

St. Peter's Smithills Dean Primary School

Reward and Behaviour Policy



Approved by:	M. Harding	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Updates and amendments:

Date	Policy section	What's changed?	Why?
September 2026	7	The use of our traffic light system and how it might be adapted in response to class behaviour.	A clarification
September 2026	7	Explanation of the THINK approach to improving behaviour.	A clarification of our approach.

St. Peter's Vision: 'Let Your Light Shine'

To prepare our pupils to be positive and effective citizens of the future built upon the examples, values and teaching of Jesus Christ; to shine their light wherever they go.

St. Peter's is a caring Christian community, where everything we do is underpinned and driven by our values of love, hope, trust, respect and thankfulness. The school's behaviour policy is therefore designed to reflect these values and support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, and incidences of inappropriate behaviour are dealt with in a loving, respectful and consistent manner.



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Aims

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we at St. Peter's consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in our school communities with regards to behaviour management
- Outline our system of rewards and consequences
- Help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- Promote good behaviour, rather than merely deter anti-social behaviour. We believe that rewarding good behaviour will develop an ethos of love, trust, respect, hope and thankfulness.

2. Legislation and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors moving around school, and at break times and lunch times
- Non completion of classwork or homework
- Poor attitude

3.2 Serious misbehaviour is defined as:

- Repeated breaches of our school rules
- Any form of bullying including cyber bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Vandalism including arson attacks
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are
 - Knives or weapons
 - Illegal drugs
 - Alcohol
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <i>Racial</i> <i>Faith-based</i> <i>Gendered (sexist)</i> <i>Homophobic/biphobic</i> <i>Transphobic</i> <i>Disability-based</i>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our specific anti-Bullying policy can be located on the school's website. This policy will cover the following points:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, referring to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school train staff and governors in preventing and handling bullying.

Link to our anti-bullying policy: [Anti-Bullying Policy St Peter's](#)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor (within 24 hours)
- Challenging pupils to meet the school's expectations

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

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is [available](#) to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Pupil code of conduct

Pupils at St. Peter's are expected to:

At the start of the lesson: -

1. Enter the classroom in a focused manner.
2. Be ready to learn immediately.
3. Listen to any instructions given they are clear on what they need to do.

Throughout the lesson: -

1. Ensure they give 100% in every lesson.
2. Work collaboratively when required.

3. Work independently when required.
4. Ensure there is no lost learning.
5. Not disturb other children in their learning.

At the end of the lesson:

1. Be willing to share their learning and next steps.
2. Leave their work area tidy.
3. Leave the classroom in a calm and sensible manner.

Whilst in the school building pupils must: -

1. Walk at all times.
2. Greet people politely.
3. Hold doors open for adults and their peers.
4. Keep their own cloakrooms tidy.
5. Use quiet voices.

Whilst in the school playground pupils must: -

1. Play safely.
2. Follow the playground rules and timetabling of various areas
3. If they see someone on their own, children should ask them if they would like join in with their game.
4. Not take part in wrestling or fighting games.
5. Respect all adults.

7. Rewards and Sanctions

At St. Peter's we prefer to reward good behaviour than punish bad behaviour, but we are aware that when bad behaviour occurs there does need to be a consequence for the actions. We want children to understand that their behaviour leads to consequences whether good behaviour, leading to rewards, or bad behaviour, leading to some sort of reprimand.

At St. Peter's we follow a 'Traffic Light' system from Year One onwards. Every day is a new day where children start on Green. If children stay on Green all day they are rewarded by receiving two team points.

If children's behaviour is not as expected, children may be told they are on Amber which is a warning for children that they must improve their behaviour, and whatever behaviour led to them receiving this warning must stop. They also know they have lost their two team points for being on Green. This is their only consequence as it is expected that their behaviour will improve.

If the child's behaviour does not improve, they may be moved onto Red. There will always be a consequence for children moving to Red. The consequence will depend on the severity of the behaviour leading to this move. If children's behaviour is sufficiently unacceptable, e.g. swearing at a teacher, hitting a pupil/adult, they could be moved straight to Red. For consequences of being on Red, see below (section 7.1)

Traffic lights will be displayed in each classroom without children's names on as a reminder of our behaviour rules and expectations. We do not want children to feel worried or anxious because their name is on display. Children will be praised in public, but reprimanded in private. They will be told if they are on Amber or Red. Every day is a fresh start for all children and each new day all children will start on Green. Depending on class behaviour, names may be used on traffic lights with children asked to 'move their name' as a reminder to follow the rules. However, we don't want children to feel like their name is 'on show' during these times, so if this system is used the traffic lights with names on will not be on show – e.g. behind a cupboard door or on a teacher's clipboard. If behaviour is proving to be particularly challenging for a class, traffic lights with names on may be on show in a class as a constant reminder for children to follow expected rules. This situation would only happen if the other approaches are not having the desired effect for the vast majority of the children.

School values and the THINK strategy

At St Peter's, our Behaviour Policy is rooted in our Christian vision, *Let Your Light Shine*, and our school values of Love, Trust, Hope, Thankfulness and Respect. We promote a restorative approach wherever possible, helping children to understand the impact of their behaviour, take responsibility for their actions and make positive choices in the future.

When a child moves to Red on our behaviour system, they complete a reflection sheet alongside a teacher. This provides an opportunity to consider which school values they have not demonstrated and how their actions may have affected others. For example, speaking unkindly to someone may demonstrate a lack of respect. With adult support, children are encouraged to reflect on what happened, consider how they could put things right and identify how they can make a more positive choice next time.

We also use our **THINK** approach to support children in reflecting on their behaviour. Children are encouraged to consider whether their words and actions are **Truthful, Helpful, Inspiring, Necessary and Kind**. Where their behaviour has not met these expectations, adults help them to understand why and identify what they could do differently in the future.

Through these approaches, we aim to develop children's self-awareness, empathy and responsibility, supporting them to repair relationships, learn from their mistakes and let their light shine.

Traffic lights are reset throughout the day to take into account the age of the child and the expectations for good behaviour.

Y1: Traffic lights reset at the start of each lesson

Y2, Y3 and Y4: Traffic lights reset after every break time (*morning, lunch and afternoon break*)

Y5 and Y6: Traffic lights reset at lunchtime

In this way, as the age and maturity of the child increases, so does the expected behaviour.

Early Years

In our Reception classroom, we do not use the traffic light system. Instead, the whole ethos of the classroom is based on promoting and rewarding good behaviour. Stickers and prizes are given out regularly and children are praised for following instructions, being polite, tidying up and being kind and helpful etc. Children are gently reminded of the rules if their behaviour isn't as expected. If children hurt someone else, either with unkind words and actions, adults will spend time with the child individually, to remind them of our expectations, and support them in developing an understanding of how their words and actions can affect others. They will also be expected to apologise. Occasionally parents might be informed if the bad behaviour warrants it. The headteacher might also be called to speak to the child – this is usually done in the classroom as opposed to being sent to the headteacher's office. The importance of children understanding there are consequences to their actions is embedded in our early years work.

7.1 List of rewards and sanctions

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Team points
- Letters, notes, certificates sent home
- Parents might be told when the child is picked up.
- Special responsibilities/privileges
- Prizes
- Values award (for demonstrating school values)
- A visit to the Headteacher for an award
- Stars of the Week
- Team Point champion with award
- Teachers may also have their own individual rewards for each class appropriate to the age of the child, e.g. best seats, or taking home a teddy.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A 'look'
- A verbal reprimand
- Expecting work to be completed at break or lunch time or at home
- Filling in a 'Behaviour Reflection Sheet' (*see appendix 4*)
- Missing all or part of their break or lunchtime
- Referring a pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- For serious behaviour incidents, a fixed term suspension would be considered.

For certain children, the traffic light system might not be appropriate. In which case a specific behaviour plan may be drawn up in consultation with parents, which is more targeted and useful to rectify the child's behaviour.

We may use a 'time out space' in response to a serious or persistent breaches of this policy. Pupils may be removed from lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Pupils who are removed will be always supervised.

For specific sanctions/consequences of activity related to online behaviours, see Appendix 2.

7.2 Safeguarding

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

Please refer to our child protection and safeguarding policy for more information. Link here: [SPSD safeguarding policy](#)

7.3 Response to sexual harassment and sexual violence.

St. Peter's School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and are never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Removal of privileges and isolation
- Contacting of parents/carers
- Fixed term exclusions
- Reporting to local safeguarding partners

St. Peter's has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.4 Off-site behaviour

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

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

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

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

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

7.5 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.6 Fixed-term and permanent suspensions

- We do not wish to suspend any child from school, but sometimes this may be necessary.
- Only the Headteacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, the Parents/ Carers will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents / Carers that they can, if they wish, appeal against the decision to the governing body. The school informs the Parents/Carers how to make any such appeal.
- The Headteacher informs the Forward As One Trust about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by Parents/ Carers and the Trust, and consider whether the child should be reinstated.
- If the Governors' Appeals Panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
- For details of when and why a fixed term suspension might be considered, see Appendix 2

Our school values will always lead our response to any behaviour incident, with an understanding of the importance of giving children a second chance, a chance to make amends, to show repentance and also to demonstrate forgiveness. It is however also important to ensure children understand there are consequences for their actions, and the more severe the wrong action, the more severe the consequence needs to be. All children who are disciplined will have an understanding of our value of hope – that they can behave better and things can be improved for everyone. We will not give up on any child.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display expectations of pupils such as pupil code of conduct or classroom rules/charter
- Develop a positive relationship with pupils:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote positive behaviour
 - Conclude the day positively and starting the next day afresh
 - Have a plan/strategy for dealing with low-level disruption
 - Use positive reinforcement

8.2 Reasonable Force and Physical restraint

In some circumstances, staff may use reasonable restraint on a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be reasonable, proportionate and necessary

Physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupil's possession will be confiscated. These items will not be returned to pupils.

School will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

8.4 Pupil support

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

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

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

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

9. Pupil transition

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

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

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction/appraisal process.

Behaviour management will also form part of continuing professional development.

Every year the behaviour policy is discussed with staff and any changes or updates agreed and implemented as part of our commitment to ensuring our behaviour policy is as useful, impactful and positive as it can be.

11. Monitoring arrangements

This behaviour policy will be reviewed by the school's SLT annually. At each review, the policy will be approved by the headteacher and shared with governors.

12. Links with other policies

This behaviour policy is linked with the following policies:

- Child protection and safeguarding policy
- Exclusions policy
- On-line safety policy
- Anti-bullying policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspension and/or exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Sanctions and consequences for poor behaviour choices

If a child behaves in a way that is unacceptable, this procedure is followed. For staff at school, this outlines to use of Arbor for recording purposes. All incidences must be recorded as soon as possible after the incident.

Step of Behaviour System	Examples of behaviour at each level	Consequences
Warning The child will be given a verbal warning and an explanation as to why.	<u>Behaviours that result in a child being warned or moved up the traffic light</u> ➤ General silliness ➤ Failure to follow instructions ➤ Excessive noisiness ➤ Talking when silence is expected ➤ Playing/messing about after the end of playtime ➤ Running in school ➤ Failure to finish work through lack of attention to task ➤ Name calling ➤ Shouting out for attention ➤ Getting out of place without permission ➤ Aggressive play	Stern word from member of staff and reminder of expected behaviour.
Amber If the child continues to make poor choices, then they will be moved onto Amber and the member of staff will explain why.	<i>Continued behaviour of above list, not stopped after initial warning</i>	5 ambers or more in a week would lead to parents being contacted unless an Early Help regarding behaviour issues is already in place. Two or more ambers in one day would be recorded on Arbor as -1
Red If the child continues to make poor choices, then they will be moved onto red and the member of staff will explain why. When a child is moved to red this results in a consequence of 'reflection' at the following break or lunchtime. Sheet and discussion to be filled in with class teacher or SLT. Children can be moved straight to red depending on the severity of the poor behaviour.	<u>Examples of things that a child would be placed on straight red for:</u> ➤ Leaving the classroom without permission. ➤ Deliberate damage to school or private property. ➤ Bullying e.g. either actual or threatened violence to another child, ganging up on another child, taunting, demanding money or property. ➤ Racism e.g. verbal or physical, picking on or discriminating against another child because of their race. ➤ Discriminating against or deliberately picking on/insulting a child based on any of the 9 protected characteristics ➤ Stealing ➤ Being rude or disrespectful to members of staff ➤ Fighting or violence towards another pupil e.g., punching or kicking, where no major injury is inflicted. ➤ Behaviour which affects the safety of others.	Class teacher informs parents that the child has been on red via a phone call or a conversation on the playground. This is recorded on the reflection sheet. If a child receives a red card for 2 Ambers in a session would be recorded on Arbor as -2 If a child receives a straight red, it would be recorded on Arbor as -3. <i>Parents will always be informed if a child receives a red.</i>
Time out If the child continues to make poor choices, then they will be taken to work in another classroom within their key stage (timing and classroom at staff's discretion) or to work with SLT. Children will be sent with appropriate work to complete.	<u>Examples of things that a child would be placed on time out for:</u> ➤ <i>Continued disruptive behaviour despite receiving a red, e.g. continuation of above behaviours</i> ➤ Threatening behaviour and/or loss of temper towards a child in the class ➤ Verbal abuse directed at class teacher or child in class	Monitor if an Early Help needs to be opened. If a child receives a time out this would be added to the Arbor incident.

<u>Internal suspension</u> At times, when a child is continuing to make poor choices or when a more serious incident has occurred, an internal exclusion may need to take place where a child works away from their peers for a period of time.	<u>Examples of things that a child would be placed on a straight internal suspension for:</u> ➤ <i>Continued bad behaviours despite being on time out, see behaviours listed above.</i> ➤ Leaving the school building without permission ➤ 5 reds in one week ➤ Violent outbursts where this isn't a pattern of behaviour. A clear injury may or may not have been inflicted.	Parents informed by phone call. Recorded on Arbor as internal suspension. 1 internal suspension leads to a meeting with SLT the following day (child only) to help integration back into class. Consider behaviour plan. More than 3 internal suspensions in a half term – consider an Early Help or Behaviour Support Service referral.
<u>Fixed term suspension</u> If the strategies described in this policy do not prove successful or in case of very serious incidents, then it may be necessary to suspend the child for a fixed or permanent period. A managed move may also be considered. Severe cases might warrant the child being permanently excluded. The school will follow DFES guidelines regarding fixed term and permanent exclusions.	Examples of things that a child would be placed on a straight fixed term suspension for: ➤ Assault on a member of staff or another pupil, where there are clear injuries, or this is a pattern of behaviour ➤ Drug related incidents and vaping. ➤ Serious malicious damage to school property or premises. ➤ Bringing of weapons into school with the intent to threaten or harm others. ➤ A child leaving the school premises without permission.	1 fixed term suspension means Early Help meeting / Behaviour Support Referral if not already in place. 1 fixed term suspension means review by a member of SLT on return and child to be monitored closely. If there are multiple internal or fixed term suspensions in a half term consider a referral to Youth Challenge/COG Governors/Trust central team will be informed of any fixed term suspensions. A fixed term suspension would be recorded on Arbor as -4
<u>Permanent Exclusion</u>	If children's behaviour is so extreme or hard to manage that school is unable to guarantee the safety of children and/or staff, a permanent exclusion would be considered.	A permanent exclusion would be recorded on Arbor as -5

Appendix 3: Sanctions and consequences relating to online activity and computing equipment

	Refer to class teacher	Refer to Head teacher	Refer to Police	Refer to technical support staff for action re filtering / security etc.	Inform parents / carers	Removal of network / internet access rights	Further sanction e.g. detention / exclusion
Deliberately accessing or trying to access material that could be considered illegal .	X	X	X	X	X	X	X
Unauthorised use of non-educational sites during lessons	X	X		X	X	X	X
Unauthorised use of mobile phone / digital camera / other mobile device	X	X		X	X	X	X
Unauthorised use of social media / messaging apps / personal email	X	X		X	X	X	X
Unauthorised downloading or uploading of files	X	X		X	X	X	X
Allowing others to access school / academy network by sharing username and passwords	X	X		X	X	X	X
Attempting to access or accessing the school / academy network, using another student's / pupil's account	X	X		X	X	X	X
Attempting to access or accessing the school / academy network, using the account of a member of staff	X	X		X	X	X	X
Corrupting or destroying the data of other users	X	X		X	X	X	X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X	X		X	X	X	X
Continued infringements of the above, following previous warnings or sanctions	X	X		X	X	X	X
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	X	X		X	X	X	X
Using proxy sites or other means to subvert the school's / academy's filtering system	X	X		X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident	X	X		X	X		
Deliberately accessing or trying to access offensive or pornographic material	X	X		X	X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act	X	X		X	X	X	X



Behaviour Reflection Sheet

Name:	Class:	Date:
Why is this child having to reflect on their behaviour?		
<i>Signed by the member of staff making the referral:</i>		

Which of our school values did you not follow?	Why do you have to THINK about your behaviour?
Love	<i>Truthful, Helpful, Inspirational, Necessary, Kind?</i>
Respect	
Trust	
Hope	
Thankfulness	

What will you do differently in the future to make sure you follow the school values?			
Staff supervising:	Recorded on Arbor: ☐	SLT informed: ☐	Parent informed: ☐