



Behaviour, Anti-Bullying & Exclusions Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy. This policy complies with our funding agreement and articles of association.



3. Definitions

Our behaviour framework sets out to positively encourage all children to behave with care and consideration for others and their school environment at all times, whilst also teaching respect for themselves and their successes.

We recognise that negative behaviour in itself has a communicative function and can be an indicator of distress or a symptom of trauma within children, either linked to school or to home issues. As a result, we adopt a clear, graduated approach to behaviour management and support within school. This allows us the opportunity to understand the complexity of the possible trauma and to ensure that all children can be safe, secure and happy within our school environment. We recognise the importance of partnership between staff, parents and children in encouraging a positive attitude to school and to learning.

We pride ourselves on a holistic approach to behaviour management and support, respecting children fully, and encouraging them to show respect to all members of the school community.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules / SHINE charter
- Any form of child-on-child abuse, including bullying in any form
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, homophobic or discriminatory behaviour



- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Details of our school's approach to preventing and addressing bullying are set out below:

- Children, parents and staff can report incidents of bullying to any member of staff, in person and via the school office. The staff member logs the incident on CPOMs to alert senior and key stage leaders. Details of any meetings or sanctions required will be linked to the original incident.
- The reported incident will be investigated by a senior leader or a key stage leader. This investigation will include time to understand the incident, support the child to understand the consequences of their actions and discuss appropriate sanctions.
- Sanctions for the bullying behaviour will be actioned following the guidance contained in the sanctions section of this policy.
- School provides support for those children affected by or vulnerable to bullying by offering opportunities to talk to any member of staff that they feel comfortable with, support from the wellbeing lead or a Place2Be counsellor based on the school premises.
- Children are made aware through assemblies and in-class PSHE lessons, including through MyHappyMind that bullying often constitutes a repeated, planned and targeted series of incidents.



5. Roles and responsibilities

5.1 The Local Academy Council

The Local Academy Council:

- is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- supports the Principal in all attempts to eliminate bullying from our school.
- require the Principal to keep accurate records of all incidents of bullying, and to report to the governors, on request, about the incidents of bullying and effectiveness of the school anti-bullying strategies.

5.2 The Principal

The Principal:

- is responsible for reviewing this behaviour policy.
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Is responsible for implementing the school anti-bullying provision (outlined in this policy) and ensuring that all staff are aware of the school policy and know how to identify and deal with incidents of bullying.
- reports to the governing body about incidents of bullying and the effectiveness of this policy on request.
- sets the school climate of mutual support and praise for success, thereby making bullying less likely.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Establishing themselves as a safe and trusted individual
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS

The senior leadership team will support staff in responding to behaviour incidents.



5.4 Parents and Carers

Parents and Carers are responsible for:

- Supporting their child to adhere to the school's SHINE charter, encouraging them to be a positive member of the school
- Supporting the school's anti-bullying provision
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns or incidents that have occurred with a member of staff promptly

6. Pupil code of conduct

At our school we work towards standards of behaviour based on the basic principles of our Children's SHINE charter;

- Being safe
- Being here, both physically at school and through taking an active role in learning.
- Being inspired to try one's best and to engage in new experiences
- Being neighbourly, treating one another with due respect and consideration
- Being excellent in our attitude to others and to learning

It follows that accepted standards of behaviour for learning are those that reflect these principles.

The academy's children's charter is written in child-friendly language to ensure that all children understand with total clarity what is expected of them, and what they can expect from others, in terms of positive learning behaviours.

Children are encouraged to participate in decision making processes including reviewing the fairness of the behavioural expectations and reward systems in school. We believe that children need to be part of these processes, to know they are listened to and that their views are valued.

Children are encouraged to tell anybody they trust if they are being bullied or feel in any way unsafe or unhappy in school, and if the bullying continues, they must keep on letting people know.

7. Rewards and sanctions

All staff and children in school are encouraged to actively praise positive behaviours they see across school. Members of the school community should experience positive praise or comments on a daily basis to reinforce positive behaviours and efforts. The emphasis is always on the positive approach of encouragement and praise rather than on more negative



one of criticism and consequences. As well as positive praise, we recognise that other extrinsic rewards have a motivational role, helping children to see that good behaviour for learning is valued

7.1 Rewards

Star of the Week – A child from each class will be awarded Star of the Week for reasons determined by the class teacher which link to our SHINE charter and high standards of behaviour. A certificate with a brief reason why will be sent home with the child after Celebration Assembly.

Dojos – Children can earn dojos for a wide range of reasons including good behaviour, being helpful, completing work to a high standard, completing reading challenges etc. These are recorded using an online system with vouchers presented to children by class teachers for the children to use to select a prize from the Dojo shop or the class prize or treasure box.

Star of the Term – A child from each class will be awarded Star of the Term in the end of term assembly for reasons determined by the class teacher which link to our SHINE charter and high standards of attitude and behaviour across the whole school term. A certificate with a brief reason why will be sent home with the child after the end of term assembly.

7.2 Sanctions

We recognise that positive factors alone do not eliminate all anti-social behaviours. Poor behaviour can often reflect and stem from personal traumas. To punish poor behaviour and not look for the reasons behind it will only have a short-term effect and will not provide a lasting solution. Any criticisms should always address the unacceptability of the behaviour rather than the person so that self-esteem remains intact.

The use of sanctions at Castercliff Primary Academy is characterised by certain features:

- Sanctions must be proportionate and reasonable, taking into account the age as well as any SEN or disabilities the child may have
- Everyone involved should know why the sanction is being applied and the reasons explained clearly, usually after an initial warning
- Required changes in behaviour are set out to avoid future punishment
- Sanctions range from expressions of disapproval, through to withdrawal of privileges and/or a period of reflection where a member of the leadership team will deal with the situation.

‘Reflection’ represents the loss of a playtime or lunchtime session for a child whose behaviours have escalated beyond infrequent minor issues to a state which has put themselves or others at harm, or impacted on the learning of others in class.



To ensure consistent treatment of behavioural issues across the school, 'Reflection' is staffed by a member of SLT or key stage leader who records all issues, investigates the circumstances of the incident and decides as to whether or not a formal meeting with parents is required. The reflection also creates an opportunity for building/reminding children of self-regulating skills. It is not to be used for completion of work or issues arising from 'one-off' behavioural disruptions within class – for such issues the class teacher should use in-class behaviour systems (see appendix 1).

Sanctions can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing a letter of apology.
- Loss of privileges – for instance the loss of a prized responsibility, loss of opportunity to represent a school team or not being able to participate in a non-curricular activity/trip.
- Missing playtime.
- Time for reflection or catch-up, including during lunch time or after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).



7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding and Child Protection Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

7.5 Confiscation

Any prohibited items (listed in the serious misbehaviour section) found in children's possession will be confiscated. These items will not be returned to children directly under any circumstances.

The school will also confiscate any item which is deemed by a member of staff to be harmful or detrimental to school discipline. These items will be returned to children via the parent after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest [guidance on searching, screening and confiscation](#).

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff

who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal/ designated safeguarding lead to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8. Behaviour management

We believe that good behaviour is fundamental to success in the classroom for both children and teachers. Good behaviour results from a predictable environment, with a well-planned and well-delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves and others in a respectful fashion.

Good behaviour needs to be taught, modelled and rewarded. Poor behaviour needs to be addressed with clarity, understanding and an appropriate sanction.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.



They will:

- Create and maintain predictability in a stimulating environment that encourages children to be engaged
- Display the children's SHINE charter, our central school rule 'Kind hands, kind feet, kind words' and any additional class rules they have agreed
- Utilise the five-stage traffic light system to deal with behavioural issues on a daily basis
- Develop a positive and empathetic relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines in an environment of respect
 - Communicating expectations of behaviour in ways other than verbally
 - Allowing children the opportunity to make choices about their behaviour
 - Highlighting and promoting good behaviour and self-regulation
 - Practising active listening
 - Concluding the day positively and starting the next day afresh
 - Having a consistent plan for dealing with low-level disruption
 - Using positive reinforcement

Refer to appendix 1 for an overview of the school's adopted procedures for managing classroom behaviour.

8.2 Physical restraint

Refer to the school's positive handling procedures for information on our approach to de-escalation.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Exclusion

Only the Principal can suspend/exclude a child from school. A permanent exclusion will be taken as a last resort.

A decision to suspend/exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour and anti-bullying policy, and
- If allowing the child to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend/exclude a child, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the child to give their version of events
- Consider if the child has special educational needs (SEND)

Parents have the right to make representation about an exclusion and the Local Governing Committee must review an exclusion decision in certain circumstances, which includes all permanent exclusions. Where the Local Governing Committee upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded child from the sixth school day of any fixed period exclusion of more than five consecutive school days.



11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

12. Monitoring arrangements

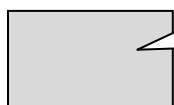
This policy will be reviewed by the Principal and Local Governing Committee annually.

APPENDIX 1 – Behaviour practices and procedures

Adults working within the classroom environment use a 5-stage traffic light system to deal with behavioural issues that occur on a day-to-day basis. All classes have a 5-step behaviour ladder in place with each child's name or picture on. The theme of this 'ladder' may vary from class to class to ensure it is age appropriate, but the basis is as follows:



GOLD – Reserved for absolute perfection, a child will be put onto gold if their behaviour for learning has been way above and beyond expectations throughout a day. Children who end a day on gold will receive 5 dojos.



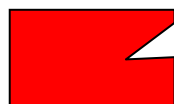
SILVER – A child can be moved to silver if their behaviour for learning is seen to have been outstanding for any reason. Children who end a day on silver will receive 2 dojos.



GREEN – Every child begins every day on green. This represents a fresh start for each child each day, no matter what issues / successes may have occurred the previous day. Children who remain on green throughout a day have shown themselves to have behaved in line with the classroom expectations.



AMBER – If a child's behaviour for learning is not meeting expectations, they should be first be given an explicit warning. If this behaviour persists, the child will be moved to amber. They should be given a clear explanation of how they can get their name back onto green and reminded that any further poor behaviour will mean that their name moves to red. A child on amber may be asked to miss a portion of playtime to catch up on learning that they have missed out on due to their behaviour. This will be in class and monitored by the class teacher.



RED – If a child is on amber and persists with unacceptable behaviour, their name can be moved to red. This child will then have to miss their next playtime by being taken to Reflection where a member of SLT will address and record their behaviour on CPOMS. A child who returns to class from Reflection will then be returned to green for a fresh start in the next session. Children should not be sent to Reflection to finish work. On the rare occasion that a child is put onto red in an afternoon session, that child should be taken to the 'Reflection' room at 3pm by a member of staff – a member of SLT or the key stage leader will complete Reflection with the child before the child is collected by an adult.

The traffic light system is for behaviour for learning in class **only** and remains entirely separate to incidents and sanctions arising from break times. A child should not be sent in from the yard to move their name onto a different colour on the traffic lights. If a child is sent to 'Reflection' from the yard, the class teacher will be informed by a member of SLT or the key stage leader.

During playtimes and lunchtimes, safe play and conduct stems from the central rule of 'Kind hands, Kind Keet, kind words'. Members of staff on duty have a responsibility to ensure that they deal with misdemeanours swiftly and effectively. Instances where it is clear that the playtime rule has been broken may lead to time-out in 'Reflection'.

