# Wolsey House Primary School

# Behaviour Policy

Policy date: August 2026

Policy review date: August 2027

*Together we grow, achieve and thrive.*

# Policy information

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| School | Wolsey House Primary School |
| Policy | Behaviour Policy |
| Headteacher | Mr S Powell |
| Reviewed with | Governing body |
| Written statement of behaviour principles approved by | Governing body |
| Review date | August 2027, or sooner after material change |
| Related policies | Anti-Bullying; Child Protection and Safeguarding; SEND; Restrictive Intervention and Positive Handling; Searching, Screening and Confiscation; Complaints; Suspensions and Permanent Exclusions |

# 1. Statement of intent

Wolsey House Primary School is committed to a calm, safe, inclusive and respectful environment in which every pupil can learn and thrive. We teach behaviour explicitly, recognise positive conduct, respond consistently to behaviour that falls below expectations and provide additional support where a pupil needs it.

This policy is determined under sections 88 and 89 of the Education and Inspections Act 2006 and has regard to current Department for Education guidance. It applies during the school day, on school premises, on school-arranged activities and, where the statutory conditions are met, to conduct outside school.

# 2. Aims

- establish clear, high and age-appropriate expectations;
- promote respect, kindness, safety, honesty and readiness to learn;
- prevent bullying, discrimination, harassment and child-on-child abuse;
- ensure responses to behaviour are fair, reasonable, proportionate and consistently applied;
- teach pupils how to regulate, repair harm and make safer choices;
- identify safeguarding, SEND, health or other needs that may affect behaviour;
- work constructively with parents, carers and relevant professionals;
- monitor patterns and outcomes, including disproportionality.

# 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Repeated refusal to complete reasonably assigned learning without an agreed reason or adjustment.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Persistent defiance, including repeated refusal to follow reasonable instructions, persistent rude or disrespectful responses to adults, or leaving classrooms or moving away from supervising staff without permission.
- Persistent disruptive behaviour that repeatedly interrupts teaching, learning or the orderly running of the school.
- Physical assault against a member of staff, another adult or child.
- Verbal abuse or threatening behaviour against an adult or child.

- Any form of child-on-child abuse, including, but not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, sexual harassment or other harmful sexual behaviour, including unwanted or non-consensual sexual behaviour or touching.
    - Upskirting and the sharing of nude or semi-nude images.
    - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

# 4. Behaviour expectations and behaviour curriculum

Pupils are taught to respect other people, themselves and the school. They are expected to:

- be kind and use respectful language;
- follow reasonable instructions and allow others to learn;
- keep hands, feet, objects and personal comments to themselves;
- move safely and care for property and the environment;
- tell an adult about bullying, discrimination, unsafe behaviour or a safeguarding concern;
- use technology safely and responsibly.

Expectations are explicitly taught at the start of each year, revisited through assemblies, PSHE, Relationships Education and class routines, and adapted appropriately for Nursery and Reception.

Staff create calm, predictable and purposeful classrooms by establishing clear routines, teaching and modelling expectations, planning accessible and engaging learning, using positive reinforcement and responding consistently to behaviour that falls below expectations. Staff will greet pupils positively, communicate instructions clearly, consider the organisation of the classroom and provide reasonable adjustments or alternative forms of communication where required.

Behaviour expectations and routines will be explicitly taught, practised and revisited. These include expectations and routines for:

- arrival at school
- readiness to learn
- listening
- transitions
- movement around school
- assembly
- dining
- playground behaviour
- use of shared spaces
- safe dismissal at the end of the day

The school's behaviour expectations apply during breaktimes and lunchtimes. Pupils are taught to play safely, respect the personal space of others, follow instructions from all supervising adults, care for the environment and seek adult help when needed. Lunchtime supervisors and other duty staff will recognise positive behaviour, intervene promptly where conduct is unsafe or unkind and report significant or recurring concerns through the agreed school procedure.

Behaviour support may include explicit teaching of listening, following instructions, emotional awareness, communication, self-regulation, conflict resolution and help-seeking skills. These skills are taught through the wider curriculum, PSHE, Relationships Education, pastoral work, ELSA support and individual or small-group intervention where appropriate.

The school SENDCO and Deputy Headteacher with responsibility for behaviour operate an 'open-door policy' at break times and lunchtimes, where children who are experiencing difficulties/challenges can go and talk. This helps to de-escalate any issues at unstructured times of the day. The SENDCO/Deputy Headteacher works with the children on techniques to remain calm, such as triangular breathing and Mindfulness.

**4.1 Mobile phones and smart technology**

Wolsey House Primary School is a mobile phone-free environment throughout the school day. This includes lessons, movement around school, breaktimes, lunchtimes and before- or after-school activities supervised by the school.

The school recognises that some pupils travel to or from school independently and that parents or carers may wish them to carry a mobile phone for safety. Pupils may therefore bring a mobile phone to school, provided that the following arrangements are followed:

- The phone must be switched off before the pupil enters the school premises.
- On arrival, the pupil must hand the phone to the designated member of staff.
- The phone will be stored securely in the school office throughout the school day.
- The phone will be returned to the pupil at the end of the school day.
- Pupils must not use or access their phone anywhere on the school premises.
- During the school day, parents and pupils must communicate through the school office.

Pupils must not keep a mobile phone on their person, in their bag, coat, drawer or elsewhere in school. If a pupil is found to have retained a phone or has failed to hand it in, the phone will be confiscated and stored securely. The incident will be addressed in accordance with this Behaviour Policy and the pupil's parent or carer will be informed. The phone will normally need to be collected from the school office by a parent or carer.

The same expectations apply to smartwatches and other personal devices capable of sending or receiving messages, accessing the internet, taking photographs, making audio or video recordings or sending notifications. Ordinary watches without these functions may be worn.

Photographs, audio recordings or video recordings must never be made by a pupil on school premises using a personal device. Any concern about inappropriate content, online harm, bullying or the recording

or sharing of images will be addressed under the school's Behaviour, Online Safety and Child Protection and Safeguarding Policies. The Designated Safeguarding Lead will be informed without delay where there is a safeguarding concern.

Exceptions may be agreed by the headteacher where a device is required:

- As a reasonable adjustment for a pupil with a disability or SEND
- To support a documented medical need
- Because of an individual safeguarding or personal circumstance

Any exception will be agreed in advance with the parent or carer and recorded in an individual arrangement. It will specify when, where and how the device may be used.

Arrangements for educational visits, residential visits and activities outside the normal school day will be determined through the visit's risk assessment. Parents and pupils will be informed in advance whether devices may be brought, how they will be stored and when, if at all, they may be used.

Pupils will be taught, in an age-appropriate way, about the risks associated with mobile phone use and the benefits of a mobile phone-free school environment. Staff will model the school's expectations and will not use personal mobile phones in front of pupils during the school day, except where their use is authorised for a legitimate professional, safeguarding, medical or security purpose.

The school will communicate these expectations clearly to pupils and families. Repeated or deliberate breaches may result in further proportionate consequences under this Behaviour Policy.

# 5. Roles and responsibilities

**5.1 Governing body**

- set the written statement of behaviour principles and hold leaders to account;
- ensure this policy fulfils legal duties, including equality and safeguarding duties;
- monitor behaviour, bullying, removal, suspension and permanent exclusion data, including by pupil group;
- review this policy at least annually.

**5.2 Headteacher and senior leaders**

- determine and implement the behaviour policy, having regard to the governing body's principles;
- ensure staff are trained, supported and consistent;
- maintain oversight of serious incidents, removals and safeguarding referrals;
- make decisions on suspension and permanent exclusion;
- ensure families, pupils and staff understand the policy.

**5.3 Staff**

- model calm, respectful behaviour and explicitly teach routines;
- use predictable responses, professional judgement and reasonable adjustments;
- record and report incidents through the agreed system;
- speak immediately to a senior leader or DSL where required—electronic recording does not replace verbal reporting;
- avoid humiliation, sarcasm, collective punishment or corporal punishment.

**5.4 Pupils and parents/carers**

Pupils should follow expectations, seek help and contribute to repair where safe and appropriate. Parents and carers should reinforce expectations, share relevant information, attend meetings and work with the school. The school will communicate concerns promptly and listen to pupil and parent views.

**5.5 Senior Mental Health Lead**

The Senior Mental Health Lead supports the whole-school approach to mental health and wellbeing, advises on how mental-health needs may affect behaviour and works with the SENDCO, DSL, behaviour lead and pastoral staff to coordinate appropriate support.

**5.6 School council and pupils**

The School Council and wider pupil voice will contribute, where appropriate, to evaluating behaviour, safety, rewards, bullying prevention and the school's behaviour culture.

# 6. Training

All staff will receive an induction into the school's behaviour culture, expectations, routines, recording systems and safeguarding procedures. Appropriate refresher training and continuing professional development will be provided.

Training may include:

- Positive behaviour management and de-escalation;
- The school's Good to be Green and restorative approaches;
- SEND, disability and reasonable adjustments;
- Mental health, trauma, attachment and communication needs;
- Bullying, discrimination and child-on-child abuse;
- Safeguarding reporting and CPOMS StudentSafe;
- Removal from classrooms;
- Searching and confiscation;
- Restrictive interventions and reasonable force; and
- Suspension and permanent exclusion responsibilities.

Leaders will identify and address additional training or coaching needs through monitoring, staff feedback, incident review and changes to legislation or statutory guidance.

# 7. Responding to behaviour

Responses to behaviour will protect pupils' dignity and seek to avoid unnecessary shame, humiliation or public exposure. Where a consequence is required, staff will distinguish the behaviour from the child, address concerns as privately as reasonably possible and provide a clear route to repair, reintegration and a fresh start.

**7.1 Early Years**

Nursery and Reception use the same principles through developmentally appropriate routines, modelling, praise, co-regulation and early family involvement. Children are taught to use kind words and hands, listen to adults and friends, move safely and care for resources. Consequences are immediate, brief, understandable and linked to the behaviour. Persistent concerns prompt assessment, a personalised plan and SEND or external-agency support where appropriate.

In the Early Years it is our aim to work in partnership with our families to lay foundations from which children will grow into happy, self-confident, well-adjusted children and to promote positive behaviour by encouraging self-discipline, consideration for one another, our surroundings and property.

The **School Rules** are known as the **Golden Rules.** We discuss these rules with the children, often during whole class activities, circle time or during PSED/Jigsaw sessions with the use of "Jigsaw Jennie" and other puppets or characters in school. When new children start at our school we share the rules for appropriate behaviour and we also ask our children for their ideas to gain a common ground.

Our **"Golden Rules"** in the Early Years are simple and few. Rules are always consistent and staff are consistent in enforcing them. Our **"Golden Rules"** in the Early Years are;

- To always use kind words and have kind hands
- To listen to the adults in school and follow their instructions
- To listen to our friends and show each other respect
- To always move carefully around our classroom and school
- To look after and take care of our resources, equipment and school

**Rewards and Consequences** are used as appropriate to reinforce rule compliance. Promoting and celebrating positive behaviour is a priority. Early Years staff use a range of rewards including positive verbal feedback to the child and their parents. We have a 'Star of the Day' system, whereby a different child is chosen each day to be celebrated and commended for their positive behaviour and attitude. We also use "Proud Clouds" to share, promote and celebrate positive behaviour at home. Acts of kindness and positive behaviour are discussed with the children so that we can all celebrate the children's achievements. Stickers are used to reinforce good behaviour and certificates are given out in celebration assemblies. Early years also give out Wolsey Warehouse Tokens – see section 7.8

Consequences include verbal and non-verbal strategies, which are outlined elsewhere in this policy, the aim being to redirect children to appropriate behaviour without the need for other interventions. When more direct intervention is necessary, there is a stepped response as follows:

**Stage 1:** Verbal and non-verbal strategies. Two warnings given.

**Stage 2:** The Foundation Stage (FS) Leader will talk to them asking questions about the inappropriate behaviour. They will then be sent back to class. The child should be sent to the FS leader as soon as possible after the event and no later than the following day with a positive behaviour message for positive reinforcement. Behaviour lead to be informed to monitor pupil and to provide support and guidance for developing positive behaviour strategies for individual children.

**Stage 3:** Staff to inform parents/carers if they deem it necessary on the same day either face to face or via a telephone call. Staff to encourage parents/carers to reward their children for good behaviour and discourage them from imposing excessive punishments if children have behaviour charts. Behaviour lead to support staff and parents with positive behaviour strategies to reinforce correct behaviours.

**Stage 4:** Where staff have applied all the above interventions and there are behaviour concerns remaining, the child will be referred to the SENDCO and a personal behaviour plan will be drawn up. The plan will identify personalised behaviour intervention strategies and support.

**7.2 Key stages 1 and 2**

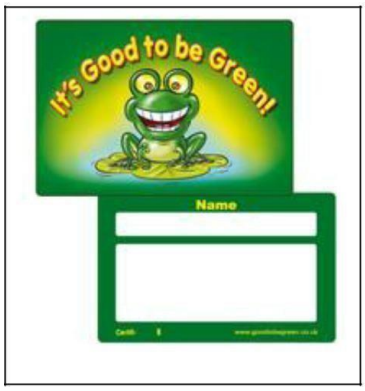



In every class from Years 1 to 6 there is a Good to be Green wall chart. Every child has a green card, showing that they are "Good to be Green". At the start of every day, each pupil begins on green. Staff use reminders,

redirection and teaching before escalating where appropriate. A yellow Warning Card identifies that behaviour needs to change. A red Consequence Card is used where behaviour continues or where a more serious incident requires it. Pupils have a fresh start each day, although unresolved harm, support and follow-up continue.

A yellow card will normally result in the pupil missing five minutes of Golden Time. A red card will normally result in the pupil missing up to 15 minutes. Staff will consider proportionality, individual circumstances and any required reasonable adjustment. A red card is recorded and followed by a proportionate consequence and restorative conversation. Serious incidents may be escalated immediately without working through each stage. Responses are selected according to the circumstances, impact, pupil needs and safety.

The Good to be Green system will be implemented sensitively. Staff will avoid publicly drawing unnecessary attention to an individual pupil's difficulties or using visual systems in a way that humiliates, labels or shames a pupil. Reasonable adjustments or individual alternatives will be used where the whole-class system would be inappropriate for a particular child.










If a child is consistently green then this is recognised in our whole school celebration assembly with a 'Consistently Good Behaviour' certificate.

The member of staff logs it if a child is given a Consequence Card. The child may receive an additional consequence or supportive intervention in the class, but they will start the next day on Green. However, if the behaviour incident needs to be dealt with immediately, it is escalated in line with the school escalation process (see appendix D).

**7.3 Restorative Practice**

Reflection and restorative work can help pupils understand impact, repair harm and plan different choices. Questions may explore what happened, who was affected and what needs to happen next. Direct reconciliation or a joint meeting is voluntary and risk-assessed; it will never be imposed on a pupil who has experienced bullying, abuse, harassment or fear.
The aim is to give children a voice in a safe, calm environment with the objective of supporting children to become members of society who show honesty, respect and take responsibility for their actions.

Key questions that may be explored in the restorative discussions are:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What can we do to make things better?

The restorative meetings will be led by the adult that gave the sanction; however, leaders are available to support where appropriate. Sometimes, it may be appropriate to invite parents to the meeting to support their child in moving forward. Where a pupil displays persistent or repeated behaviour that disrupts learning or presents a concern, the matter will be escalated to the Deputy Headteacher responsible for behaviour and, where appropriate, to the Headteacher. Only the headteacher or formally appointed acting headteacher may decide to suspend or permanently exclude a pupil. Any such decision will follow the school's Suspensions and Permanent Exclusions Policy and current statutory guidance.

**7.4 Classroom management**

Staff responses may include:

- non-verbal cue, reminder, redirection or reteaching;
- warning and opportunity to correct behaviour;
- change of seat, task or environment;
- loss of a relevant privilege or completion of missed learning;
- reflection or restorative conversation;
- time inside during a break or lunchtime, subject to safety and welfare considerations;
- contact with parents/carers;
- targeted pastoral, SEND or behaviour support;
- removal from the classroom;
- suspension or permanent exclusion in accordance with the separate policy.

Consequences must be lawful, reasonable and proportionate. Staff will consider the pupil's age, circumstances, safeguarding information, SEND and disability, and whether reasonable adjustments are required. A need may help explain behaviour but does not remove the school's duty to protect others or teach safer behaviour.

**7.5 Supervised time inside during break or lunchtime**

A pupil may be asked to remain inside for part of a breaktime or lunchtime when this is a reasonable and proportionate response to their behaviour. This may be used to:

- Reflect on a specific incident or behaviour;
- Discuss behaviour that occurred during learning time;
- Complete an appropriate restorative or reflection activity;
- Complete learning that was not completed because of behaviour; or
- Regain calm and emotional regulation before returning to a busy social environment.

Supervised time inside may only be authorised by the pupil's class teacher. The reason and length of time will be explained to the pupil in an age-appropriate way. It will be for the shortest appropriate period and will not be used excessively or in a way that is humiliating.

A member of staff will supervise the pupil throughout. The pupil will:

- Have sufficient time to eat and drink;
- Be permitted to use the toilet whenever reasonably required;
- Have an appropriate opportunity to move around and regulate;
- Continue to have access to any medication, medical support or reasonable adjustments they require; and
- Be supported to return safely and positively to lessons or social time.

Staff will consider the pupil's age, SEND, disability, medical needs, emotional wellbeing, caring responsibilities and any relevant safeguarding information before using this response. Remaining inside will not be used where it would compromise the pupil's safety or welfare.

Time inside for supported emotional regulation is not itself a disciplinary sanction. It will be distinguished from formal removal from the classroom and from seclusion. Pupils will not be locked in a room or prevented from leaving through the use or threat of force.

Parents or carers will normally be informed where this response is used because of serious or repeated behaviour, forms part of an individual behaviour plan or raises a wider concern about the pupil's wellbeing.

Wolsey House Primary School does not use after-school detentions. All supervised reflection takes place during the school day.

**7.6 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

**7.7 Support following sanctions**

Following a significant sanction, staff will consider what teaching, support or adjustment is required to help the pupil understand expectations, repair harm where safe and appropriate and reduce the likelihood of recurrence. Support may include a restorative conversation, check-in with a trusted adult, ELSA or pastoral support, parent meeting, reasonable adjustment, behaviour plan, risk assessment or SENDCO involvement.

**7.8 Responding to good behaviour**

Positive behaviour is recognised through specific verbal praise, feedback to families, certificates, celebration assemblies, Good to be Green recognition, Wolsey Warehouse tokens and age-appropriate class or phase systems. Rewards will be inclusive and will not disadvantage pupils because of disability, medical need, religion or another protected characteristic.

**Wolsey Warehouse tokens.**

Warehouse tokens are awarded to a child for displaying good behaviour, producing work to the best of their ability, displaying our school values and for having 100% attendance each school week. Tokens may also recognise positive attendance habits, punctuality or individual improvement. Attendance-related recognition will take account of pupils' individual circumstances and will not disadvantage a pupil because of disability, medical need, religious observance or another protected circumstance.

Each child is allocated a container, which acts as a wallet. Tokens are cumulative. On the final Friday of each half-term, pupils visit the Wolsey Warehouse with their class teacher to choose a reward. The year group with the best attendance enters the warehouse first.

The Wolsey Warehouse is stocked with a variety of items for children to choose from. The School Council seeks children's input into what their peers would like the Wolsey Warehouse to stock. This system is designed for children to receive a reward approximately once every half-term and so teachers must take responsibility for ensuring that the children in their class earn tokens at a rate to enable this to happen, other than in extreme cases. A Warehouse token has the value of one, five or 10 and no other value should be assigned to the token. All members of staff are able to give out Wolsey Warehouse tokens to children if they are demonstrating the school values. This supports positive behaviour throughout the school day.




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**Golden Time**

- Golden Time is a reward for those children who respect and follow our school rules.
- Golden Time takes place at a time to suit each year group and gives each class an opportunity to enjoy a wide range of activities together.
- Golden Time is for 15 minutes.
- Children who have received Warning cards during the week may miss some minutes of their Golden Time within their classroom.

# 8. Removal from the classroom

Removal from the classroom, sometimes referred to as internal exclusion, may be considered in response to persistent defiance, persistent disruptive behaviour, physical assault against a member of staff, another adult or child, or verbal abuse or threatening behaviour against an adult or child. Any removal will remain subject to the necessity, proportionality, education and safeguarding requirements in this section.

Removal is a short-term placement outside the usual classroom, under staff supervision, for disciplinary reasons. It is distinct from a brief regulation break, nurture or sensory support, suspension and seclusion.

Removal may be used where behaviour significantly disrupts learning, compromises safety or prevents good order. It will be used after appropriate strategies have been attempted unless immediate removal is necessary, for the shortest appropriate period, and only where reasonable, proportionate and necessary.

Removal from the classroom will only be used:

- when other appropriate behaviour strategies have been attempted, unless the behaviour is so serious that immediate removal is necessary;
- for the shortest appropriate period of time;
- where it is reasonable, proportionate and necessary;
- whilst ensuring the continuation of meaningful education.

The purpose of removal may include:

- maintaining the safety of pupils and staff;
- restoring calm following serious disruption;
- enabling education to continue in a more regulated environment;
- allowing a pupil time and support to regain emotional regulation in a safe and supervised space.

**8.1 Provision and safeguards**

- Pupils will receive meaningful, supervised education appropriate to age and need.
- The space will be calm, safe, resourced and supervised by appropriately trained staff.
- Parents/carers will be informed on the same day when removal is used for disciplinary reasons.
- Pupils' dignity, access to food, drink, toilets, medication and necessary movement will be protected.
- A removal space will never be locked as a disciplinary measure.
- A pupil will not be prevented from leaving except where reasonable force is immediately necessary to prevent injury, serious damage, an offence or serious disorder, in accordance with the Restrictive Intervention and Positive Handling Policy.
- Removal will never be used simply because appropriate classroom support or staffing is unavailable.

An internally supervised alternative provision area may be used for part or all of the day. This is not an isolation room and pupils are not prevented from moving safely within the supervised environment.

**8.2 Reintegration and monitoring**

Following a period of removal, staff will support pupils to successfully reintegrate into the classroom and wider school environment.

This may include:

- restorative conversations;
- reflection activities;
- behaviour coaching;
- emotional regulation support;
- adjusted provision or pastoral support;
- parent/carer meetings;
- risk assessments or behaviour plans where appropriate.

The school recognises that repeated removal may indicate unmet needs and therefore:

- behaviour patterns will be monitored closely;
- SEND and safeguarding considerations will be reviewed;
- reasonable adjustments will be considered;
- external agency support may be sought where appropriate.

Where a pupil has a social worker, Child in Need plan, Child Protection plan or is looked after, relevant professionals will be informed as appropriate.

The Headteacher and senior leaders maintain strategic oversight of removal practices within the school.

The school will:

- record and monitor all removals;
- analyse patterns and trends;
- monitor groups and protected characteristics to ensure fairness and proportionality;
- review the effectiveness of removal in improving behaviour;
- ensure staff receive appropriate training.

The Governing Body will receive appropriate information regarding behaviour, suspension and removal patterns as part of its monitoring responsibilities.

# 9. Bullying, discrimination and harmful behaviour

Bullying is usually repeated behaviour intended to hurt another person physically or emotionally and often involves an imbalance of power. Wolsey House uses “Several Times on Purpose” as a child-friendly explanation, but a single serious, discriminatory, sexual or online incident will still be addressed and may be a safeguarding matter.

All reports of bullying, discriminatory behaviour, sexual harassment, sexual violence, harmful sexual behaviour or sharing nude or semi-nude images will be taken seriously. Staff must follow the Anti-Bullying and Child Protection and Safeguarding Policies. Sexual conduct will never be dismissed as banter, joking, part of growing up or “boys being boys”.

# 10. Behaviour outside school and online

The school may respond to conduct outside school, including online, where it is reasonable to do so—for example when a pupil is travelling to or from school, wearing uniform, identifiable as a pupil, on a school activity, or where conduct threatens another person, damages the school's reputation, disrupts school or affects the welfare of the school community. Safeguarding concerns are referred to the DSL whether they occur in or out of school.

# 11. SEND, disability and additional needs

**11.1 Understanding the impact of SEND on behaviour**

Wolsey House Primary School recognises that behaviour can be a form of communication and may be affected by a pupil's special educational needs, disability, medical needs, mental health, trauma, attachment, communication difficulties, sensory needs or other unmet needs.

Pupils may respond to situations they find distressing, confusing, overwhelming or difficult to communicate through behaviour. This may include behaviour that is harmful to themselves or others. Staff will seek to understand relevant communication, sensory, cognitive, social, emotional, physical, health, attachment and trauma-related factors.

When responding to an incident, staff will consider whether the pupil's SEND or disability may have contributed to the behaviour. This consideration will be individual and case-specific; the school recognises that not every incident involving a pupil with SEND will be connected to their needs.

An identified or suspected need may help to explain behaviour, but it does not remove the school's responsibility to protect pupils and staff, maintain a safe learning environment and teach safer ways of communicating or behaving. The school may provide support and make reasonable adjustments while also taking proportionate action in response to harmful or unsafe behaviour.

For some pupils, including children who are looked after, previously looked after, adopted or who have experienced adversity or disrupted caregiving, attachment and relational needs may affect how they experience boundaries, relationships, transitions, correction and consequences. Where relevant, staff will take these needs into account when planning support and reasonable adjustments.

**11.2 The school's legal duties**

When applying this Behaviour Policy, the school will have regard to its duties to:

- Make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage under the Equality Act 2010;
- Use its best endeavours to secure appropriate special educational provision for pupils with SEND under the Children and Families Act 2014;
- Follow the graduated approach of assess, plan, do and review;
- Secure the special educational provision specified in a pupil's EHC plan;
- Cooperate with the local authority and other relevant bodies; and
- Have regard to the SEND Code of Practice.

Reasonable adjustments may apply to the school's expectations, routines, teaching, environment, communication methods, rewards, consequences and arrangements for reflection or reintegration. Adjustments will be based on the pupil's individual needs and will be reviewed to ensure that they remain appropriate and effective.

Reasonable adjustments do not mean that expectations are removed or that unsafe behaviour will be ignored. They are intended to enable pupils to understand and meet expectations without being placed at an unfair disadvantage.

**11.3 Anticipating and reducing triggers**

The school will seek to anticipate, identify and reduce likely triggers of distress or behaviour that presents a risk. Staff who know the pupil well will be involved, alongside the SENDCO, parents or carers and relevant professionals where appropriate.

Preventative and supportive measures may include:

- Clear, simplified or visual instructions;
- Additional processing time;
- Planned movement, sensory or regulation breaks;
- Changes to seating, grouping, transitions or routines;
- Adjustments to the classroom or wider school environment;
- Advance preparation for changes or unfamiliar activities;
- Access to a trusted adult, calm space, sensory resources or pastoral support;
- Adaptations to uniform where required because of disability, sensory or medical needs;
- Individual behaviour, regulation or risk-reduction plans;
- Explicit teaching of communication, emotional regulation and social understanding;
- Support from the SENDCO, ELSA or an external professional; and
- Training or guidance for staff about a pupil's identified needs.

A calm, sensory or nurture space used voluntarily to support regulation is distinct from disciplinary removal or seclusion. Pupils using such provision will be supported and supervised in accordance with their individual needs and the school's relevant policies.

**11.4 Considering and adapting consequences**

Before deciding upon a consequence involving a pupil with SEND or a disability, staff will consider:

- Whether the pupil understood the rule, expectation or instruction;
- Whether the information was communicated in an accessible way;
- Whether the pupil's SEND or disability affected their ability to act differently at the time;
- Whether an unmet sensory, communication, emotional, medical or learning need contributed to the incident;
- Whether known triggers and preventative strategies had been addressed;
- Whether appropriate provision and previously agreed reasonable adjustments were in place;
- The pupil's age, development, circumstances and level of understanding;
- The effect of the behaviour on other pupils and staff;
- Whether the proposed consequence is lawful, reasonable and proportionate; and
- Whether the consequence itself requires a reasonable adjustment.

The school will not assume that all pupils must receive an identical consequence for responses to be fair. Fairness may require different but equally purposeful responses according to individual need and circumstance.

A consequence may still be appropriate where SEND contributed to the behaviour, particularly where action is required to protect others or reinforce a necessary safety boundary. However, it must not discriminate unlawfully, and it should be accompanied by appropriate teaching, support and preventative planning.

Where behaviour is serious, repeated or escalating, staff will seek advice from the SENDCO and, where appropriate, the DSL or senior leader before determining further action.

**11.5 Identifying previously unmet needs**

Where a pupil displays persistent, significant or changing patterns of behaviour, the school will consider whether this may indicate an unidentified or unmet special educational, communication, medical, mental-health or other need.

The SENDCO may:

- Review existing assessments, provision and classroom strategies;
- Observe the pupil and seek their views;
- Consult parents or carers and staff who know the pupil well;
- Use the graduated approach to plan and review additional support;
- Seek advice from specialist teachers, educational psychologists, health professionals or other agencies;
- Consider whether an EHC needs assessment may be appropriate; and
- Coordinate an individual support, regulation or behaviour plan.

Support will be planned collaboratively, with clear outcomes and review arrangements. The impact of any intervention or adjustment will be monitored rather than assuming that the strategy is effective.

**11.6 Pupils with an EHC plan**

The school will ensure that the special educational provision specified in a pupil's EHC plan is secured and will cooperate with the local authority and relevant professionals.

Where there are concerns about the behaviour of a pupil with an EHC plan, the school will:

- Review whether the provision and reasonable adjustments set out in the plan are being delivered;
- Consider whether the current provision remains appropriate and effective;
- Discuss concerns with the pupil and their parents or carers at an early stage;
- Contact the local authority where appropriate; and
- Consider requesting an early annual review of the EHC plan.

**11.7 Recording and reviewing behaviour patterns**

Behaviour incidents and relevant contextual information may be recorded on the pupil's Record of Events using the STAR framework recommended by the Special Educational Needs Teaching Service:

- **S – Setting:** Where and in what circumstances did the incident occur?
- **T – Trigger:** What happened immediately before the behaviour?
- **A – Action:** What did the pupil do, communicate or experience?
- **R – Result:** How did adults and other pupils respond, and what was the outcome?

STAR records are used to identify patterns, possible triggers, effective responses and areas where provision or reasonable adjustments may need to change. They should not be used simply to compile a list of negative behaviours. Please see Appendix B.

Where an incident also raises a safeguarding concern, staff must report it verbally to the DSL or a deputy without delay and make the appropriate record on CPOMS. Completing a STAR record does not replace safeguarding reporting.

# 12. Safeguarding

Wolsey House Primary School recognises that behaviour can be a form of communication and may indicate that a pupil is experiencing abuse, neglect, exploitation, bullying, discrimination, mental ill health or another safeguarding concern. Behaviour may also indicate that a pupil is causing, or is at risk of causing, harm to themselves or others.

All staff must maintain an attitude of **"it could happen here"** and must respond in accordance with the school's Child Protection and Safeguarding Policy and current *Keeping Children Safe in Education* guidance.

Staff must:

- take immediate action to protect any child who is at risk of harm;
- listen carefully and take children's concerns seriously;
- reassure the child that they have done the right thing by speaking;
- avoid promising confidentiality or conducting their own safeguarding investigation;
- report the concern verbally to the Designated Safeguarding Lead or a deputy without delay;
- make a clear, factual and timely record on CPOMS;
- continue to monitor and report further concerns.

Recording a concern electronically does not replace the requirement to speak directly to the DSL or a deputy when a child may be at risk.

The school recognises that children can abuse other children. Child-on-child abuse may include bullying, cyberbullying, physical abuse, abuse within intimate relationships, sexual violence, sexual harassment, harmful sexual behaviour, prejudice-based abuse, initiation or hazing, exploitation and the consensual or non-consensual sharing of nude or semi-nude images. It may occur inside or outside school and online. It will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys".

Safeguarding and behaviour procedures may operate alongside one another. A pupil may require support and protection while the school also considers an appropriate disciplinary response. The school will consider the needs and safety of all children involved, including the child who has reportedly experienced harm, any child alleged to have caused harm, and other affected pupils. Disciplinary action will not be taken in a way that prejudices a police or children's social care investigation.

Where behaviour may be linked to exploitation, abuse, trauma, SEND, disability, mental health or unmet need, this will inform the support and reasonable adjustments provided. It will not prevent the school from taking proportionate action where this is necessary to protect pupils and staff.

Concerns or allegations about the conduct of an adult working or volunteering in school must be reported in accordance with the school's staff allegations and low-level concerns procedures. Concerns about a member of staff must be reported to the headteacher. Concerns about the headteacher must be reported to the chair of governors. Staff must not record an allegation about an adult on the pupil's general behaviour record unless directed to do so as part of the safeguarding process.

**12.1 Allegations found to be deliberately invented or malicious**

The school will respond to all allegations and concerns in accordance with its Child Protection and Safeguarding Policy. The fact that an allegation is unsubstantiated, unfounded, false or not proven does not necessarily mean that it was deliberately invented or malicious. A pupil will not be sanctioned simply because an allegation cannot be substantiated.

Where an allegation concerns an adult working or volunteering at the school, any decision about whether it was deliberately invented or malicious will only be made after the school has followed the relevant safeguarding and allegations procedures and, where applicable, consulted the Local Authority Designated Officer.

Where an allegation concerns another pupil, the school will follow its child-on-child abuse and safeguarding procedures before considering whether any disciplinary response is appropriate.

If an allegation is established, following the appropriate process, to have been deliberately invented or malicious, the school may consider a proportionate response under this Behaviour Policy. Before doing so, the school will consider:

- The pupil's age, understanding and circumstances;
- Whether the allegation may have been a communication of distress or a request for help;
- Any safeguarding, SEND, disability, communication or mental-health needs;
- Whether the pupil understood the seriousness and likely consequences of the allegation;
- The motivation and context surrounding the allegation; and
- What support is required by the pupil and by any person who was accused.

The school will consider the pastoral and safeguarding needs of everyone involved. Records relating to an allegation about an adult will be maintained in accordance with the school's allegations and low-level concerns procedures and will not ordinarily be placed on a pupil's general behaviour record.

# 13. Pupil transition

**13.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

**13.2 Preparing outgoing pupils for 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information will be shared lawfully, proportionately and only with staff or settings that need it to support the pupil's education, safety or welfare. Safeguarding records will be transferred separately in accordance with the Child Protection and Safeguarding Policy.

# 14. Searching, screening and confiscation

Searching, screening and confiscation will be undertaken in accordance with current legislation, Department for Education guidance and the school's separate Searching, Screening and Confiscation Policy.

Searches will only be carried out by the headteacher or a member of staff authorised by the headteacher. Searches must be necessary, proportionate and conducted respectfully, with proper regard to the pupil's dignity, privacy, safeguarding needs, SEND, disability, medical needs and any reasonable adjustments required.

Where required by law and guidance, the member of staff conducting the search will be of the same sex as the pupil and another member of staff will be present as a witness. The limited exceptions for an urgent search where there is a risk of serious harm are set out in the separate policy.

Staff will seek the pupil's cooperation before conducting a search. Reasonable force may only be used where it is lawful, necessary and proportionate and only to search for an item for which legislation permits the use of force. Reasonable force will not be used to search for an item that is banned solely under the school's own rules.

School staff will not conduct a strip search. A strip search involving the exposure of intimate body parts may only be carried out by the police in accordance with the Police and Criminal Evidence Act 1984 and its codes. The school will retain its duty of care, consider whether police involvement is necessary and follow the safeguarding requirements contained in its separate policy.

Any prohibited or school-banned item found may be confiscated. Depending on the nature of the item, it will be:

- Retained securely;
- Returned to an appropriate owner or parent or carer;
- Disposed of safely; or
- Passed to the police or another appropriate agency.

Items will be managed in accordance with statutory guidance. Items that must be delivered to the police will not be returned or disposed of by the school.

The following additional school-banned items are items for which an authorised search may be made:

- e-cigarettes, vapes and vaping liquids or accessories;
- lighters and matches;
- and any mobile phone, smartwatch or other personal smart or communications device retained by a pupil contrary to section 4.1 of this policy.

All searches for prohibited items, including searches where no item is found, will be recorded on CPOMS. The DSL will be informed without delay where a prohibited item is suspected or found or where the circumstances reveal a safeguarding concern. Parents or carers will be informed as soon as reasonably practicable in accordance with the separate policy.

Following any search, the school will consider whether the pupil or another child requires safeguarding, pastoral, medical or SEND support.

Wolsey House does not routinely screen pupils using screening equipment. If screening were considered necessary, appropriate procedures, safeguarding arrangements and reasonable adjustments would be established and communicated in advance.

For full details, including authorised staff, searches with and without consent, searches of possessions, use of reasonable force, police involvement, strip-search safeguards, recording, parent notification and disposal of confiscated items, see the school's Searching, Screening and Confiscation Policy.

# 15. Suspension and permanent exclusion

A suspension may be considered for a serious incident or persistent breaches of this Behaviour Policy, including persistent defiance, persistent disruptive behaviour, physical assault against a member of staff or another adult, and verbal abuse or threatening behaviour against an adult. These examples do not result in an automatic suspension or permanent exclusion. Each decision will be made individually by the headteacher, taking account of the evidence, circumstances, impact, support and reasonable adjustments, and the requirements of the Suspensions and Permanent Exclusions Policy.

Only the headteacher, or formally appointed acting headteacher, may suspend or permanently exclude a pupil. Decisions will follow the school's Suspensions and Permanent Exclusions Policy and current DfE statutory guidance. Informal or unofficial exclusions—including asking a parent to take a pupil home for disciplinary reasons without formally recording a suspension—are unlawful.

# 16. Recording, reporting and communication

Serious or repeated incidents, yellow cards, red cards, bullying, discrimination, removal, reasonable force, searches and safeguarding concerns will be recorded on the school's designated system using the relevant category. Entries must be factual, timely and include the pupil's voice where appropriate, action taken and follow-up. Staff must still speak directly to the appropriate leader or DSL when immediate safeguarding action is required.

Parents will usually be informed of significant incidents on the same day. Information about other pupils will not be disclosed. Patterns are reviewed by leaders and reported to governors in anonymised form.

# 17. Complaints

Concerns should first be discussed with the class teacher or relevant senior leader. Complaints about the application of this policy follow the school's published Complaints Policy. Statutory representations and review arrangements for suspension and permanent exclusion are set out in the separate policy and are not replaced by the ordinary complaints process.

# 18. Monitoring and evaluation of behaviour

The school monitors behaviour to identify patterns, evaluate the effectiveness of its approach, ensure that pupils receive appropriate support and check that this policy is being applied fairly and consistently.

The Deputy Headteacher responsible for behaviour will analyse behaviour information every half term. This will include, where relevant:

- Yellow and red cards and other recorded consequences;
- Serious and repeated behaviour incidents;
- Bullying, discriminatory and prejudice-related incidents;
- Removal from the classroom;
- Use of supervised time inside during break or lunchtime;
- Searches, confiscations and restrictive interventions;
- Suspensions and permanent exclusions;
- Recurring incidents involving individual pupils;
- The location, time, frequency and type of incidents;
- Patterns within particular classes or year groups; and
- The effectiveness of support, interventions and reasonable adjustments.

The analysis will consider patterns at whole-school, phase, year-group, class and individual-pupil level. Where appropriate, data will also be considered by relevant pupil characteristics and circumstances, including:

- Sex;
- Race and ethnicity;
- SEND and disability;
- Disadvantage and Pupil Premium eligibility;
- Looked-after or previously looked-after status;
- Pupils with a social worker;
- Medical or mental-health needs; and
- Other protected characteristics or vulnerabilities where sufficient information is available.

Information will be handled sensitively and reported in a way that protects pupils' confidentiality. Small groups will not be reported in a way that could inadvertently identify individual children.

Responding to identified patterns

Where a class or year group has a high or increasing number of incidents, the Deputy Headteacher responsible for behaviour will meet with the relevant teaching staff. The purpose of the meeting will be to:

- Explore the nature, timing and possible causes of the incidents;
- Consider classroom routines, environment and consistency of expectations;
- Identify any training, coaching or leadership support required;
- Consider whether particular pupils have unmet needs;
- Agree appropriate actions and review arrangements; and
- Monitor whether the agreed actions lead to improvement.

This process is intended to support staff and strengthen provision, rather than to attribute blame solely on the basis of incident numbers. Differences in class context, pupil need and recording practice will be considered.

Where an individual pupil has a high, repeated or escalating number of incidents, the Deputy Headteacher will review the available information and meet with the pupil, where appropriate, to understand their experiences and views. The review may consider:

- Patterns and possible triggers identified through behaviour records or the STAR framework;
- Communication, sensory, SEND, medical, emotional or safeguarding needs;
- Relationships, peer dynamics and experiences during less-structured times;
- Existing provision, reasonable adjustments and support;
- The impact of the behaviour on the pupil and others; and
- What the pupil believes would help them to be successful.

The Deputy Headteacher will liaise with the pupil's class teacher, parents or carers, SENDCO, DSL and other relevant staff or professionals as appropriate. The school's ELSA may be involved to consider suitable emotional-literacy or wellbeing support. ELSA support will be based on an identified need and agreed outcomes, rather than being used as a consequence for behaviour.

Actions may include:

- Additional teaching or reinforcement of routines;
- A trusted-adult or check-in arrangement;
- ELSA or pastoral support;
- A personalised behaviour, regulation or support plan;
- Reasonable adjustments;
- A risk assessment;
- SENDCO involvement or use of the graduated approach;
- Early help or external-agency support; and
- A planned review with the pupil and their parents or carers.

**Reporting and governance**

Following each half-termly analysis, the Deputy Headteacher responsible for behaviour will report key findings, emerging patterns and proposed actions to the headteacher.

The governing body will receive regular anonymised information about behaviour, bullying, discrimination, removal, restrictive interventions, suspension and permanent exclusion. This will enable governors to:

- Monitor the implementation and effectiveness of the policy;
- Consider whether any groups are disproportionately affected;
- Evaluate whether reasonable adjustments and support are effective;
- Challenge recurring patterns or areas of concern; and
- Hold leaders to account for maintaining a calm, safe, inclusive and respectful school culture.

The school will also take account of pupils', staff members' and parents' or carers' experiences of behaviour and safety through appropriate methods such as discussions, pupil voice, meetings, questionnaires, complaints, safeguarding information and school surveys. This information will be considered alongside incident data when evaluating the school's behaviour culture.

The policy and associated procedures will be reviewed at least annually and sooner where monitoring identifies a significant concern, inconsistent practice, disproportionate impact or a change in legislation or statutory guidance.

# 19. Communicating the policy

This policy will be published on the school website and made available to parents and carers on request. Expectations will be communicated to pupils through induction, assemblies, the curriculum and explicit teaching of routines. Staff will receive the policy during induction and following material updates. Significant changes will be communicated to families and pupils in an accessible form.

# 20. Legislation, statutory requirements and 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
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the 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
- Mobile phones in schools

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

**Appendix A: Staff Confirmation of Receipt**

**Confirmation receipt of the Wolsey House Behaviour Policy**

Name: _____

Post: _____

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received, read, understood and been made aware of my duties in relation to the school's Behaviour Policy.

Signature: …….. Date: …….

**Appendix B: Record of Events – STAR Framework**

**Child's name:**

**2026 - 2027 RECORD OF EVENTS:**

**Please use the STAR system when recording behavioural issues.**

| **Setting**<br>**Where did the incident occur?** | **Trigger**<br>**What happened just before the incident?** | **Action**<br>**What behaviour did the child display?** | **Result**<br>**What was the result for the child? How did the adult/s respond? How did the other children respond?** |
|---|---|---|---|
| | | | |

| **Date** | **Event** | **Outcome:** |
|---|---|---|
| | | |
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**Appendix C: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the school's restrictive interventions and positive handling policy
- The behaviour policy is understood by pupils and staff
- The suspensions and permanent exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of 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.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

**Appendix D: Behaviour Escalation Process**

### Stage 1: Class Teacher

First instances of behaviour not conforming to the school's behaviour policy

**Actions:**

- Address the behaviour immediately using the school's behaviour management strategies (yellow or red cards)
- Record the incident in the record of events
- Implement classroom-based consequences (e.g., loss of privileges, time out in class)
- Contact parents/carers to inform them of concerns
- Put in place initial support strategies

**Outcome:** If behaviour improves, no further action. If behaviour continues, escalate to **Stage 2.**

### Stage 2: Year Team Leader

**When:** Repeated incidents or more serious behaviour concerns

**Actions:**

- Meet with the child to discuss behaviour and expectations
- Review class teacher's records and observations
- Contact parents/carers for a meeting to discuss concerns
- Implement targeted interventions (e.g., check-in/check-out system, consider referral for pastoral support)
- Set clear behaviour targets with the child and begin an agreed behaviour monitoring period.
- Monitor progress over an agreed period (e.g. 2 weeks)

**Consequences at this stage may include:**

- Missing break times (supervised reflection time)
- Missing lunchtimes (supervised in a designated area)

**Outcome:** If behaviour improves, continue monitoring. If behaviour does not improve or escalates, evidence gathered during the monitoring period will inform progression to **Stage 3.**

### Stage 3: Allocated Member of SLT

**When:** Persistent behaviour issues or serious incidents

**Actions:**

- Formal meeting with child, parents/carers, Year Team Leader and class teacher
- Review all previous interventions and their impact
- **Implement "3 Strikes and Out" system:**
    - Child is given a personalised behaviour objective (specific, measurable target)
    - Clear explanation that they have 3 chances to meet the objective
    - Daily monitoring and feedback on progress
    - If the child fails to meet the objective after 3 strikes, they may miss the next school trip or reward event
- Consider additional support (e.g., referral to pastoral team, SENDCo involvement if appropriate)
- Create a behaviour support plan with clear expectations and consequences

**Consequences:**

- Continued loss of break/lunchtimes as needed
- Missing school trip or reward event after 3 strikes

**Outcome:** If behaviour improves, step down to Year Team Leader monitoring. If serious incidents occur or behaviour remains poor, escalate to **Stage 4.**

## Stage 4: Deputy Headteachers

**When:** Very serious incidents or continued failure to improve despite interventions

**Actions:**

- Formal behaviour review meeting with all parties
- Consider whether **removal from the classroom** is appropriate:
    - Child works on their own within school (not in their classroom)
    - Supervised throughout the day
    - Complete work set by class teacher
    - Parents/carers informed in writing
    - Reintegration meeting before return to class
- Review and update behaviour support plan
- Consider external agency involvement (e.g., educational psychologist, behaviour support team)

**Consequences:**

- Removal from classroom (duration determined by severity, typically 1-3 days)
- Continued monitoring upon return

**Outcome:** If behaviour improves, step down to Senior Assistant Headteacher monitoring. If very serious incidents occur or behaviour poses a risk, escalate to **Stage 5.**

## Stage 5: Headteacher

**When:** Serious incidents or persistent breaches of the Behaviour Policy, including persistent defiance, persistent disruptive behaviour, physical assault against a member of staff or another adult, and verbal abuse or threatening behaviour against an adult, where headteacher consideration of suspension is appropriate.

**Actions:**

- Final formal meeting with parents/carers
- Consider whether a **suspension** from school is necessary
- Follow statutory suspension and permanent exclusion procedures
- Arrange reintegration meeting before child returns to school
- Put in place comprehensive support plan for return
- Consider Pastoral Support Plan or involvement of external agencies

**Consequences:**

- Suspension from school
- In extreme cases, consideration of permanent exclusion (following all statutory procedures)

### *Key Points for Implementation*

*Recording:*

- *All incidents, interventions, and meetings must be documented*
- *Keep record of events continually updated for each child going through this process*
- *Record parent/carer contact and outcomes*

*Communication:*

- *Parents/carers should be informed at every stage*
- *Clear communication about consequences and next steps*
- *Regular updates on progress*

*Support:*

- *At every stage, consider what support the child needs (not just consequences)*
- *Involve SENDCO if there are potential SEND needs affecting behaviour*
- *Consider whether safeguarding concerns are a factor*

*Consistency:*

- *All staff must apply this process consistently*
- *Regular training for staff on behaviour management strategies*

- *Year Team Leaders should monitor consistency across their year group*

*Timescales:*

- *Set clear review periods at each stage (e.g., 2-week monitoring periods)*
- *Don't leave children at a stage indefinitely without review*