their behaviour re-established - which may be monitored with an Individual Behaviour Plan or similar.

10. Searching/Screening/Confiscation – Items that should Never be Brought to School

The DfE guidance document 'Behaviour in Schools - Advice for Headteachers and School Staff' makes clear: *"School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as*



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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”.

Children will be taught that certain items are not to be brought to school (including school activities taking place off-site). These include:

- Sweets, chewing gum, fizzy drinks or other unhealthy ‘junk food’ items
- Personal belongings such as toys, games, collectables etc
- Valuable items such as mobile phones, smart watches, tablet computers etc.

School cannot take responsibility for loss or damage to items brought to School without our express permission. In exceptional circumstances, we may arrange a system by which a child’s mobile phone can be handed in at School for safekeeping – but this must be arranged by the parents/carers with the Headteacher in advance.

The following items are strictly banned in School. In accordance with the DfE document ‘Searching, Screening and Confiscation – Advice for Schools July 2022’, and in order to ensure pupil and staff welfare is protected and help us establish an environment where everyone is safe, we will search a child and their possessions for any item on this list that we have reasonable grounds to suspect have been brought into school, and confiscate them:

- Knives and weapons
- Alcohol
- Cigarettes, tobacco and cigarette papers
- Any other articles related to fire risk and/or smoking – including matches, lighters, vapes/e-cigarettes, fireworks (including caps and ‘crackers’)
- Legal or Illegal 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).

11. Dealing with Misbehaviour by Pupils Outside School Premises (including Online)

The DfE guidance ‘Behaviour in Schools - Advice for Headteachers and School Staff’ makes clear that schools have the power to sanction pupils for non-criminal misbehaviour and bullying, that occurs off the school site in certain circumstances (i.e. where it is witnessed by a member of staff or reported to school), such as:

- 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.

12. Behaviour Incidents Online

It is understood that the way pupils interact with one another online can have a significant impact on their school life. As laid out in The DfE guidance ‘Behaviour in Schools - Advice for Headteachers and School Staff’ school will ensure that:

- School is clear that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.



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- Inappropriate behaviour online, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.
- When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education.

Pupil's behaviour (on or offline) whilst at home remains the responsibility of the parents/carers, however, school may get involved with supporting parents/carers to deal with serious misbehaviour where requested, if we have reason to believe that there may be the potential for repercussions or ongoing problems on or around the school premises.

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- Positive behaviour at breaks and lunchtimes should be rewarded with house points. Staff on duty should pass on good (as well as bad!) news about behaviour to the child's class teacher as they line-up to go in.
- Staff on duty should be made aware of any individual child that is having particular difficulties with their behaviour or are following an individual behaviour plan. Teachers may share this with staff on break duty via the weekly briefing or by seeing key members of staff individually. The class teacher may also need to pass this information onto the relevant LSAs.
- Class teachers remind children about how to use each playground area, playground rules and how to use the space and equipment. Lunchtime supervisors communicate clear expectations around how to use lunchtime activity apparatus and ensure that children use it appropriately.
- We expect all staff to be proactive at playtimes and lunchtimes. The best form of behaviour management is rewarding positive behaviour and solving issues before they escalate. Staff are expected to engage with children and proactively seek out potential issues. All staff should feel empowered to intervene, solve problems and follow the steps in the behaviour policy where necessary.
- It is up to the member of staff who notices any inappropriate behaviour or is told about an incident from a child, to initially deal with the issue. If it is important enough for a child to tell an adult, some action is needed – the child should not just be told to stay away from another child.
- If a child's behaviour is inappropriate, the adult who has seen the inappropriate behaviour is to warn the child verbally. If the child receives a second warning that session, they are then asked to shadow the adult for 5 minutes - at the end of this time a brief conversation needs to be held to ensure that the child knows what is expected of them. If inappropriate behaviour continues after that, the child will remain with the adult on duty for the rest of playtime. If during a lunch time, the member of staff may wish to have a restorative conversation after five additional minutes, to see if the child can modify their behaviour. If the child then continues to display inappropriate behaviour, they are to remain with that adult for the rest of the session.



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Child and age-appropriate versions of our school rules

Each class makes a child friendly version of what the school rules mean to them. The one below was developed with Pudsey Bolton Royds School Council.

