BLAYDON WEST PRIMARY SCHOOL

BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

INTRODUCTION

This policy is a statement of the aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform pupils, staff, parents, governors, local authority officers and inspectors. The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves. Reference should be made to the Child Protection Policy.

RATIONALE

We believe that each individual has the right to feel and be safe, to learn, and to be treated with respect. We have adopted a whole-school restorative approach in order to develop a consistent approach to positive discipline, relational health and the development of high self-esteem through a nurturing ethos. We will work in partnership with parents and carers to help our pupils to become well-adjusted, responsible citizens able to form and maintain healthy relationships.

EQUAL OPPORTUNITIES

Blaydon West Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end, positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

AIMS

- To build a school ethos that encourages positive nurturing attitudes
- To increase self-esteem and motivation through praise and encouragement to enable each individual to achieve their potential
- To develop positive attitudes to learning and behaviour through a consistent, fair and restorative approach

- To provide teaching that is inclusive to enable all pupils to achieve well
- To promote positive relationships at all levels and in all aspects of school life
- To influence the spiritual, moral, social and emotional development of our pupils
- To engage pupils in understanding their own personal power as a means of protecting themselves
- To encourage children to develop self-discipline, make positive choices, take responsibility for their actions and recognise consequences through guided reflection
- To promote self-respect and respect for others

PRINCIPLES

We recognise that children learn in different ways and this can affect their behaviour. We believe that children mirror the attitudes of the adults caring for them: children who feel valued will learn to value themselves and to value others too. Even children who have spent their first and most formative years believing they are no good can be helped to revise this view if an adult offers a different and more positive one. We will apply our Child Protection procedures where we suspect a child may be at risk.

To Implement the Policy Effectively

Pupils need to:

- feel safe and secure,
- be valued and appreciated,
- be involved and feel ownership of the school,
- have stability through consistent clearly defined expectations,
- know what their boundaries are and the consequences of not staying within these boundaries,
- be offered an appropriate, well-balanced curriculum which meets individual needs,
- be presented with good role models,
- develop an understanding of right and wrong.

Staff need to:

- be able to teach without disruption,
- be supported by the clear and consistent implementation of the behaviour and restorative policy,
- work in partnership with parents,
- be supported by school staff, governors and other agencies,
- be valued, consulted, listened to and informed.

Parents and Carers need to:

- know that their child is safe and is going to be treated fairly and consistently,
- know that their child is receiving high-quality teaching,
- be welcomed into school as partners in their child's education,

- be well informed and involved with their child's life at school,
- know that they will be expected to share the responsibility for the behaviour of their child both inside and outside of school.

INCLUSION

We are committed to providing an inclusive school where all children have the opportunity to maximise their potential. Staff should respond appropriately to children's diverse needs and be aware of the needs of children with differing genders, special educational needs, disabilities, and cultural and ethnic backgrounds. Teachers are aware of the need to overcome potential barriers to learning and of the importance of behaviour management as an aspect of this. We are committed to the principle of equality of opportunity and this will be reflected in the conduct of staff, pupils and how behaviour is managed within the school.

ROLE OF GOVERNORS

Governors determine, support, monitor and review school policies. They are actively involved in the annual review of the policy and guidelines. If required, governors attend discipline committee meetings to review suspensions and permanent exclusions within the school and to determine guidelines for school procedures. Governors are committed to being proactive and supportive of discipline within the school. Governors ensure that parents have access to a copy of the school's behaviour policy and that school expectations are made explicit.

GUIDELINES

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. The Jigsaw Programme forms the basis of our Personal, Social, Health Education and Citizenship curriculum.

Our programme also addresses cross-curricular requirements:

- commitment to and respect for others
- behaviour desirable to the wider community; good citizenship
- expressing our feelings and responses in a creative way through various media
- the development of language, literacy and social skills
- learning to respect others by listening to them
- learning to respect others by hearing about different attitudes, beliefs and cultures
- addressing equal opportunities issues
- exploring the wonder of the world by increasing self-esteem and developing positive attitudes to concentration, discovery and learning

The key behaviour management techniques applied consistently across the school include praise and encouragement, structured rewards, restorative practice, clear choices and consequences, and positive framing. We have agreed the following systems and routines to promote a fair and consistent approach to behaviour and discipline in our school.

RULES AND BOUNDARIES: OUR BEHAVIOUR FRAMEWORK

Our school expectations are built around clear, positive frameworks that guide pupils on how to conduct themselves across all areas of school life.

Classroom Expectations: We RISE to Learn

In each classroom, we expect all pupils to follow our **We RISE to Learn** framework:

- **Ready to learn:** equipment prepared and eyes forward.
- **In the zone:** focused on the task and finish in time given.
- **Show respect to all:** instructions followed first time asked and eyes on those speaking.
- **Effort strong:** 100% given - practice makes progress!

Equipment

Upon entering the classroom, all children must ensure they have their equipment ready for the day; pencils sharpened in preparation for lessons and pens checked (Key Stage 2). This should not be done during lesson time unless absolutely necessary, to minimise movement in the classroom. A reminder is given at the beginning of the day. Pupils in Years 5 and 6 with missing or lost equipment receive a strike for each piece missing; three strikes result in the loss of a breaktime with the class teacher, tracked via the Missing Equipment Record.

Moving Around School: We WALK Around School

To maintain a safe and orderly environment when transitioning through the building, pupils follow our **We WALK Around School** framework:

- **W**alk calmly and quietly inside the building.
- **A**lways get to where you need to be on time.
- **L**ine up quickly, quietly and facing forward.
- **K**eep to the left-hand side of the stairs and walk single-file.

If classroom or corridor transition disruption occurs, the class is paused and reminded of the 'We WALK' expectation. If disruption repeats, the class is taken back to a point they have already passed and required to walk up correctly, repeated as often as necessary.

Playtime and Yard Expectations: We PLAY Fair

During break and lunchtimes, all pupils adhere to our **We PLAY Fair** framework:

- **Positive:** make clear rules to games and be good losers.
- **Let everyone play:** no one left out.
- **Always kind:** think about our words/actions before we speak/act.
- **Your yard, your responsibility:** tidy away equipment.

Playground activities follow the Outdoor Activity Schedule, with designated zones for board games, Lego, skipping, large construction, and football on the Key Stage 2 yard under strict rota guidelines. Trim-trail use is monitored closely by duty staff to ensure safe travel across the course without sitting or standing on unapproved sections, keeping running games separate. School Playground Monitors assist in moving equipment safely to and from storage areas.

POSITIVE BEHAVIOUR SYSTEM: REWARDS

As a school, we make every effort to promote positive behaviour and celebrate success. Good behaviour is recognized, rewarded and reinforced.

Assembly and Regular Awards

- **Star of the Week:** Weekly awards linked where possible to 'We RISE', 'We WALK' and 'We PLAY'.
- **Handwriting Awards:** Bi-weekly awards.
- **Accelerated Reader Awards:** Bi-weekly awards.
- **TTR (Times Tables Rock Stars) Award:** Weekly award.
- **Phonics Star:** Awarded in each phonics group at the end of the week by the group leader.
- **Postcards Home:** Awarded by class teachers as appropriate and handed directly to the child or parents at the end of the school day.

Green Tokens

Green tokens are awarded for positive behaviours linked to 'We RISE to Learn' alongside a house point. Token jars are placed outside classroom doors. When a class fills their jar, they receive an agreed class reward.

House Points

Every child is placed into a house team (Angel of the North, Millennium Bridge, The Glasshouse, Tyne Bridge). House points are tallied in classrooms, emailed to the designated coordinator every Friday morning, and celebrated via a virtual presentation every Friday afternoon. A trophy is awarded to the winning house team in the final assembly of each term, and the overall yearly winning house receives an additional 30-minute break time at the end of lunchtime. Year 6 House Captains are democratically elected each academic year.

RESPONDING TO NEGATIVE BEHAVIOURS: THE 'GOOD TO BE GREEN' SYSTEM

All children begin each day on green. We operate a structured, graded system to manage behaviour effectively and fairly.

1. Green Card

- **Context:** All children begin each day on green, demonstrating 'We RISE to Learn'.
- **Action/Response:** Positive behaviour is reinforced through praise, green tokens, house points and postcards home.

2. Verbal Warning

- **Context:** Behaviour not demonstrating 'We RISE to Learn'.
- **Action/Response:** Addressed with a low-key verbal reminder, maintaining a calm, positive tone. Distraction or a change of activity is used to support modification.

3. Yellow Card

- **Context:** Behaviour continues after initial verbal warning or fails to alter.
- **Action/Response:**
  - Yellow card placed into the 'Good to be Green' chart.
  - Logged onto CPOMS.
  - Loss of 5 minutes of break time, used for a discussion with the child about their behaviour, reasons for it, and how to change it.
  - Reminder of red card consequences should behaviour fail to improve. *Note: The yellow card can be returned to green if the child successfully modifies their behaviour.*

4. Red Card

- **Context:** Behaviour continues and escalates, including physical outbursts (deliberate hitting, kicking, spitting), verbal abuse, damage to property, absconding, or stealing.
- **Action/Response:**
  - Red card placed into the chart.
  - Logged onto CPOMS.
  - Loss of break time for a Restorative Practice session with senior staff.
  - Loss of additional break or lunchtime to complete missed work.
  - Class teacher generates a short-term Individual Behaviour Target placed on the child's desk.
  - Parents informed at the end of the school day.
  - Racist or sexual remarks/behaviour are followed up with targeted educational input.

Repeated Red Cards

If a child receives **three red cards within a half-term**, the Headteacher or Deputy Headteacher is notified, parents are contacted, and consideration is given to placing the pupil on a Behaviour Report Card.

POOR LANGUAGE USE AND SWEARING GUIDANCE

In the event a pupil uses inappropriate language or swearing, staff follow these principles to address the behaviour without escalating or reinforcing it:

- **Stay calm and neutral:** avoid reacting emotionally or drawing attention to the language in that moment.
- **Use low-key redirection:** e.g., "That language isn't appropriate. Let's move on" or "Mind your language, please – we speak respectfully in this school".
- **Move on quickly:** redirect focus back to learning.
- **Follow up afterwards:** log repeated or deliberate swearing and apply the red card procedure if language is targeted, offensive, or persistent.

When swearing is directed at others or repeated, a red card is issued, a restorative conversation takes place, and parents are informed.

RESTORATIVE PRACTICE

What is Restorative Practice?

Restorative practice is an approach that aims to repair and improve relationships. In schools, it is used when a pupil is disruptive, breaks agreed rules or treats others inappropriately. It is led by needs and driven by values of empathy, respect, honesty, acceptance, responsibility and mutual accountability. Its key principles include restoration, impartiality, safety, accessibility and empowerment.

Why Use Restorative Practice?

Restorative practice offers an alternative to traditional punitive interventions by repairing harm caused by conflict. Benefits include improved school attendance, reduced exclusion rates, increased staff confidence, and enhanced social and emotional skills.

Restorative Questions

When facilitating a restorative conversation, staff use structured guidance (including ELSA Restorative Practice materials) to explore the following questions with pupils:

1. What happened?
2. How were you feeling and what were you needing?
3. What were you thinking?
4. Who has been affected?
5. How might they feel?
6. What have you learnt?
7. How can the damage be repaired?
8. What could be done differently next time?

All red cards and restorative conversations are analysed termly to identify behaviour patterns and inform ongoing inclusion support and curriculum practice.

BEHAVIOUR REPORT CARD

Pupils experiencing repeated behaviour concerns may be placed on a Behaviour Report Card (BRC) for a 2-week monitoring period. This facilitates regular discussions, highlights positives, tracks negative trends, and employs supportive strategies.

- **Week 1 Review:** Reviewed with the Deputy Headteacher through a restorative discussion.
- **Week 2 Review / Next Steps:** If insufficient improvement is shown after two weeks, parents are invited to a formal meeting with the Headteacher to determine subsequent actions.

SUPPORTING PUPILS WITH SEND: INDIVIDUAL BEHAVIOUR SUPPORT PLANS (IBSPs)

Some children have additional needs impacting their behaviour due to communication difficulties, understanding, social skills, emotional needs, or sensory-seeking/avoidant presentations.

Children with significant additional needs may be provided with an Individual Behaviour Support Plan (IBSP) created by the Headteacher, Deputy Headteacher, SENDCo and class teacher. The IBSP includes reasonable adjustments, personalised rewards and sanctions, SENCo involvement, external agency recommendations (e.g., Educational Psychologist), sensory and therapeutic support (such as BU Group interventions), and regular reviews.

While individual needs, communication barriers, and therapeutic strategies are fully respected and prioritized via IBSPs, pupils with SEND remain expected to follow the behaviour policy and expectations as far as possible. Red cards can still be issued where necessary, balanced with tailored support and calm-down time.

BEHAVIOUR WHICH IS NEVER ACCEPTABLE

The following behaviours are considered severe breaches of school policy and are never acceptable:

- Bullying (violence or verbal abuse)
- Violence of any kind (e.g., hitting, kicking, biting, pushing, spitting)
- Racial, sexual, or verbal abuse (e.g., swearing, name-calling, teasing, threatening)
- Leaving the classroom or school premises without permission (absconding)
- Stealing from the school or others
- Preventing other pupils from learning and persistent disruption
- Refusing to learn or ignoring instructions

Emergencies and Challenging Behaviour

If a difficult, dangerous, or volatile situation arises involving refusals or running out of class/building without permission, staff must:

- Keep calm and ensure the safety of other children.
- Alert senior leadership immediately (Headteacher or Deputy Headteacher).

- Maintain visual contact with the child without chasing them, allowing time to calm down.
- If necessary, contact parents to come to school, or contact emergency services/police if the child is in immediate danger.

SUSPENSIONS AND PERMANENT EXCLUSIONS

Exclusions are used strictly as a last resort when all other supportive strategies, pastoral interventions, and reasonable adjustments have been exhausted.

Framework and Authority

- Suspension and permanent exclusion guidance strictly follows current Department for Education (DfE) statutory guidance and relevant legislation.
- Only the Headteacher (or Deputy Headteacher in the Headteacher's absence) has the authority to suspend or permanently exclude a pupil.
- Parents are notified promptly by telephone and formal letter within one school day.
- Detailed incident records are maintained, and suspensions/permanent exclusions are reviewed formally by the governing body's discipline committee.

Pastoral Support and Reintegration

- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme (PSP) or intensive multi-agency intervention is implemented.
- Upon a pupil's return from a suspension, a mandatory **Reintegration Meeting** is held with parents, the pupil, and school staff to establish supportive frameworks and ensure a smooth, positive return.

LUNCHTIMES

Midday supervisory staff work in close partnership with senior leadership. Midday staff actively reinforce positive conduct, awarding house points and green tokens to children demonstrating exemplary behaviour during lunch breaks.

- **Implementation Date:** November 2026
- **Review Date:** November 2027