

Webheath Academy Primary School

Positive Behaviour Policy



Approved, ratified and adopted by the Local Governing Body on 14th September 2026.

Chair: David Sullivan

This policy will be reviewed annually or when circumstances or advice and guidance changes.

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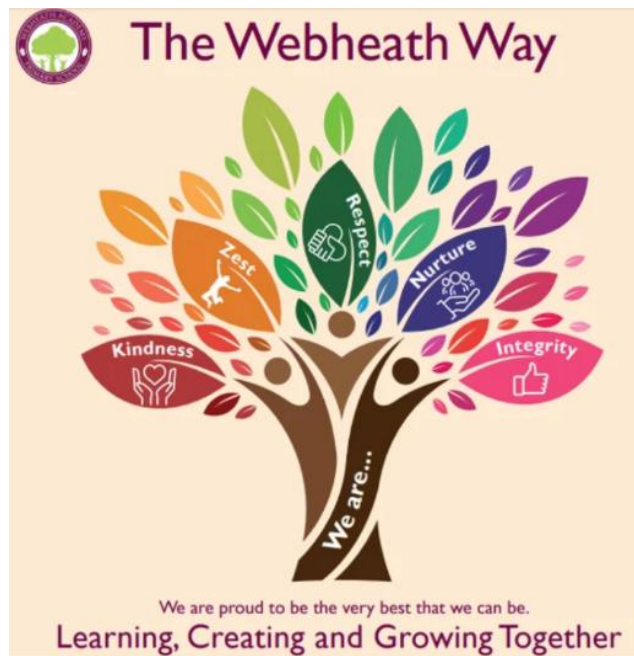
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1. Policy statement

Webheath Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We recognise that positive behaviour and academic excellence go hand in hand. Our approach celebrates both the pupils who consistently demonstrate our values and those who make significant improvements in their conduct and learning. We are committed to ensuring that all adults in our school community – teachers, teaching assistants, lunchtime staff and leaders – work together with consistency, clarity and compassion to create a safe, respectful and purposeful learning environment.

Our vision and values



2. Aims

- To create a culture of exceptionally good behaviour; for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.

- To celebrate and recognise pupils who consistently demonstrate our school values ("always children") as well as those who make significant improvements.
- To help pupils take control over their own behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To recognise and celebrate academic effort, perseverance and achievement alongside positive behaviour.
- To provide clear, consistent and fair consequences that support pupils to make better choices.
- To adapt our approach to meet the individual needs of pupils with SEND while maintaining high expectations.
- To ensure a calm learning environment for all, behaviour concerns will be dealt with outside the classroom, allowing lessons to continue uninterrupted wherever possible.

3. Policy purpose

To provide simple, practical procedures for staff, pupils and parents and carers that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-regulation.
- Teach appropriate behaviour through positive interventions.
- Provide clear and consistent consequences for poor behaviour choices.
- Ensure all adults work together with consistency and clarity.
- Support pupils with additional needs to access the behaviour expectations.
- Involve parents and carers as partners in promoting positive behaviour.

4. Roles and responsibilities

4.1 Responsibilities of pupils

For pupils to be successful and feel safe and happy at school, they must understand the high expectations of behaviour within the school community. Pupils should aim to:

- Respect views, rights and property of others.
- Behave safely and appropriately both in and outside the classroom.
- Co-operate in school with adults and peers.
- Work as hard as they can and show perseverance when learning is challenging.
- Arrive at school on time, wearing correct uniform and suitably equipped for the day ahead.
- Complete any homework set in a timely fashion and to as high a standard as possible.
- Conform to the conventions of good behaviour set out in school values and class and school agreements.
- Accept ownership of their own behaviour and learning.
- Co-operate and take an active part in processes put in place to improve their own and others' behaviour.
- Show respect to all adults in school, including teachers, teaching assistants and lunchtime staff.

4.2 Responsibilities of families

The partnership between home and school has a fundamental role to play in creating a positive, productive and respectful environment for pupils. Parents and carers should aim to:

- Be aware of school values, rules and procedures for supporting good behaviour and encourage their children to abide by and engage with them.
- Show interest in their child's school life, work and homework and, where possible, support any learning at home.
- Act as a positive role model for their child in their relationship with school through respectful interactions.
- Attend planned meetings with teachers.
- Provide school with any background information which may affect their child's behaviour.
- Ensure their child has the correct support to arrive on time to school, wearing correct uniform and suitably equipped for the school day ahead.
- Support the school's decisions regarding consequences and sanctions, understanding that these are designed to help children learn from their mistakes.

- Celebrate their child's positive behaviour and academic achievements at home.
- Read, sign and adhere to the Home School Agreement.
- Work in partnership with school when their child's behaviour is a concern.
- To ensure all interactions with staff are respectful.

Parents and carers can expect the school to:

- Communicate clearly about behaviour expectations and consequences.
- Inform them promptly when their child's behaviour is a concern.
- Celebrate and share their child's positive behaviour and achievements.
- Listen to their concerns and work in partnership to support their child.
- Treat all families with respect and fairness.

4.3 Responsibilities of all adults in school

Where pupils feel treated as valued individuals, they respect adults and accept their authority. All adults in school – teachers, teaching assistants, lunchtime staff, office staff and leaders have equal authority to challenge inappropriate behaviour and celebrate positive conduct.

Staff aim to follow the consistent guidelines as set out below:

- **Consistent language; consistent response:** Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at classroom, middle and senior management level; never passing problems up the line if they can be resolved in the moment, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour, with particular attention to "always children" who consistently meet expectations.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules, agreements and expectations which promote appropriate behaviour:** These are shown through clear symbols and visual cues as well as displays of school values.
- **Consistent respect from the adults:** Even in the face of disrespectful behaviour from pupils.

- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside pupils.
- **Consistently reinforced rituals and routines for behaviour around the site:** In Classrooms and around the school site all adults challenge running in corridors, unkindness between pupils, and disrespectful behaviour.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.
- **Consistent challenge:** No adult walks past poor behaviour – all adults have the responsibility and authority to address inappropriate conduct.

4.4 Responsibilities of all staff

- Meet and greet pupils as they enter the learning environment.
- Refer to the school values.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use positive behaviour systems consistently i.e. house points (class Dojo), positive 'Arbor' messages, Star of the Week, "Always Children" recognition.
- Use '7 Steps' procedure to discreetly manage undesirable behaviour.
- Show calmness and give 'take up time' when going through the steps. Aim to prevent poor behaviour before giving sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly – challenge inappropriate behaviour in the moment.
- Apply consequences consistently and fairly, following the school's consequences matrix (Appendix 6).
- Celebrate academic effort and achievement as well as positive behaviour.
- Ensure "always children" receive regular recognition for their consistent positive conduct (Appendices 1 and 3).
- Record behaviour incidents appropriately on CPOMS (see Section 8).
- Communicate with parents about both positive behaviour and concerns.

- Work collaboratively with teaching assistants and support staff to ensure consistent behaviour management.

4.5 Responsibilities of teaching assistants and support staff

Teaching assistants and support staff play a vital role in maintaining positive behaviour across the school. They should:

- Follow the same behaviour steps and expectations as teachers.
- Challenge inappropriate behaviour in the moment – never walk past poor conduct.
- Build positive relationships with pupils.
- Support pupils to regulate their emotions and make good choices.
- Record behaviour incidents on CPOMS as appropriate and communicate patterns to class teachers.
- Apply consequences consistently, following the school's approach.
- Seek support from class teachers or phase leaders when needed, but take ownership of behaviour management.
- Attend training on behaviour management and de-escalation techniques.
- Understand that behaviour management is everyone's responsibility, not just the class teacher's.

All pupils are expected to show respect to teaching assistants and support staff. Disrespect towards any adult in school will be treated seriously and consequences will be applied.

4.6 Responsibilities of phase leaders

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Phase leaders will:

- Meet and greet pupils throughout the school day.
- Be a visible presence in their Key Stage/Phase to encourage appropriate conduct, particularly during transition times and PPA cover.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.

- Encourage use of positive notes and conversations including positive phone calls, Arbor messages and postcards home.
- Ensure staff training needs are identified and targeted, including support for teaching assistants.
- Use behaviour data to target and assess interventions within their phase.
- Ensure consistency in the application of rewards and consequences across their phase.
- Support cover staff during PPA times to manage behaviour effectively.
- Make sure that the 'buck stops here'

4.7 Responsibilities of senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

- Meet and greet pupils at the beginning of the day.
- Be a visible presence around the site and especially at transition times.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours.
- Be available to support staff when extreme behaviours occur.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Regularly review provision for pupils who fall beyond the range of written policies.
- Work collaboratively with the class teachers when making decisions about sanctions and provisions, valuing teachers' knowledge of individual pupils.
- Ensure that when decisions differ from teacher recommendations, clear rationale is provided.
- Lead whole-school training on behaviour management, consistency and SEND adaptations.
- Monitor the effectiveness of the rewards system to ensure "always children" are appropriately recognised.
- Maintain an open-door policy for both positive celebrations and behaviour concerns.

5. Celebrating Positive Behaviour

We recognise and reward pupils who go 'over and above' our standards. We also celebrate and value those pupils who consistently demonstrate our school values day in, day out – our "always children". Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. 'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach. Staff should ensure that pupils who consistently meet expectations receive at least as much recognition as those who are working towards meeting them.

Rewards for positive behaviour and academic achievement:

- Verbal praise and positive body language (thumbs up, handshake, high five, smile, cheer, applause) from adults or peers.
- House points through Class Dojo – awarded for demonstrating school values in Key Stage 1 leading to Dojo milestone certificates which are celebrated in class assemblies when pupils reach milestones (e.g. 50, 100, 150 Dojos). Parents are informed via Arbor.
- Merit awards for demonstrating excellent attitude towards learning and exceptionally high-quality work in Key Stage 2.
- Excellent effort and perseverance.
- Curiosity and asking great questions.
- Helping others to learn.
- Showing improvement.
- Producing high-quality work.
- Demonstrating resilience when learning is challenging.
- Stickers and positive written comments.
- Celebration assembly – Star of the Week Award – for pupils who have gone above and beyond.
- Positive conversations with parents/carers including phone calls and Arbor messages.

- Free choice of an activity or partner to work with.
- Extra responsibilities e.g. jobs around class or school.
- Sharing excellent work with phase leaders and SLT.
- Merit awards.

Involving parents in celebrating success:

- “Always Children” recognition is communicated to families.
- Dojo milestones are shared with parents via Arbor/Merit Awards/stickers.
- Positive messages/positive phone calls home to celebrate achievements.
- See Appendix 1 for visual guide to celebrating positive behaviour.

6. Managing behaviour

Engagement with pupils is always the primary aim. Webheath Academy Primary School understands that pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. ‘Steps’ should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see, with first attention for best conduct. All pupils must be given ‘take up time’ in between steps. We do not leap or accelerate steps for repeated low-level disruption. De-escalation techniques are used to help prevent further behaviour issues arising and recurring and we use pre-agreed scripts and phrases to help restore calm where needed.

Steps:

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

- **Redirection**

A gentle piece of verbal encouragement, including positive reinforcement and growth mindset vocabulary is often enough to redirect a pupil who has drifted from their learning.

- **The reminder**

A reminder of the expectations of pupils following school values (kindness, zest, respect, nurture, integrity) will be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing and is given 'take up time' to make the correct choice.

- **The caution**

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

- **30 second intervention**

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the pupil what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the pupil; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

- **The time-out**

- The pupil is asked to speak to the teacher away from others.
- Boundaries are reset.
- Pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.

- Pupil is given a final opportunity to re-engage with the learning/follow instructions.

Pupils should only go outside of their immediate learning environment if they need to cool down and/or to defuse a situation. In general, three to five minutes should be enough. If a child spends an extended period outside the classroom (more than 5 minutes), this must be recorded on CPOMS and parents must be informed at the end of the school day.

- **Internal Referral**

If the step above is unsuccessful, or if a pupil refuses to take a time out then the pupil will be asked to leave the room. If appropriate, the Phase Leader or an appropriate member of SLT will be called to support the member of staff, escorting the pupil to a workspace outside the teaching room. This is classed as an **internal referral**. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

All internal referrals must be recorded on Arbor and reported to parents at the end of the school day.

- **Repair and Restore**

If an internal referral has taken place, it is essential to hold a restorative meeting. This may also be a necessary step following a time out.

Restorative meetings at Webheath Academy Primary School are a core part of repairing damage to trust between staff and pupils. Our reparation meetings are structured in 6 steps:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What next? What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Timing of restorative meetings: Where possible, restorative meetings should take place before the next lessons. However, if the incident occurred at lunchtime or late in the day, the meeting should be scheduled at an appropriate time that doesn't immediately disrupt afternoon learning. The priority is to ensure the meeting is meaningful, not rushed.

Staff at Webheath Academy Primary School will take responsibility for leading restorative meetings. Phase Leaders will support when requested.

Restorative conversations are not always sufficient on their own. Depending on the behaviour, additional consequences may be needed alongside the restorative approach (see Section 7 and Appendix 6).

- **Formal Meeting**

If the following steps have already been taken, pupils may have their behaviour monitored by teachers to show progress towards agreed targets. A meeting with the teacher, pupil and Phase leader will take place using the Signs of Safety Behaviour Plan format (Appendix 5). This will be recorded on CPOMS with agreed targets that will be monitored over the course of a set time frame (e.g. 1 week).

Parents must be informed of this meeting and will be invited to attend.

At Webheath Academy Primary School we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

If repeated formal meetings are not resulting in improved behaviour, the school will:

- Escalate to a multi-agency approach involving SENCO, pastoral support, and external agencies as appropriate.
- Create longer-term support plans (not just weekly targets).
- Consider alternative provisions or additional resources.
- Work in close partnership with parents to address underlying issues.

- **Restrictive Interventions**

In line with Department for Education guidance, we are committed to promoting positive behaviour through strong relationships, early support, reasonable adjustments, and effective de-escalation strategies. We aim to minimise the need for restrictive interventions wherever possible.

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. Restrictive interventions may be physical or non-physical. They will only be used when lawful, necessary, reasonable and proportionate to prevent:

- A pupil causing injury to themselves or others.
- Serious damage to property.
- The commission of a criminal offence.
- Serious disruption that presents a risk of harm.

Restrictive interventions will never be used as a punishment, to secure compliance, or simply because a pupil refuses to follow an instruction.

Any restrictive intervention must:

- Be the least restrictive option available.
- Be proportionate to the level of risk presented.
- Preserve the child's dignity wherever possible.
- Last only for the minimum amount of time required to reduce the risk.
- Take account of the child's age, understanding, SEND, medical needs and individual circumstances.

Prevention and De-escalation

Staff will always seek to prevent situations from escalating through:

- Positive relationships and consistent expectations.
- Calm and supportive communication.
- Environmental adjustment.
- Reasonable adjustments where SEND needs have been identified.
- Individual behaviour support plans where appropriate.
- Restorative approaches and emotional regulation strategies.

Restrictive interventions will only be considered when preventative and de-escalation strategies have been unsuccessful or where an immediate risk of harm means intervention cannot be avoided.

Prohibited Restrictive Practices

The safety and welfare of children is paramount. Staff must not use techniques that:

- Restrict or interfere with a pupil's breathing or circulation.
- Apply pressure to the neck, throat, chest or abdomen.
- Cover a pupil's mouth or nose.
- Deliberately inflict pain.
- Humiliate, intimidate or degrade a pupil.

Any physical intervention must be carried out in accordance with school training and guidance and must prioritise the safety and dignity of all involved.

Seclusion

The DFE define seclusion as 'a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.' They state it should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. It is distinct from a child choosing to use a quiet space or taking time away from an activity with support from an adult.

At Webheath Academy, seclusion is not used as a disciplinary sanction or punishment. In very rare circumstances, it may be used as a short-term safety measure where a pupil's behaviour presents an immediate risk of significant harm to themselves or others and no less restrictive alternative is available.

Any use of seclusion will:

- Be proportionate to the level of risk.
- Last only for the minimum time necessary.
- Be continuously monitored by staff.
- Be recorded on CPOMS.
- Be reviewed by a senior leader.
- Be communicated to parents/carers as soon as reasonably practicable, normally on the same day.

Following any incident involving seclusion, appropriate support and restorative conversations will take place to support the pupil and reduce the likelihood of future incidents.

Recording and Reporting Restrictive Interventions

Any significant incident involving the use of force, restraint or seclusion will be recorded on CPOMS as soon as reasonably practicable and, wherever possible, on the same day. Records will include:

- The events leading up to the incident.
- De-escalation strategies used.
- The reason the intervention was necessary.
- The nature and duration of the intervention.
- Any injuries sustained.
- The pupil's views where appropriate.
- Follow-up support provided.

Parents/carers will be informed of any significant incident involving restrictive intervention as soon as reasonably practicable, normally on the same day. Senior leaders will review incidents to ensure practice remains lawful, proportionate and focused on safeguarding and pupil wellbeing.

6.1 Adapting the Behaviour Approach for SEND

We recognise that some pupils, particularly those with Special Educational Needs and Disabilities (SEND) such as ASD, ADHD, attachment difficulties or social, emotional and mental health needs, may require adaptations to the standard behaviour approach. Adapting the approach for individual needs is not inconsistency – it is meeting pupils where they are and providing the support they need to be successful.

When adaptations may be needed:

- When a pupil's SEND significantly affects their ability to regulate emotions or behaviour.
- When the standard steps are not effective despite consistent application.
- When a pupil requires specific sensory or regulation strategies.
- When a pupil needs additional adult support during high-risk times
- When a pupil's behaviour is a form of communication about unmet needs.

Possible adaptations include:

- Adjusted steps: Fewer warnings before time-out, or additional support at earlier steps.
- Visual supports: Social stories, visual timetables, emotion regulation tools.
- Sensory strategies: Access to sensory breaks, quiet spaces.
- Pre-emptive support: Check-ins at the start of the day, warnings before transitions.
- Individual behaviour plans: Using the Signs of Safety Behaviour Plan format (Appendix 4) to create tailored approaches.
- Additional adult support: TA support during challenging times of day.
- Alternative consequences: Consequences that are meaningful and accessible for the individual child.

Creating individual behaviour plans:

When a pupil requires significant adaptations, an individual behaviour plan will be created by the class teacher in collaboration with the SENCO, parents and the pupil (where appropriate).

This plan will:

- Identify triggers and early warning signs.
- Set out specific strategies that work for this pupil.
- Include clear, achievable targets.
- Be reviewed regularly (at least half-termly).
- Be shared with all staff who work with the pupil.

All staff should be aware of pupils who have individual behaviour plans and follow the strategies outlined.

Maintaining high expectations:

Adapting our approach does not mean lowering expectations. All pupils, including those with SEND, are expected to work towards meeting our school values. Adaptations provide the scaffolding and support to help them achieve this.

6.2 Support for PPA and Cover Staff

We recognise that managing behaviour can be more challenging when relationships are not yet established, such as during PPA cover or when supply staff are in school.

Guidance for cover staff:

- Follow the same behaviour steps as outlined in this policy.
- Seek support from the phase leader or SLT earlier in the process if needed – this is not a failure, it is good practice.
- Use the “key information” sheet provided by the class teacher (outlining pupils who may need specific strategies, seating plans, etc).
- Build positive relationships quickly through meet and greet, use of names, and positive reinforcement.
- Do not hesitate to call for support if behaviour escalates.

Guidance for class teachers:

Provide cover staff with a “key information” sheet including:

- Pupils who may need additional support or specific strategies.
- Seating plans.
- Key routines and expectations.
- Who to call for support.
- Brief cover staff on any pupils with individual behaviour plans.
- Follow up on any behaviour incidents that occurred during cover time.
- Lead restorative conversations if needed.

Phase leader responsibilities during PPA:

- Be visible and available during PPA times.
- Check in with cover staff proactively.
- Support with behaviour management if needed.
- Ensure cover staff feel supported and confident.

7. Sanctions

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- a) Deterrence: Sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- b) Protection: Keeping all pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- c) Improvement: To support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. Sanctions will be carefully thought through, with consideration of the best action to support the child through deterrence, protection and improvement.

Principles of effective sanctions:

- Proportionate: The sanction should match the severity of the behaviour.
- Consistent: The same behaviour should result in similar consequences across the school.
- Meaningful: The sanction should help the pupil understand the impact of their behaviour and make better choices.
- Restorative where appropriate: Sanctions should repair harm and rebuild relationships where possible.
- Timely: Consequences should follow behaviour as quickly as possible.
- Explained: Every effort must be taken to ensure the child understands the reason behind the sanction and how it should support them in making more positive behavioural choices.
- Fair: All pupils should be treated fairly, with consideration given to individual circumstances and needs.

Types of sanctions

Sanctions may include (but are not limited to):

- **Loss of break or lunch time** – to complete work, have restorative conversations, or reflect on behaviour.
- **Loss of privileges** – such as access to specific games, equipment, or activities for a set period.
- **Completing work in own time** – break, lunch or as homework (for work not completed due to lack of effort).
- **Restorative actions** – such as: Writing or verbal apology to person harmed, helping the person who was hurt, creating a poster/presentation about positive behaviour, tidying or repairing damage caused.
- **Removal from lessons** – internal referral to another classroom or workspace.
- **Parent communication** – phone call home to discuss behaviour.
- **Behaviour monitoring** – using Signs of Safety Behaviour Plan with agreed targets.
- **Internal suspension** – pupil works in isolation within school for a fixed period.
- **Lunchtime suspension** – pupil does not attend school during lunchtime for a fixed period.
- **Temporary suspension** – pupil is suspended from school for a fixed period (previously called fixed-term exclusion).
- **Managed move** – pupil moves to another school by mutual agreement.
- **Permanent exclusion** – pupil is permanently removed from the school roll.

See Appendix 6 (Consequences Matrix) for specific behaviours and their corresponding sanctions.

Serious Breach and Suspensions

A serious breach is an incident that may lead to a suspension or exclusion. The Headteacher (or deputy Headteacher in her absence) may decide to impose the following sanctions for either persistent inappropriate behaviour or a single serious incident:

- **Internal Suspension:**

Pupil works in isolation within school, away from their peers. Work is provided by the class teacher. Pupil does not attend break or lunch with other pupils. Parents are informed and may be invited to a meeting. Recorded on CPOMS. Used for serious one-off incidents or when other interventions have not been successful

- **Lunchtime Suspension:**

Pupil is suspended from school during lunchtime only. Parents must collect and return the pupil, or make alternative arrangements. Used when serious incidents occur at lunchtime or when lunchtime behaviour is persistently problematic.

- **Temporary Suspension (previously Fixed-Term Exclusion):**

Pupil is suspended from school for a fixed period (usually 1-5 days, but can be longer). Parents are informed in writing with details of the incident, length of suspension, and their right to make representations. Work is provided for the pupil to complete at home. A reintegration meeting is held before the pupil returns to school. Recorded on Arbor and CPOMS. Local authority is informed. Used for serious incidents including violence, persistent disruptive behaviour, bullying, discrimination, or when the safety of others is at risk.

- **Managed Move:**

A pupil moves to another school by mutual agreement between schools, parents and the local authority. This is not an exclusion but an alternative to permanent exclusion. Used when it is in the best interests of the pupil to have a fresh start elsewhere. Full support is provided during the transition.

- **Permanent Exclusion:**

Pupil is removed from the school roll. Used only in the most serious cases including:

- Serious violence or assault on staff or pupils.
- Persistent and severe disruption that has not improved despite extensive intervention.
- Bringing weapons or illegal substances to school.
- When allowing the pupil to remain would seriously harm the education or welfare of others.

Parents are informed in writing with full details and their right to appeal. Local authority and governing body are informed. The decision is made by the Headteacher in consultation with the Chair of Governors.

Parents' Rights:

Parents/carers have a right of appeal against suspensions and exclusions. The process for appeal will be explained in the letter informing parents of the suspension/exclusion. Parents

can make representations to the governing body and, in the case of permanent exclusion, to an independent review panel.

Assault on Staff or Pupils:

All assaults on staff or other pupils are unacceptable and will be thoroughly investigated, treated very seriously and may result in suspension or permanent exclusion. The school will support staff and pupils who are victims of assault and will involve external agencies including the police where appropriate. See exclusions policy for further details.

8. Recording and Reporting Behaviour

Clear and consistent recording of behaviour incidents is essential for:

- Tracking patterns and identifying pupils who need additional support.
- Providing evidence for interventions and multi-agency work.
- Safeguarding pupils
- Monitoring the effectiveness of the behaviour policy
- Protecting staff

What to record and where:

CPOMS

- Time-outs that last for longer than 5 minutes outside the classroom.
- All internal referrals.
- Formal meetings (Step 7) and behaviour monitoring plans.
- Patterns of low-level behaviour that are becoming a concern.
- Sanctions applied (loss of break, phone calls home, etc).
- Positive behaviour – celebrations, awards, positive phone calls home.
- Lunchtime incidents (see Appendix 6 for lunchtime protocol).

Parents must be informed when behaviour is recorded on CPOMS at internal referral level and above.

- Safeguarding concerns of any kind.
- Serious incidents including physical violence or assault, bullying (repeated, targeted behaviour), racist, sexist, homophobic or discriminatory incidents, sexual harassment or

harmful sexual behaviour, child-on-child abuse, theft or vandalism, incidents involving prohibited items.

- Incidents that may require external agency involvement (police, children's services, Early Help).
- Suspensions and exclusions.
- Concerns about a pupil's wellbeing that may be affecting behaviour. When in doubt, record on CPOMS. It is better to record and later decide no further action is needed than to miss something important.

Parent Communication

Parents should be informed:

- Same day for internal referrals, serious incidents, suspensions.
- Regularly for positive behaviour and celebrations.
- As appropriate for patterns of low-level behaviour that are becoming a concern.

Methods of communication:

- Phone call (for serious incidents or urgent matters).
- Arbor message (for information sharing and positive news).
- Face-to-face conversation (at pick-up time or arranged meetings).
- Letter (for suspensions/exclusions).
- Positive postcards (for celebrations).

Recording Flowchart

See Appendix 7 for visual flowchart to help staff decide where to record behaviour incidents.

Staff Training

All staff will receive training on:

- How to use CPOMS
- How to communicate with parents about behaviour.
- New staff will receive this training as part of their induction.

9. Child on Child Abuse: Bullying, Discrimination, Intolerance, Homophobia, Radicalisation, Racism, Sexism, Harmful Sexual Behaviours, Sexual Violence and Sexual Harassment.

Bullying can take many forms:

- **Physical:** hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property.
- **Verbal:** name calling, spreading rumours, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.
- **Emotional:** isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual:** unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Indirect:** rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection (this can include the exploitation of individuals).
- **Online/Cyber bullying:** posting on social media, sending nasty phone calls/text messages/emails, chat room and online messaging, social exclusion. Linked to school's Acceptable Use Policy (ICT).

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice-based bullying' and 'discriminatory bullying' and includes homophobic, biphobic, transphobic bullying, racist bullying, sexist or gender-based bullying, and bullying of pupils with learning or other disabilities. See Equalities Policy. Bullying, discrimination, intolerance, homophobic, radicalisation, racism, sexism, harmful sexual behaviours, sexual violence and sexual harassment are unacceptable behaviours and will not be tolerated. They have the potential to damage children's lives and the capacity to undermine the cohesion of the school community. They can also be counterproductive to our aim to be an inclusive and happy school.

We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling, sexist, racist and homophobic comments in person or online. This includes behaviours both inside and outside school.

The school approach to the above consists of preventative, pro-active and highly responsive measures

Prevention:

- Explicit teaching through our PSHE and RSE curriculum, including respect, consent, self-esteem, healthy relationships, and Fundamental British Values.
- A strong school culture of tolerance and celebration of diversity.
- Regular assemblies and discussions about respect, inclusion and kindness.
- Clear expectations that all forms of discrimination and unacceptable.

Response:

- All staff and pupils are encouraged to call out and/or report this behaviour.
- Where an instance of such behaviour is reported, it will be taken seriously by staff members and be fully investigated and recorded on CPOMS.
- School staff will inform parents of incidents of this nature as appropriate and provide support in discussing this with their child.
- Staff will respect the views and wishes of the victim. Victims will be supported and protected.
- Apologies and demonstration of remorse from perpetrator will be expected.
- Use of restorative meetings to repair and rebuild relationships and develop children's sense of responsibility.
- Sanctions will be put in place to deter, protect and support as appropriate, demonstrating and reflecting behaviour expectations and restoring positive relationships and behaviours. (See Appendix 6 for specific consequences).
- Support and educate perpetrators to improve their behaviour and understand the impact of their actions.
- Behaviour will be monitored closely for any recurrence.
- Escalate the sanction as necessary if no improvement is made.
- Report incidents as required to appropriate outside agencies. This may involve Early Help, Children's Services, or the Police.

Bullying specifically:

Bullying is defined as repeated, intentional behaviour designed to hurt, intimidate or harm another person. A one-off incident of unkindness is not bullying, though it is still unacceptable and will be addressed. When bullying is identified:

- A full investigation will take place.
- Parents of both the victim and the perpetrator will be informed.
- The perpetrator will face consequences (usually internal suspension) and will be required to engage in restorative work.
- Behaviour will be closely monitored.
- If bullying continues, further sanctions including suspension or managed move may be considered.
- External agencies may be involved to support both victim and perpetrator.

This policy links to the school's friendship and anti-bullying, exclusions, safeguarding, online safety, parental code of conduct and positive handling policies. For further information around these specific areas, please see the appropriate policy.

10. Searching, Screening and Confiscation

The following list of items is prohibited in school:

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

Such items may be searched for, screened and confiscated in line with the DfE Searching, Screening and Confiscation Advice for schools July 2022.

Searching

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Searches will be conducted:

- By a member of staff of the same sex as the pupil.
- With another member of staff present as a witness
- In a private location.
- With respect for the pupil's dignity.
- Parents will be informed of any search and the outcome.

Confiscation

Staff may confiscate any item that is prohibited, dangerous, or being used to disrupt learning. This includes:

- Prohibited items (as listed above).
- Mobile phones or electronic devices being used inappropriately.
- Toys or items brought in from home that are causing disruption.
- Any item that poses a risk to safety.

Confiscated items will be:

- Stored securely.
- Returned to parents at an appropriate time (or to the pupil at the end of the day for minor items).
- Handed to police if illegal (e.g. weapons, drugs).
- Disposed of if appropriate (e.g. cigarettes, vapes).
- Parents will be informed of confiscations of prohibited or serious items.

11. Mobile Phones in School

Mobile Phones and Smart Devices

In line with Department for Education (DfE) guidance, the school is committed to maintaining a calm, safe and distraction-free learning environment. Mobile phones and other smart devices are not required during the school day and should not be used by pupils while on school premises. The DfE

expects schools to be mobile phone-free environments by default and for pupils not to have access to mobile phones during lessons, transitions, breaktimes or lunchtimes.

Where a pupil needs to bring a mobile phone to school for safety reasons related to travel to and from school, the device must be switched off and handed to the class teacher and stored in line with school's agreed procedures. The phone must not be used at any point during the school day unless authorised by a member of staff in exceptional circumstances.

Any pupil found using a mobile phone or smart device in breach of this policy may have the device confiscated and returned to a parent/carer or at the end of the school day, in accordance with the school's behaviour policy and statutory powers available to schools.

Reasonable adjustments and exceptions may be made where required to support a pupil's medical, safeguarding or special educational needs, following agreement with the Headteacher.

12. Partnership with Parents and Carers

We believe that positive behaviour is best achieved through strong partnerships between school and home. When parents and school work together with consistent expectations and mutual respect, pupils thrive.

What parents can expect from school:

- Clear communication about behaviour expectations and the rewards and consequences system.
- Prompt information when their child's behaviour is a concern.
- Regular celebration of their child's positive behaviour and achievements.
- A listening ear and partnership approach when concerns are raised.
- Fair and consistent application of the behaviour policy.
- Support for their child to improve behaviour when needed.
- Respect and professionalism in all interactions.

What school expects from parents:

- Support for the school's behaviour policy and expectations.
- Respectful communication with all staff.
- Prompt response to concerns raised by school.
- Partnership in addressing behaviour issues.
- Reinforcement of school expectations at home.
- Attendance at meetings when requested.
- Understanding that consequences are designed to help children learn, not to punish.

Educating parents about behaviour:

We recognise that some parents may find it difficult to support consequences or may not understand the rationale behind our approach. To support parents, we will:

- Share a parent-friendly summary of the behaviour policy at the start of each year.
- Explain the reasons for consequences when communicating with parents.
- Offer support and strategies for managing behaviour at home.
- Provide access to the Family Support Worker for families who need additional help.
- Hold parent workshops on behaviour and emotional regulation (as appropriate).
- Be clear that consequences are about teaching children to make better choices, not about punishment.

When parents disagree with consequences:

We understand that parents may sometimes disagree with decisions made by school. If this happens:

- Parents should contact the class teacher in the first instance to discuss concerns - If the issue is not resolved, parents can request a meeting with the phase leader.
- For serious concerns, parents can request a meeting with a member of SLT.
- Parents should communicate respectfully, even when they disagree. The school will listen to parents' concerns and explain the rationale for decisions.
- Decisions will be reviewed if new information comes to light.

However, parents must not:

- Confront staff aggressively or disrespectfully.
- Approach other people's children to discuss behaviour incidents.

- Use social media to complain about school decisions or staff.
- Undermine the school's authority in front of their child Aggressive, threatening or abusive behaviour towards staff will not be tolerated and may result in a ban from the school site. See Parental Code of Conduct policy for further details.

Supporting families:

We recognise that some families are experiencing challenges at home that affect their child's behaviour. We offer:

- Family Support Worker who can provide advice and signposting to services.
- Family Help assessments and support plans.
- Referrals to external agencies (with parental consent).
- Flexible meeting times to accommodate working parents.
- A non-judgemental, supportive approach We ask parents to share information about changes or challenges at home that may affect their child's behaviour so we can provide appropriate support.

Policy Review

This policy will be reviewed annually or when circumstances or advice and guidance changes. The review will include:

- Analysis of behaviour data.
- Staff feedback on the effectiveness of the policy.
- Pupil voice.
- Parent feedback.
- Updates to reflect changes in DfE guidance

The next review date is: **September 2027**

Appendix 1 – Celebrating Positive Behaviour

At our school, we expect everyone to follow our school values. We celebrate positive behaviour with:

Reward	Description
Verbal praise and positive body language	Smile, thumbs up, cheer, high five, handshake, applause from adults and peers
House Points – Class Dojo	Awarded for school values AND academic behaviours in KS1 and into lower KS2 (effort, perseverance, curiosity, helping others learn, improvement, high-quality work)
Dojo Milestone Certificates	Celebrated in assemblies when pupils reach 50, 100, 150 Dojos. Parents informed via Arbor for children in KS1
Positive written comments	On work, in books, on certificates
Stickers and certificates	For good work, behaviour, and effort As a reward in EYFS
Free choice	Partners to work with, activities
Extra responsibilities	Jobs around class and school
Star of the Week awards	In celebration assembly for pupils who have gone above and beyond during that week
Positive messages home	Phone calls, Arbor messages, playground feedback
Sharing work with phase leaders/SLT	Celebrating excellent work and effort
Merit Award	KS2 pupils will have merit cards where exceptional work or effort will be rewarded with a merit. These merits are totalled each half term and rewarded in assembly with the rewards detailed in Appendix 3

Key principle: Pupils who consistently meet expectations ("always children") should receive at least as much recognition as those who are working towards meeting them.

Appendix 2 – Staff Reference Table for Managing Challenging Behaviour

Step	Action	Recording
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness	No recording needed
2) Reminder	A reminder of the expectations of being the best that we can be delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage	No recording needed unless pattern emerges
3) Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue	No recording needed unless pattern emerges
4) Time Out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so	Record on CPOMS if extended time out (more than 5 minutes). Inform parents
5) Internal Referral	At this point the pupil will be referred internally to another room in the phase for a fixed period, up to the maximum of the remainder of the lesson	Must be recorded on CPOMS. Must inform parents
6) Reparation	A restorative meeting should take place before the next lesson (or at appropriate time). If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from their Phase Leader who will support the reparation process. Key steps: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What next? Reaffirm commitment to relationship	Record outcome on CPOMS
7) Formal Meeting	A meeting with the teacher, pupil and Phase Leader, recorded on Arbor with agreed targets that will be monitored over the course of a set time frame (e.g. 1 week). Parents must be informed and may be invited to attend	Must be recorded on CPOMS. Parents must be informed and may be invited

Additional sanctions may be applied alongside these steps – see Appendix 6

Appendix 3 – Merit awards for KS2 pupils

The system is designed to reward pupils who have produced work that is of an exceptional quality or have demonstrated behaviours above and beyond our high expectations.

Number of merits	Award
15	Certificate
30	Pen
45	Bronze award
60	Silver award
75	Gold award
90	Webheath award

Teachers are expected to keep a record of the number of merits children achieve at the end of each half term. The child will then receive the relevant reward in an end of half term assembly, e.g. if the child has received 17 awards – they will receive the certificate in an end of half term assembly.

E.g. if the child has received 7 awards they will receive the certificate at the end of Autumn 1.

It is not expected that all children will achieve the Webheath award as this system is designed for the 'always' children.

Appendix 4 – What Happens if I Forget to Show Positive Behaviour?

(Pupil-friendly version)

At Webheath Academy, we expect everyone to show positive behaviour by being '**The best that they can be**' and demonstrating our school values of: **Respect, Kindness, Nurture, Integrity and Zest**. Sometimes we all make mistakes. Here's what will happen if you forget to show positive behaviour:

- 1. Redirection** Your adult will help you to focus on your learning with a gentle reminder.
- 2. Reminder** Your adult will remind you what your learning behaviour should look like and repeat instructions.
- 3. Caution** Your adult will explain how your behaviour is stopping your own or others' learning and tell you what the consequences will be if this continues. You will have a chance to make the right choice.
- 4. Time out** Your adult will offer you time to reflect and give you time to make the right behaviour choice. You might be asked to step away from others for a few minutes.
- 5. Referral** Your adult will ask you to work in a different room for a fixed time to help you and others to continue learning. Your adult will tell your parents/carers about this.
- 6. Repair and Restore** You will have a meeting with your adult to talk about how you can work together to improve your behaviour for the future. You will need to accept responsibility for your actions and discuss the changes you will make.
- 7. Formal meeting** You will have a meeting with your adult and your key stage leader to help you to improve your behaviour. Your parents/carers will be told about this and may be invited to come to the meeting too. You will be set a behaviour target and review this in a meeting after a set time to see how your behaviour has improved.

Remember: Your teachers want to help you make good choices. If you're finding it hard to show positive behaviour, talk to an adult – we're here to help!

Also remember: We celebrate when you make good choices! You can earn Dojos, certificates, stickers, and recognition for showing our school values and working hard.

Appendix 5 - Signs of Safety Behaviour Plan

Date of meeting:

Child's name:

D.O.B.:

Present at meeting:

What are we worried about?	What's working well?	What needs to happen? Key actions (what, who and by when):
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Appendix 6: Consequences Matrix

Consistent Sanctions for Specific Behaviours

This matrix provides guidance to ensure consistency across the school. Staff should use their professional judgement and consider individual circumstances, particularly for pupils with SEND. The consequences listed are in addition to the stepped approach outlined in the main policy.

Low-Level Disruption

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Talking when teacher is talking	2 minutes off break time	Reminder of expectations	Is the child clear about their learning? Do they need further support? Is there a pastoral need?
Calling out/interrupting	2 minutes off break time	Practise alternative ways to respond	Is there a pastoral need? Do they need an alternative outlet?
Off-task behaviour (fidgeting, distracting others)	Redirection → Reminder → Move seat if continues	Reflection conversation	Is there an unresolved friendship issue? Is there an alternative movement/action that could be allowed?
Not following instructions first time	Repeat instruction privately → 2 minutes off break if continues	Check understanding	Is the child clear about their learning? Do they need additional support?
Incomplete work due to lack of effort/refusal	Complete work during break or lunch	Discussion about effort and expectations	Is there a pastoral need? Is the child clear about their learning?
Poor organisation (forgetting equipment, homework)	First time: reminder. Repeated: miss 5 minutes of break to organise	Parent informed if persistent	Is there an issue at home where resources can't be provided? Can additional resources be provided by school?

Disrespect and Defiance

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Repeatedly disrupting others' learning	Internal referral + loss of break time	Restorative conversation with affected pupils	Is there a pastoral issue?
Throwing objects in class	Loss of break + tidy classroom	Discussion about safety; parent informed if repeated	Is there a concern around violence at home? Is there a concern around peer relationships?
Damaging or disrespecting classroom resources	Loss of break to repair/tidy + loss of privilege to use that resource	Parent informed; may need to replace if deliberate damage	Is there a concern around violence at home? Is there a concern around peer relationships?
Leaving seat without permission (repeatedly)	Practise correct behaviour during break time	Seating plan adjustment if needed	Is there an alternative way to integrate movement into the lesson for them? Is the child clear about their learning?
Making inappropriate noises	2 minutes off break → Internal referral if persistent	Check for underlying needs	Is there a different space that the child could work in?

Unkindness and Peer Relationships

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Name-calling	Loss of break + written/verbal apology	Restorative conversation with victim	Is there an underlying conflict? Is this the child's lived experience at home?
Excluding others from games/activities	Loss of privilege to play that game for set period	Discussion about inclusion and kindness	Is there an underlying conflict? Is this the child's lived experience at home?
Spreading rumours	Loss of break + phone call home	Restorative meeting with affected pupils	Is there an underlying conflict? Is this the child's lived experience at home?
Teasing/mockings others	Loss of break + apology	Restorative conversation; parent informed	Is there an underlying conflict? Is this the child's lived experience at home?
Unkind comments about appearance, family, etc.	Loss of break + phone call home	Restorative meeting; reflection on impact	Is there an underlying conflict? Is this the child's lived experience at home?
Minor physical aggression (pushing, shoving)	Loss of break/lunch + restorative conversation	Parent informed; escalate if repeated	Is there an underlying conflict? Is this the child's lived experience at home? Is there violence in the home?

Physical behaviour

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Rough play that could hurt others	Warning → Loss of break if continues	Discussion about safe play	Is there underlying conflict? Is this linked to the child's lived experience outside of school?
Play fighting	Loss of break + discussion about safety	Parent informed if repeated	Is this linked to the child's lived experience outside of school e.g. with siblings?
Deliberately hurting another child (hitting, kicking, biting)	Internal referral + loss of break/lunch + phone call home	Restorative meeting; possible internal suspension; CPOMS record	Is there underlying conflict or communication difficulties? Is there violence in the home?
Fighting	Internal suspension or temporary suspension	Full investigation; restorative meeting; parent meeting; CPOMS record	Is there underlying conflict? Is this linked to the child's lived experience of violence in the home?
Throwing objects at people	Internal referral + loss of privilege + phone call home	Discussion about safety; parent meeting if repeated	Is there underlying conflict? Is this linked to the child's lived experience? Avoidance? Fear? Communication difficulty
Spitting at someone	Internal suspension + parent meeting	Restorative meeting; CPOMS record	As above

Playground and social spaces

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Running in corridors	Stop and walk back correctly	All staff to challenge consistently	
Not lining up properly	Practise lining up during break time	Set line place if persistent	Is there conflict in the line?
Rough play with equipment	Loss of access to that equipment for set period (e.g., 1 week)	Reintroduce gradually when safe play demonstrated	Is this linked to understanding of how to use the equipment? How equipment is treated at home?
Fighting/arguing over games and toys	No use of those items for set period	Privilege reintroduced for short periods until safe play proven	Is this linked to understanding of how to use the equipment? How equipment is treated at home?
Not following lunchtime rules	Loss of part of next lunchtime	Restorative conversation with lunchtime staff	
Leaving designated play areas	Loss of break time	Discussion about safety and boundaries	Consider whether this is avoidance, anxiety, sensory regulation, unmet need or linked to safeguarding concerns. Check for any emerging patterns.
Disrespect to lunchtime staff	Loss of lunchtime play + phone call home	Restorative conversation; class teacher informed	Consider communication needs, emotional regulation, peer conflict or unmet needs. Review for recurring patterns.

Serious behaviours – SLT to be involved

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Bullying (repeated, deliberate targeting)	Internal suspension + parent meeting	Full investigation; restorative meeting; behaviour- monitoring plan; possible external agency involvement; CPOMS record	Consider whether the child displaying or experiencing the behaviour requires safeguarding support. Explore underlying causes, power imbalances and vulnerability
Racist, sexist, homophobic or discriminatory language/ behaviour	Internal suspension + parent meeting	Full investigation; restorative meeting; education on equality; CPOMS record; possible external agency involvement	Consider whether language reflects lived experiences, influence from others or unmet learning needs. Ensure support for those affected and record any safeguarding concerns.
Sexual harassment or harmful sexual behaviour	Internal suspension or temporary suspension + parent meeting	Full investigation; safeguarding procedures followed; CPOMS record; external agency involvement; possible police involvement	Review against Brook Traffic Light Tool. Always treat as a safeguarding concern. Follow safeguarding procedures immediately and consider the needs of both the child harmed and the child displaying the behaviour.
Theft	Internal suspension + parent meeting + item returned/replaced	Restorative meeting; CPOMS record	Consider age (eg reception/nursery) and consider whether there are safeguarding concerns, unmet basic needs, exploitation or peer pressure contributing to the behaviour.
Vandalism/ deliberate damage to property	Internal suspension + parent meeting + repair/replacement costs	Restorative action; CPOMS record	Consider age (eg reception/nursery) and consider whether there are safeguarding concerns, unmet basic

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
			needs, exploitation or peer pressure contributing to the behaviour.
Bringing prohibited items to school (see Section 9)	Confiscation + parent meeting + possible suspension	CPOMS record; possible police involvement depending on item	Consider why the item was brought into school and whether there are safeguarding concerns, exploitation, coercion or risks outside school.
Assault on staff	Temporary suspension or permanent exclusion	Full investigation; CPOMS record; possible police involvement; risk assessment	Consider whether behaviour is linked to crisis, trauma, SEND, mental health or safeguarding concerns. Complete appropriate risk assessments before reintegration.
Persistent disruptive behaviour despite interventions	Behaviour monitoring plan → Internal suspension → Temporary suspension → Managed move or permanent exclusion	Multi-agency involvement; pastoral support; parent partnership; SENCO involvement	Review whether needs have been appropriately assessed, including SEND, SEMH, attendance, safeguarding and family circumstances. Ensure interventions have addressed underlying need as well as behaviour.

Online behaviours

Behaviour	Consequence	Additional Actions	Safeguarding and inclusion considerations
Unkind messages about peers online	Loss of privilege + phone call home	Restorative meeting; education on online safety	Consider peer relationships, coercion, online influences and any ongoing safeguarding concerns.
Sharing inappropriate content related to school community	Internal suspension + parent meeting	Full investigation; CPOMS record; possible external agency involvement	Consider whether the child is at risk of exploitation, coercion or inappropriate online influence. Follow safeguarding procedures where required
Cyberbullying	Internal suspension or temporary suspension + parent meeting	Full investigation; restorative meeting; CPOMS record; possible police involvement	Consider the impact on all children involved, ongoing online risks and whether wider safeguarding concerns are present.

Important Notes:

- First-time vs. repeated behaviour:** Staff should consider whether this is a first occurrence or part of a pattern. Repeated behaviours may result in escalated consequences.
- Context matters:** Staff should consider: - The pupil's age and understanding - Any SEND or additional needs - Whether there are mitigating circumstances (bereavement, trauma, etc.) - The severity and impact of the behaviour.
- Restorative conversations:** Most consequences should be accompanied by a restorative conversation to help the pupil understand the impact of their behaviour and make better choices.
- Recording:** - Internal referrals and above must be recorded on CPOMS - Parents must be informed of internal referrals and above.
- Consistency with flexibility:** This matrix provides consistency, but staff should use professional judgement. If you're unsure about the appropriate consequence, consult with your phase leader or SLT.
- SEND adaptations:** For pupils with individual behaviour plans, consequences may be adapted as outlined in their plan. This is not inconsistency – it is meeting individual needs.
- Escalation:** If a pupil's behaviour is not improving despite consistent application of consequences, escalate to formal meeting (Step 7) and involve SENCO/pastoral support.

This matrix should be used alongside the stepped approach outlined in Section 6 of the main policy. The stepped approach (Redirection → Reminder → Caution → Time Out → Internal Referral → Repair and Restore → Formal Meeting) remains the primary behaviour management tool. This matrix provides additional clarity on specific consequences for specific behaviours.

Appendix 7 – Recording and Reporting Flowchart

Where do I record this behaviour incident? `

START: Behaviour incident occurs

↓ Is it a safeguarding concern? (abuse, neglect, child-on-child abuse, sexual harassment, serious harm)

↓ YES → Record on CPOMS + inform DSL immediately

↓ NO

↓ Is it a serious incident? (violence, bullying, discrimination, theft, vandalism, prohibited items)

↓ YES → Record on CPOMS + Inform parents

↓ NO

↓ Has the pupil reached Step 4 (Time Out) or beyond?

↓ YES → Record on CPOMS + Inform parents (if extended time out or internal referral) ↓ NO ↓ Is it part of a pattern of low-level behaviour?

↓ YES → Record on CPOMS to track pattern

↓ NO

↓ No recording needed at this time (but monitor and record if pattern emerges)

Situation	Arbor	CPOMS	Inform Parents
Steps 1-3 (Redirection, Reminder, Caution)	Only if pattern	Yes	No
Step 4 (Time Out - extended)	No	Yes	Yes
Step 5 (Internal Referral)	No	Yes	Yes
Step 6 (Reparation)	Yes (outcome)	Yes	