Mary Dean's C of E Primary and Nursery School Pupil Behaviour Policy

Adopted:	30th September 2026
Review cycle:	Annual
Next review due by:	September 2027

Core Purpose
Working together to provide the best possible education for all.
Mission
Using our individual and collective strengths to work together to improve our schools.
Providing all pupils the best education, enabling them to succeed.
Vision
Every child will aspire, flourish and achieve within the heart of the community

With our Christian vision at the heart of everything we do at Mary Dean's C of E Primary School and Nursery, we believe that every member of the school community has a responsibility for supporting children with their behaviour. Every member of staff should be seen to follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged. Each school within the Trust has its own school values, rules, rewards and consequences to meet the needs of their cohort. Each school has its own vision which underpins the behaviour policy and systems in each setting.

Rationale

Relational practice and positive behaviour management are recognised as methods to support pupils' development through the promotion of positive behaviours and relationships. The main method of achieving this is through using relational practice, trauma informed care, and effective teaching and preventative responses which encourage praise, understanding, re-direction and co-regulation thus enabling pupils to be ready to learn. The staff who work with the pupils create appropriate role models for the pupils to

follow. Through connection and understanding, adults in the school provide safe and secure environments for all pupils to be self-regulated learners. In extreme circumstances adults may need to take over control of a child's behaviour and in these situations, it may be necessary to provide physical intervention. This is used to ensure that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

Principles

To enable effective teaching and learning to take place, the school seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life.

Children are entitled to

- feel connected, understood and cared for
- a safe and secure environment conducive to effective and stimulating learning and teaching
- consultation about school behaviour guidelines and expectations
- adults within school setting a good example
- the freedom from physical and verbal abuse in school
- a fair consistent, clear and calm approach to discipline from the school
- a clear set of guidelines and expectations about their behaviour in school
- have a voice and be listened to in school

Staff in school are entitled to

- a safe and secure environment conducive to effective and stimulating learning and teaching
- the freedom from physical and verbal abuse in school
- insist on a high standard of acceptable behaviour from children
- expect parents to help prepare their children to meet the school's expectations in ways acceptable to the school community
- implement agreed consequences when children behave in unacceptable ways, with support from the senior management team when required.
- have a voice and be listened to in school

Parents are entitled to

- expect the school to maintain a safe and secure environment conducive to effective and stimulating learning and teaching
- regular information and consultation with the school about their child's progress and behaviour
- a clear set of guidelines and expectations about their children's behaviour in school
- early notification from the school of any problems relating to their child's behaviour
- have opportunities to help the school address their child's behaviour difficulties
- have a voice and be listened to in school#

The following behaviours will always be robustly challenged

- Bullying, fighting, racial harassment or any other form of discrimination against the protected characteristics (see Trust Policies)
- Inappropriate language
- Stealing
- Leaving school without permission
- Vandalism
- Dangerous behaviour
- Disruption to learning

Wider considerations

There are times that pupils in school present with difficult and challenging behaviours. These behaviours can differ in severity and the times at which they are displayed.

This policy has been produced through the consultation of the following documentation:

- Keeping children safe in education 2026: September 2026 (DFE, September 2026)
- Behaviour in Schools: Advice for Headteachers and School staff (DFE, February 2024)
- Behaviour and discipline in schools: guide for governing bodies (DFE, September 2015)
- Guidance for Developing Relational Practice and Policy (Babcock and DCC, September 2020)
- Mental Health and Behaviour Advice for Schools (DfE, March 2018)
- Promoting and supporting mental health and wellbeing in schools and colleges (March 2025)
- Supporting pupils at school with Medical Conditions, (DfE, December 2015)
- Participation of young people in education, employment or training (DfE, April 2024)
- Working together to improve school attendance (DfE, August 2024)
- Alternative Provision (DfE, Feb 2025)
- Use of Reasonable Force (DfE, Jan 2025)
- Improving Behaviour in School (EEF, 2019)

Roles and responsibilities

Promoting positive behaviour is the responsibility of the whole Trust community.

- Trustees should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation
- All staff should support and consistently implement the policy

Promoting positive behaviour is the responsibility of the whole school community.

- Parents should work in partnership with the school to maintain high standards of behaviour
- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect

Promoting positive behaviour management

It is essential that all members of each school community know the school rules and consistently apply them. Pupils will need to be taught the rules and be reminded of them regularly. These rules will include carrying out daily routines, emergency procedures and for contextual aspects of specific lessons within the curriculum. Supportive feedback then reinforces positive behaviours.

Behaviour agreement (including break and lunch times)
At the beginning of every academic year class teachers will agree a set of positively phrased class rules and expectations with their children. These will be on display in every classroom. The rules will be revisited at key points during the school year, including transitions, and reviewed and amended as necessary. We believe that these should be personal to each class but include the following themes:

1. Being respectful
2. Being gentle towards one another
3. Being kind and helpful
4. Being polite and listening
5. Looking after property
6. Being honest

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

In the First Federation we understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school.

As a trust and within individual school communities, we always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the school SENDCo.

Supporting pupils with behaviours that challenge

Some of our pupils' needs mean that they are unable to effectively regulate their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over time, incorporating different types of co regulation and mentoring approaches. Records of behaviour help us focus on the frequency, context and levels of behaviour.

Behaviour plans (including relational support and co-regulation plans) are co-constructed and implemented through a 'TEAM child' approach including the pupil, parents/carers, and key staff after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded in the paper based Bound Book or completed electronically and uploaded to the Safeguarding System. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Each school uses positive handling plans (PHP)/ behaviour care plans (BCP) for pupils who have identified recurrent behaviours linked to their needs or disabilities. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour.

Identified pupils will have an individual risk assessment indicating any potential known risks to themselves, other pupils, environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the PHP/BCP document (if appropriate). A baseline identifying pupils' strengths and weaknesses is established, using a profile, and this forms part of the completed behaviour plan.

Once the behaviour plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain further advice and support from professionals and Local Authority representatives to develop an appropriate way forward.

Expectations

Children are expected to

- attend regularly and be punctual
- wear correct school uniform
- be positive about learning and always try their best
- treat everyone and everything in the school community with consideration and respect
- always follow the school/site/classroom rules

Staff are expected to

- support and consistently implement the policy
- attend regularly and be punctual
- dress in an appropriate way
- follow the staff code of conduct
- treat everyone and everything in the school community with consideration and respect

Parents are expected to

- ensure their child attends regularly and punctually
- ensure their child wears the correct uniform
- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the school community with consideration and respect

Working with parents

Parents/carers are key partners in their children's behaviour. Parents should be made aware if there are difficulties with their child's behaviour and this should be handled in a supportive way. Often, behaviour is part of the child's learning difficulty or disability and therefore should be treated as an aspect of their educational needs. Parents should be involved in the design of behaviour and co-regulation plans (alongside school staff and

relevant outside agencies) as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign and agree to behaviour plans (the title of these documents are school specific) before they are implemented. If there is planned physical intervention, or the behaviour is risk assessed as requiring possible physical intervention, parents should be talked through the processes and agree to physical intervention through a signed consent form.

Recording and reporting

In all schools, inappropriate behaviour is routinely recorded on the school's online recording system (see Appendix for an example of a Behaviour Log and the tables within the Rewards and Consequences sections which states when incidents should be recorded formally).

Additionally, physical interventions, as defined below, are recorded in a bound and numbered book or uploaded to the Online Safeguarding Recording System.

The school must record all occasions when physical intervention has been used. Within the report the following areas are recorded:

- Name of pupil
- Names of all staff involved
- Details of the incident, including the hold/escort used, date and times
- Any injuries to pupil or staff (an IR1 and first aid book completed)
- Signatures of staff quality assuring the report
- Communication to parents/carers
- The voice of the child is recorded

The physical interventions records are monitored regularly by the HOS, SIOs and Link Directors

Physical intervention

- Physical intervention should always be the last resort and will only be used in the best interest of the pupil
- Physical intervention will always consider the rights and needs of the pupil
- Pupils will always be encouraged to regain control without the need for physical intervention
- At no time during physical intervention will pain be intentionally inflicted

Physical intervention is used to

- prevent the pupil harming self or others
- prevent the damage to property
- prevent them from committing an offence
- maintain good order and discipline

- prevent the pupil regretting or being upset about their actions afterwards

After a behavioural incident, when it is safe to do so, staff are given the opportunity to de-brief.

Physical intervention methods

At all times, wherever possible, there will be at least two members of staff dealing with a pupil and possibly more (where a risk assessment suggests this). This protects both the staff and the pupil. This does not necessarily mean that it will take more than one member of staff to physically support a pupil, especially primary aged pupils.

The First Federation uses Passive Intervention and Prevention strategies (PIPs) for de-escalation and physical intervention. Identified staff will undergo the relevant approved training by qualified trainers. Training records are to be maintained, and the training refreshed as per the PIPs guidance. The training records are quality assured by the HOS.

In certain circumstances, it is necessary to remove a pupil to a safe space to provide them with the opportunity to calm down or reflect on their behaviour.

The use of restriction of liberty

The Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

- retaining a pupil in a space (with an adult present or monitored by an adult who must be able to clearly see and hear the pupil) who has lost control of their behaviour and/or who may place themselves or others in significant danger if we were not to take control.
- Internal isolation is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. This allows pupils, who have behaved inappropriately, to attend school and access their learning without interfering with the learning of others.

Child-on-child abuse

The Trust is clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Behaviour outside school

Pupils' behaviour outside school; on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Staff induction and training

We recognise that to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager or Head of School to request this.

All staff will be made aware of the Academy policy and government legislation, with which they will be expected to comply. This policy should be read with referral to the Safeguarding policy, Equality Policy, Suspensions and Permanent Exclusions Policy and the Anti-bullying policy.

Mary Dean's Rewards and consequences procedures

Strategies used to promote good behaviour:

All staff encourage a positive approach to learning and discipline throughout the school and in their classrooms. Each class has a Behaviour Escalation Chart (see appendix) displayed which is identical throughout the school to ensure consistency in understanding and approach they are a constant point of reference for expected standards of behaviour. This is supported by individual class reward systems which are age appropriate. The following strategies are employed to promote a good learning environment and to help to prevent discipline problems arising:

- Well organised classrooms, with appropriate materials and resources.
- Careful planning of the curriculum with differentiation for the individual needs of the child.
- A system for rewarding positive behaviour and personal achievement.
- A clear set of positive rules that are reinforced regularly.
- Aesthetic displays of children's work throughout the school.
- A well supervised, stimulating playground environment with suitable equipment for play.
- The PSHE curriculum is used to teach children about their own behaviour and to help them in developing strategies for dealing with the behaviour of others.
- Giving children responsibilities, such as being Prefects and House Captains to encourage independence, maturity, positive behaviour and an understanding of the role we all play within a community.

Rewards

For most of the time children behave in desirable ways and this behaviour will be rewarded with praise, encouragement and recognition of their achievement. This may be through positive body language, facial expressions or verbal praise from an adult, which is given as an affirmation of the behaviour. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents.

Some children may need more tangible rewards and used well these can be great motivators for pupils. Be sure to give these rewards straight after the behaviour has been demonstrated, where appropriate.

Positive recognition could be for:

- Demonstrating core values
- Consistently high standards
- Consistent effort over time
- Services to the school
- Other reasons as identified by the teacher
- No negative consequences in a week

- Courtesy, courage, co-operation and contribution

School Rewards
Mary Dean's C of E Primary School will offer regular rewards systems and incentives for pupils.
These include:

- Weekly Achiever of the Week awards and assembly
- Class Dojo points
- Whole Class Dojo Rewards
- Individual Class Dojo Rewards
- Subject specific awards: Times Tables Rockstars.

School Praise System

Praise Level	Definition of Behaviour	List/explanation of rewards.
P1	In class recognition and rewards that are available to all children at any time who demonstrate good examples of **expected behaviour.**	**Non-verbal cues/Body language** A positive exterior is maintained, smiling, positive body language and appropriate eye contact is used to ensure children understand that their behaviour and conduct is pleasing and appropriate. **Verbal Praise** Include child's name, description of behaviour and how it is helping their learning when appropriate. **Dojo Points** Each child can collect dojo points for positive behaviour choices. See separate breakdown for Class Dojo Awards. Reasons for awarding of Class Dojos must be made clear. **Class-specific reward systems** Class teachers may choose to provide an age-specific or individual class-specific. **Parental Communication** The class teacher may feel it necessary to speak with parents/carers after school. This may be face to face, telephone call or via Class Dojo to briefly explain to parents the behaviour that has been highlighted as positive.

P2	Regular rewards available within the whole school system for children who demonstrate excellent examples of expected behaviour.	**Parental Communication** The class teacher will inform parents/carers of the excellent behaviour or learning demonstrated by their child and may choose to send work home or share work with parents/carers. This communication will be face to face, telephone or via Class Dojo. **Sent to another member of staff** This could be a previous class teacher or an adult whom the child has a good relationship. They will verbally praise them and may also use the rewards from P1. - **Double Dojo Points** **Dojo Points** Each child can collect dojo points for positive behaviour choices. See separate breakdown for Class Dojo Awards. Reasons for awarding of Class Dojos must be made clear. **Achiever of the Week Assembly** Achiever of the Week Assembly is used to celebrate children in each class who demonstrates our school Chrisitan Values or learning which is above and beyond from their usual learning.
P3	Behaviour that is significantly above and beyond what is expected and is sustained over a period of time.	**Sent to Senior Leadership Team - SLT (Phase Leads/Deputy Head of School/SENDCO)** Children can be sent to SLT. Children may be sent to the SLT at any point in the week at the most appropriate time. SLT will ask the children what they have achieved to be sent. - **5 Dojo Points**

P4	Whole School Rewards that recognise exceptional behaviour over the term/year.	**Sent to Head of School** Children can be sent to the Head of School. Children may be sent to the Head of School at any point in the week at the most appropriate time. The Head of School will ask the children what they have achieved to be sent. Children will be provided with a special reward (certificate/sticker/note). **10 Dojo Points** **Hot Chocolate Fridays** At the end of every half term, two children from each class who have consistently gone above and beyond standards for learning and behaviour will be invited to a hot chocolate Friday session with the Head of School. Parents/Carers will be informed that their child has attended Hot Chocolate Friday that day. **10 Dojo Points** **Gold Award** At the end of each term, the school holds a 'Gold Award' assembly for a pupil from each class who have displayed excellent learning and behaviours' across the term. The pupils are presented with a badge and certificate in a ceremony facilitated by the Head of School, with individual presentations by each class teachers who highlight and summarise the exceptional qualities shown by the pupils across the term. Family and friends are invited to attend this assembly. **10 Dojo Points** **Celebration of Achievements Awards Event** At the end of the summer term, there will be some annual awards which will be presented to children for different achievements. From across each unit based on our School Christian Values. Family and friends are invited to attend this assembly and to stay after to spend some time celebrating with their child.

Class Dojo

The school uses this online platform to praise pupils for a variety of reasons. These Dojo points are then used as the school's house point system. This sends a notification to the parent/s as a child receives a praise 10 point and states what area of learning/behaviour it was for. Each week the totals for each team are collated and recorded.

What is Unacceptable Behaviour?

Behaviour that challenges the normal order and efficient running of the school, behaviour that is prejudicial to learning of self or others, or behaviour resulting in harm to people or property, whether physical, mental or emotional, is considered unacceptable. Unacceptable behaviour may include some of the following:

Refusal to co-operate or act in accordance with the instructions of a member of staff.

Swearing, hitting, kicking, pinching or spitting at another child, member of staff or school property.

Verbal abuse, racist comments or aggression to a member of staff or another pupil.

Physical assault perpetrated against a member of staff or a pupil.

Vandalism towards or misuse of school property.

Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community.

Classroom Procedures for Dealing with Unacceptable Behaviour
Each conflict is dealt with as it arises, and on its merits by the class teacher. Continuous unacceptable behaviour and the steps are taken to correct it is recorded on the school CPoms system. Any parent involvement is also recorded. Consequences for behaviours are on a level system that the children know about and are easily understandable (see appendix for Behaviour Escalation Chart in each class). In younger years, children will have more opportunities to demonstrate positive learning as part of their behaviour charts.

Consequences

If a child breaks any of the agreed rules there will be a consequence. Consequences should be applied consistently and fairly resulting in boundaries being clearly drawn and therefore good behaviour promoted. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

It is important that adults label the **behaviour** and not the child. Labelling children is unacceptable. Pupils need to know that they are understood, valued and cared for.

Staff will endeavour to use these sequentially, however certain behaviours will proceed to the later stages if they are of a particularly serious nature. Strategies will include:

- Rule reminder
- Behaviour warning
- Loss of playtime/lunchtime
- Sent to another class to complete work
- Sent to senior leader
- Internal isolation
- Suspension (see Suspension and Permanent Exclusion Policy for further information)

School Consequences System

The following sanctions will be used progressively by ALL members of staff in Early Years, Key Stage One and Key Stage Two. Consequences for negative behaviour are still in place for children in Early Years. However, certain behaviours will be treated immediately at the appropriate level, e.g. considerable damage to property; will receive an immediate C4 response.

Level	Action	Strategy/Dialogue	Communication with parent/carers	Who

CO	Visible Positive Reinforcement Reflect and Remind	When a child is not following the school rules, a child, groups of children or the whole class will be praised for doing what this child is not doing. Example: A child is turning around in their seat when the teacher is talking. "I am so impressed with all of you who are facing the right way and showing me good listening." Remind the pupil of the high expectations of learning behaviour. "Child x, you are talking and this means that you are not able to listen/focus. You are expected to show good listening when you are being talked to."	N/A	All Staff
C1	1st warning. Acknowledge Visual Positive Reminder	Acknowledgement of unwanted behaviour followed by visual clarification using class board. Remind child of when they have been working well and the consequence of this. Child x, you are still talking across the classroom and now you are on level 1. You need to stop talking and show good listening like you did earlier on today." Show child the class board if necessary and where they are on it.	N/A	All staff
C2	Second behaviour warning. Acknowledge Expectation Final Warning Visual Suggest	Acknowledgement of the undesired behaviour is followed by a final reminder of the expectation. Offer a final warning before consequence and use the visual board where necessary. Give child suggestions that help to be responsible for their behaviour: Why don't you: -Move seats -Sit with TA/T -Have a two minute break outside the room -Sit by the window for 2 minutes. This may be bespoke for each child. "Child x, you have again continued to talk across the classroom and you are now at Level 2." "You are expected to show good listening."	Would be mentioned in an end of year report or parents evening if Child regularly reaches this stage in lessons.	All Staff

		"If this continues you will be at C3 and will need to work in another classroom." "Why don't you…" (offer solutions to child)		
C3	3rd negative behaviour warning. Removal from class – moved to Partner class	Private discussion with the child to avoid 'whole class' emphasis. Child is sent with work to work in another classroom for a given time – usually around 15 minutes so child can reflect. Child will be sent to a partner class in the phase. With work so no learning is missed. "Child x, you are now at C3 as you are continuing to talk across the class. You now need to take your work and go and work in Class A. When you come back, I would like you to apologise." Upon returning child is NOT expected to apologise – but to show this through actions. A verbal apology voluntarily given by the child is great and shows they have reflected but often very challenging and triggering for a child when re-entering. It can be discussed and expected in the later discussion. Meeting with teacher and child occurs in next available playtime/lunchtime. This may only be for 5 minutes. Includes restorative talk and ends with positive reinforcement. During break/lunch discussion: "Can you talk to me about what happened today?" "What do we need to do to make sure that it doesn't happen again?" "Do you remember during Maths when you listened really well? I want to see more of that Child A."	A dojo message sent to parents/carers to explain actions taken so parents are informed if child brings it up. No return communication needed from parents.	Teacher/ Teaching Assistant
REFLECTION POINT Why is the child behaving like this? Does the task need adjusting to meet the needs of the child? Does the child regularly get to this point? If so, discuss with HoS/DHoS/SENDCO. This may result in parent/carer being contacted to discuss how to break the cycle.				

C4	4th negative behaviour warning. Entry point for non-class based reasons/regular noncompliance. Parked class Break/Lunch time	When C3 is reoccurring. Child is sent to another room and upon return during break/lunch discussion, or at the end of the day, is informed that they have reached C4. Missing break time and lunchtime to discuss behaviour with member of SLT. Behaviour reflection form completed if age appropriate. For C3 reoccurring: Child x, you have now moved to Level 4 because you are still talking during lessons and have been sent to work in another class several times. You will now miss some break time/lunch time as we need to make sure that this stops. Your grownups will also be informed and this will be recorded." This will be recorded on Cpoms – our online tracking system. If 3 C4's over a 2 week period, parents called and informed and meeting is held and a behaviour log may be put in place with length of time to be agreed by HOS.	Parent letter 1 from HoS Explaining incidents which have occurred, and consequences agreed and steps carried out prior. Parent Letter 2	Teacher/ Partner Teacher
C4 Fast Track	Entry point for immediate H&S/dangerous behaviour.	Entry C4 Fast Track: "Child x, you have used hurtful words towards another child and that is Level 4 behaviour. You will miss your lunchtime so that we can reflect on this and your parents will be informed." Missing break time and lunchtime to discuss behaviour with member of SLT. Behaviour reflection form completed if age appropriate. Discuss behaviour and strategies that will help next time. If 3 C4's over a 2 week period, parents called and informed and meeting is held and a behaviour log may be put in place with length of time to be agreed by HOS.	Parent Letter 1a from HoS Explaining incident/s which have occurred, and consequences agreed.	Class teachers HoS DHoS Phase leaders

What could C4 look like? -Repeated behaviours and moving through C0-C3 levels. -Non-compliance/refusal of requests. -Whole class distractions (eg tapping, banging, shouting out) -Inappropriate language/swearing. -Being dishonest. - Refusing to comply with C3. **What could a C4 Fast Track look like?** -Rudeness/inappropriate language towards an adult. -Fighting/Violence -Disruptive behaviour which is a health and safety concern. -Considerably dangerous behaviour which may result in injury. -Premeditated/repeated words which are designed to cause offence to another child. -Bullying, prejudice, racism or sexism. -Repeated rudeness or inappropriate language towards adults.				
C5	5th negative behaviour Internal Suspension. Not complying with C4. Immediate entry for behaviour that impacts on good order within the school.	Child may have presented more negative behaviour in classroom or upon return to own class. Child may have refused to comply with C4 consequences. HoS/DHoS will be informed and will decide where child will work in isolation (age appropriate) and for how long. Usually this will be the remainder of a session or the next half day. Lunchtime play will also be removed. Parents/carers informed by class teacher that child was sent to HoS today and make reasons clear. Recorded on CPOMS. "Child x, you have … and are now at Level 5. This means that the HoS/DHoS will see you." "Child x, you have… and this is serious enough to be Level 5. This means that I will be contacting your grownups and you will be working away from your class for the day. This is called an Internal Suspension." SLT will investigate the situation and will: -Choose a place for child to work for a period of time (usually end of that session), supervised by member of SLT. - implement a behaviour reflection and celebration chart so child can see where things are working well and where they need further support over a period of time.	Parent Letter 3 and a phone call from a member of the senior leadership team explaining the steps taken. This might not be HOS or DHoS as they might be supporting the child at this time. Behaviour and Celebration Chart implemented.	HoS DHoS Phase leaders

C6	Fixed Term Suspension Continual refusal to comply with C5. Other immediate reason deemed serious enough by HoS/DHoS.	Teachers will issue a C6 referral via CPOMS and advise the admin team. Admin team will immediately inform HoS/DHoS who will decide next steps. This will be a Fixed Term Suspension for a period of time decided by the HoS. HoS may decide that a suspension is warranted at this point and this can be given. "Child x, you have … and this is C6 behaviour. This means that I will be contacting your parents and they will collect you and you will not be in school for X days." Conversation with parents on pick up and during suspension takes place with HoS to ensure measures are taken to avoid a repeat. Recorded on CPOMS.	Documentation sent to parents and request to attend reintegration meeting. See Below.	HoS DHos In discussion with FFT link director or other Federation Leadership team member.

Suspensions and Permanent Exclusions

A suspension, or a permanent exclusion, is an extreme step and will only be taken in cases where;

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Head of School sees fit, and in accordance with the Suspensions and Permanent Exclusions policy.

A suspension will take the form of either;

- internal isolation where the child is withdrawn from lessons for a fixed period or
- external suspension where the child is sent home for a fixed period
- A permanent exclusion is where the child will be sent home and the local authorityis responsible for arranging suitable full-time education to begin no later than the sixth day after the first day the permanent exclusion took place.

Reasons to suspend or permanently exclude

Suspension

There will always be a need to ensure full understanding of the situation before deciding on this course of action. The Head of School needs to be clear there was intent or clear reasoning if the child concerned did one of the following:

- Failure to comply with a reasonable request from senior staff

- Breaches of Health & Safety rules
- Verbal or physical assault of children, staff, or other adults
- Failure to comply with the consequence system as described
- Wilful damage to property
- Bullying
- Homophobic or racist bullying
- Sexual misconduct
- Theft
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption
- Minor assaults or fighting
- Other serious breaches of school rules.

Permanent exclusion

- Serious and persistent breaches of the school's behaviour policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

Permanent exclusion may happen for the first or 'one off' offence. These may include:

- Serious actual or threatened physical assault against another child or member of staff
- Sexual assault or abuse
- Supplying an illegal drug
- Carrying an offensive weapon
- Making malicious or false claims against staff
- Potentially placing members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact such behaviour can affect the discipline and well-being of the school community.

Rewards and consequence procedures at lunch times, before and after school clubs

We expect children to:
play together showing tolerance and respect
be kind to each other
treat playground equipment carefully
only be told once
find non-violent and non-aggressive ways of settling disputes

Rewards

Meal Time Assistants (MTAs), and any staff providing before and after school clubs, should follow the agreed school reward systems.

Consequence procedures

MTAs should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation.

- Give a 1st verbal warning and explain the next consequence
- Time out for 5 minutes within the playground/field area
- If the child stops their behaviour, provide the child with praise for good choices

More serious incidents are dealt with by referral to a team leader, SENCO or the school's Family Support Worker for some time out in a relevant place in the school.
They also inform the child's class teacher and any incident will be recorded on CPoms. The relevant member of staff will also discuss the incident with the child, making it clear the consequences of the behaviour continuing.

This policy was adopted by the board of directors on: 3rd April 2025. It will be reviewed annually.