



QUEEN
MARGARET
PRIMARY ACADEMY



Cabot
Learning
Federation

Behaviour Policy 2026/2027

Date Approved:
Approved By:
Review Frequency: Annual
Date of Next Review: September 2026

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
July 2024	Whole document	Changed to CLF template	
August 2026	Whole Document	Additional of final section	Reflections on current behaviour

1 Policy Statement

Rationale:

Our behaviour policy identifies the range of strategies our Academy will employ that will make our Academy vision and values a reality.

The Policy aims to provide a consistent approach to behaviour management.

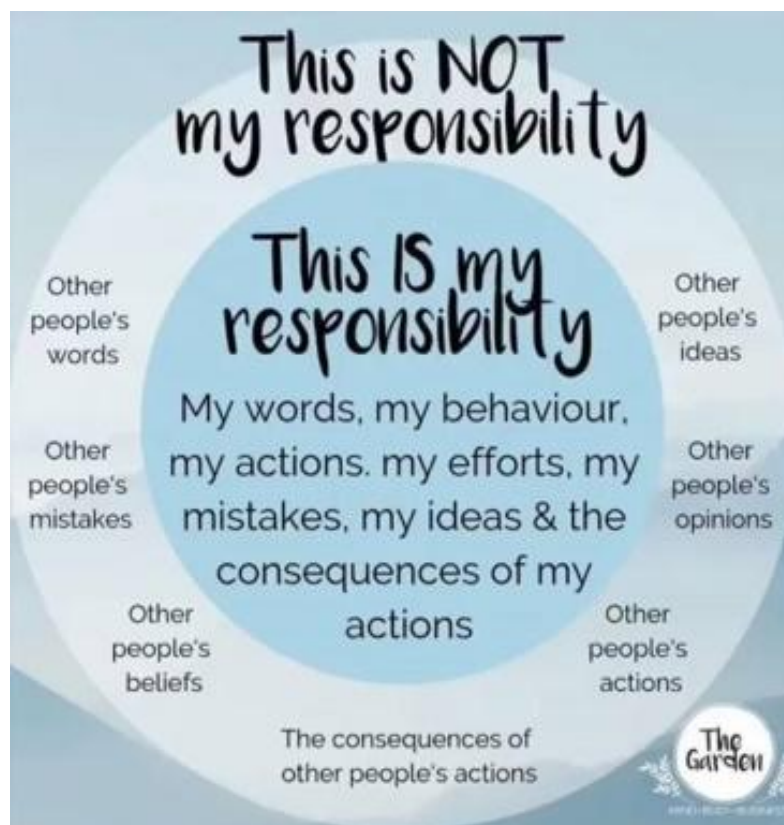
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management.
- Outline our system of rewards and consequences

Principles:

We aim to create a welcoming, caring environment where relationships are based on respect and where children are expected to develop a sense of right and wrong, tolerance, honesty and self-discipline. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. All members of the Queen Margaret Primary Academy team are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at Queen Margaret Primary Academy.

It is our aim to promote a Academy ethos which is underpinned by **core values**. These values support the development of children as reflective learners within a calm, caring, happy and purposeful atmosphere. We believe that it is our role to guide our children to become self-aware, self-regulating and intrinsically motivated individuals. We therefore use a Restorative approach to conflict where we guide the children to think through conversations using the following as a guide:





We acknowledge that all behaviour is communication however pupils are encouraged to consider the outcomes of their actions by all members of the Queen Margaret Primary Academy staff team.

We aim that our Behaviour Policy will support to:

Children will:

- Build strong relationships.
- Experience what it means to live as a member of an open, generous and forgiving community.
- Benefit from a calm and secure learning environment.
- Be fully involved in regular reviews of the Behaviour Policy (through Academy Council etc).

Teachers will:

- Model respect and the possibility of restoration and a new beginning in their relationships both with adults and with children.
- Be able to convey clearly and with confidence expectations of behaviour.
- Benefit from a calm and secure environment in which to teach effectively.
- Build positive relationships with parents and the whole Academy community.

- Develop personally and professionally
- Challenge children's understanding and thinking when using words in a derogatory way

Parents will:

- Be fully informed about the Academy's ethos, approach and the Behaviour Policy.
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The 4Bs and the Academy's values.
- Be confident that their child is developing personally, socially and academically
- Feel welcome in Academy to discuss their child's progress in a positive atmosphere.

Agreed and Consistently applied rules:

Everyone in our Academy will use the agreed reward and consequences procedures and children will at all times be expected to follow a direct instruction given by an adult.

The 4B's

The 4B's will form the basis of our behaviour management and will be written by the children and reviewed annually in the summer term. They will be displayed in strategic positions around the Academy and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed.

To be the best you:

- **Be Ready**
- **Be respectful**
- **Be kind**
- **Be safe**

In the Playground

In the playground at playtime and lunchtime, the 4B's apply. Additionally the following apply:

We use the playground equipment and respect apparatus.

We only use the field with an adult's permission.

We stand still and listen when the whistle is blown

We line up sensibly/respectfully at the end of break and lunchtime.

Academy Practice

- All adults are expected to set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through role-play, circle time, & 1:1 intervention with the Pastoral Team).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.
- The core of our behaviour policy is as follows:

- **CLEAR** - children need to know what is expected of them, where, when and why.
- **CALM** - To guide effectively we need to understand and consider children's emotions and viewpoint. To achieve this effectively we all need to remain calm and focussed.
- **CARING** - We care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave well than one whose self-esteem is low.
- **CONSISTENT** - to enable children to make the right choices regarding their own behaviour, they need predictable and consistent responses from adults around them.
- **CHEERFUL** - All individuals respond more effectively when approached positively, when supporting our children we will endeavour to approach behaviour in a positive way.

We believe that all children have the right to develop their potential, be safe and happy. As a whole Academy we live by our values (as seen below) alongside our 4B rules. It is the responsibility of everyone to assist in the promotion of socially acceptable ways to behave.

Guidelines: Our Academy values:

We show RESPONSIBILITY around our academy
 We show THOUGHTFULNESS towards others
 We show TOLERANCE in a range of situations
 We show GENEROSITY to others
 We are KIND to ourselves and others'
 We are HONEST in all situations
 We PERSEVERE when things get tricky
 We show FORGIVENESS when things go wrong
 We are RESILIENT with our learning
 We show PATIENCE when interacting with others
 We show UNDERSTANDING towards others

Our Reward System Principles

The rewards are simple. The reward systems are separate from the consequences. They are based on positive celebration of good behaviour/attitude/work. They relate to the 4 Bs. They are interlinked. They have individual year group interpretation but have the same consistent skeleton. Rewards cannot be removed once they have been given - Appendix 1 goes into more detail about the system.

1. A house point system

Oak, Beech, Rowan and Maple

Every child and adult will belong to a house. Siblings will all belong to the same house. Dojo points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour, good manners and showing values – these translate into House points.

House points will be collected weekly (each Friday afternoon) and the totals for each house will be announced in Celebration Assembly/Monday Values Assembly. A house points chart will be created in the Hall. Each classroom will consistently record individual house points and house totals.

Y6 children will be selected democratically to be House Captains and Vice Captains. **Each term the winning team will be awarded a cup.**

Celebration Assembly

Celebration Assembly is on a Friday afternoon.

2. **Certificates are awarded per class to children. Two Values vouchers winners are also chosen to attend the Principals' Tea Party which is held at the end of each term.**

3. **Head Teacher/Principals Awards**

Children can be sent to the Principal's office daily to share their good work or behaviour where a Principal's Award Sticker will be given. When any adult sees a child wearing this sticker, please congratulate the child and ask why they got it.

4. **Bee hive** – children can get onto the Beehive for showing extra special attitude and values. These are rewarded with a beehive postcard/ sticker and a record of the child's name on the board outside the Principal's office.

5. **Classroom rewards-**

In class rewards systems in line with our policy. An example of classroom rewards could be raffle tickets, stickers, moving up the reward chart.

Unacceptable behaviour

When children's behaviour is not acceptable

- Adults must try to discover the reason for the behaviour – health, learning difficulties or home circumstances.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self-esteem and image
- Adults should consult SLT/previous teacher/Principal for any relevant information about the child.

Adults should:

- check child's understanding;
- establish whether they know the behaviour is unacceptable;
- explain the effect that such behaviour has on others;
- examine strategies for avoiding same situation; ☐ encourage child to think of or offer some other alternatives.
- Adults must challenge children's understanding and thinking when using words in a derogatory way
- Remember - It is the behaviour that is unacceptable – not the child
- Consider the deed not the perceived reputation of the child
- Prior to the consequences being imposed please ensure that you have tried the following primary preventatives
- See **QMPA Class Behaviour System – Appendix 1** for further details and explanation

The following provision is available for children who need to be taught positive behaviours:

- Class circle time
- Positive behaviour charts (Charts are available to any pupil as a positive support for all children to prevent the need for further consequences, these can be implemented by the class teacher in conjunction with SLT).
- Opportunity to learn in a different space

All situations that include poor behaviour choices or conflict are dealt with in a **restorative way** with circles and discussions held to reach a resolution.

Roles and Responsibilities

The Academy Board

The Academy Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Academy Board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing this behaviour policy, giving due consideration to the Academy's statement of behaviour principles (appendix 1).

The Principal will also approve this policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

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

Parents

Parents are expected to:

- Support their child in adhering to the Academy's high expectations of behaviour reflecting the Values based ethos of the Academy.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil Expectations alongside our 4B's

Pupils are expected to reflect the Values-based ethos of the Academy by:

- ▣ Behaving in an orderly and self-controlled way
- ▣ Showing respect to members of staff and each other
- ▣ In class, making it possible for all pupils to learn
- ▣ Moving quietly and sensibly around the Academy
- ▣ Treating the Academy buildings and Academy property with respect
- ▣ Wearing the correct uniform at all times
- ▣ Accepting consequences when given
- ▣ Refraining from behaving in a way that brings the Academy into disrepute, including when outside Academy

Behaviour when outside the Academy is expected to be of the same standard as inside

Walking visits should expect the children to walk in an orderly manner supported by the Class teacher and other adults

Pupil Support

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

Frequent behaviour concerns:

For those children whose behaviour is having a significant impact on either their own or their peers learning, or who are displaying exceptional behaviours the class teacher/year group lead/inclusion team may decide to put in:

- A positive behaviour chart.
- A behaviour contract.
- A curve of regulation
- A positive support plan (PSP) – if a child becomes at risk of exclusion this will elevate to a PSP+.

These should be completed alongside a member of the Senior Leadership Team who will draw upon the advice of others (e.g. pastoral team, ATS) as needed. Ideally, these are implemented sequentially but it may be necessary to go immediately to any of the stages above. From the positive behaviour chart stage onwards all evidence should be saved in CPOMS and relevant staff alerted.

Safeguarding Children

We have a duty to ensure that the safeguarding permeates all activities and functions. This policy complements and supports the safeguarding policy. As each child is unique and has specific needs, this policy will be differentiated to meet individual need.

The Use of Reasonable Force to Control or Restrain Pupils

The safety of all pupils is paramount at all times.

There are times during the Academy day when it is entirely appropriate for adults to use physical contact with pupils, for example, when demonstrating teaching in P.E, supporting learning or administering first aid.

Should the actions of a child be prejudicial to the education of others, endanger the safety of themselves or others, positive handling (Team Teach) strategies will be considered and employed where deemed appropriate, in accordance with the Team Teach training and guidance.

Any Team Teach interventions which are used will be recorded in the Bound and Numbered Book.

Appendix 1:

Written statement of Behaviour Principles

Queen Margaret Primary Academy endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this document.

Our behaviour policy reflects the Academy's values-based ethos

Rationale and purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 (updated 2011) and DfE guidance (Behaviour and Discipline in Academics, January 2016) and is to be taken in conjunction with the Academy's behaviour policy and home Academy agreement which are reviewed regularly by the governing body.

The purpose of this statement is to provide guidance for the Principal in drawing up the Academy's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children at Queen Margaret Primary Academy as well as taking full account of law and guidance on behaviour matters.

It is intended to help all Academy staff to be aware of and understand the extent of their powers in respect of discipline and consequences and how to use them.

This is a statement of principles, not practice; which is to be found in the Academy's behaviour policy that has taken account of these principles.

Principles

The Academy Councilors at Queen Margaret Primary Academy believe that high standards of behaviour lie at the heart of a successful Academy and that this is achieved through positive behaviour management in line with the Academy's values-based ethos.

A successful Academy enables:

- a) all its pupils to make the best possible progress in all aspects of their Academy life and work
- b) all staff to be able to teach and promote good learning without undue interruption or harassment

At Queen Margaret Primary Academy:

All pupils have the right to feel safe at all times at Academy. There should be a mutual respect between staff and pupils and between each other.

- All visitors to the Academy should feel safe and free from the effects of poor behaviour at all times and in all parts of the Academy.
- All members of the Academy community (pupils, staff and visitors) should feel free from discrimination of any sort. (Equality Act 2010)
- Staff, volunteers and visitors set an excellent example to pupils at all times.
- Through the values-based ethos, pupils are helped to take responsibility for their actions.
- The behaviour policy is understood by staff and pupils.
- Families are involved in behaviour incidents to foster good relationships between the Academy and pupils' home life.
- The responsibilities of families with respect to children's behaviour is outlined in the Home Academy Agreement which families are given when a pupil joins our Academy.
- Children are helped to understand their responsibilities during their time in Academy, the local community and in preparation for their life after Academy.
- Rewards and consequences are used consistently by all staff, in line with the behaviour policy. These are



regularly monitored for their effectiveness.

- Exclusions, particularly those that are permanent, must only be used as a last result.
All consequences are monitored for their proper use and effective impact.

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

QMPA Class Behaviour System - Appendix 2

Believe in yourself - everything is possible.

The Traffic light system and our 4Bs will form the basis of our behaviour management in the classroom and in and around Academy. The children will have discussed and written our core behaviour values (4Bs) at the start of each academic year and these will be displayed in each classroom and regularly referred to. These 4Bs will be what makes up our 'green behaviours'; the children will be expected to follow them and will be rewarded if they have been followed.

Believe in yourself to.....

To be the best you

- **Be Ready**
- **Be Respectful**
- **Be Kind**
- **Be Safe**

Our Reward Systems

The rewards we use are separate to consequences from amber or red behaviours. They are based on positive celebrations of good behaviour/attitude, following our 4B's and learning.

- Class Dojo points are given for values and notification given to parents
- Values vouchers are given out as separate rewards for those children demonstrating their values above what is expected

The behaviour system is aiming for children to be positive about doing the correct thing and remaining on green behaviours.

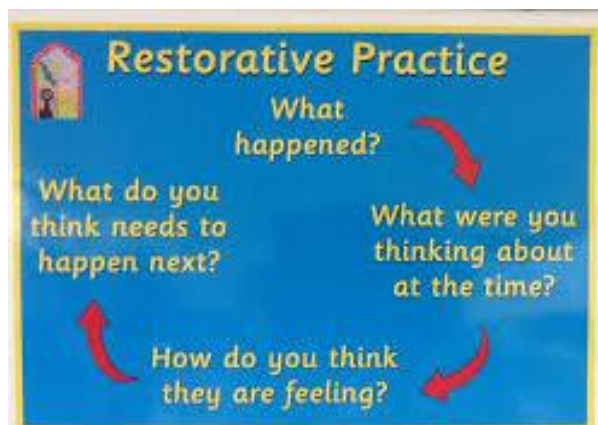
The Bee Hive and subsequent visit to the Principal is a separate reward for those children demonstrating Values / Behaviour that is over and above what is expected.

Unacceptable Behaviour

When a child's behaviour is not acceptable

As an Academy we refer back to a restorative approach to managing behaviour. We always make sure that adults understand why a particular behaviour might be happening within the classroom or out in the playground.

When there is an issue, we use the following as a support:



We talk about:



Our behaviour system is used consistently in the classroom and prior to being used for any sanction being given, in line with our Academy restorative approach adults will ensure they have followed the initial preventative strategies and steps outlined below followed by the 5 R's (further detail is given at Appendix 3) :

	Steps	Actions	
1	Redirection	- Gentle encouragement; a 'nudge' in the right direction; a small act of kindness - This can be delivered to the whole class in general terms or discreetly to a single pupil - Distract child - Engage child in a discussion - Target questions	- Swinging on a chair - Interrupting or calling out - Loss of concentration - Silly noises - Pushing in the line - Being in the wrong place (e.g. staying in cloakroom/wandering in the classrooms
2	Reminder	- A reminder of the expectations /rules - delivered privately wherever possible (always refer to the 4B's when issuing a reminder) - Distraction techniques used for younger children - Endure children have eye - contact when talking with the children - Make eye contact - Move closer to the source of the behaviour	- See above and the 4B's expectations - Use hypnotic language - 'I know that you will do this sensibly' rather than 'don't do this.....

Exceptional Circumstances

Children may be issued an automatic amber or red by a member of SLT because the nature or severity of their behaviour.

- *Violent behaviour (child intends to physically harm others or themselves)*
- *Use of proven racist remarks*
- *Repeated use of swearing/use of inappropriate language/using words offensively.*
- *Using words in a derogatory way- staff must ensure that they check the children's understanding of why this would be offensive and report to SLT.*
- *Graffiti, vandalism or serious defacing of property*
- *Bullying behaviour towards others*
- *Urinating outside*
- *Intimidating or threatening behaviour towards children or adults*

- *Stealing*
- *Possession of/or participation in, the intake of tobacco, alcohol and drugs.*
- *Possession of knives, other dangerous weapons or materials*

We also have a Suspensions and Exclusions Policy which should be referred to in serious circumstances.

Our Consequences – Our Behaviour System

The consequences are separate from any reward system we use and reflect the age of the child involved. This system is used consistently across the Academy and they relate directly to the 4Bs that make our 'green' or expected behaviours for our children to follow.

Procedure within the classroom

Every child starts the day on **Green** – a reset each day.

A clear verbal warnings should be given to a child that if their behaviour continues or is repeated then an **amber** will be given. If a personal correction of the same behaviour is seen by an adult then the child should be put back from a warning to the step before (either warning 1, green). Children cannot, however, come back from an Amber or Red sanction only Amber or Red warnings.

Amber

A template letter to be completed to inform the parents/carers circling the behaviour that has been shown. The child will lose 5 minutes of their break/lunchtime for KS1 and 15-minute of their break/lunchtime for KS2.

Red

A further clear verbal warnings should be given to a child who is already on amber before a red sanction is given. There are times when a child's behaviour warrants an automatic red sanction – see above. All reds to be immediately reported to SLT and a letter circling the behaviour shown will be given to inform the parents/carers. The child will lose 15-minute of their break/lunchtime the same day for KS1 and 30 minutes for KS2.

Additional notes:

At the discretion of SLT the time for reflection may be at the next playtime and lunchtime to avoid additional stress for the child that may trigger further behaviours. Teachers will be expected to complete an amber and/or red letter and give this to the parents at the end of the same day. Should this not be possible then a picture should be taken of it and it should be uploaded onto Class Dojo to communicate with parents. Teachers may also want to make a phone call home if they know the parents are not as



active on Class Dojo.

Teachers are expected to log any amber or red behaviours on CPOMs. SLT will regularly monitor this and elevate any children onto a Behaviour Chart should it be needed with parents input. SLT will also update and 'flag' any concerns weekly in staff meetings.

Amber and Red Behaviours - Appendix 3

Green Behaviour Our 4Bs...	Amber Behaviours	Red behaviours
Be the best you	Showing you are not being the best you by: ➤ Not putting effort into your learning ➤ Distracting yourself and others from learning	Deliberately not being the best you by: ➤ Refusing to do learning ➤ Preventing others from learning ➤ Disrupting the physical classroom environment ➤ throwing chairs, ripping displays etc. ➤ Taking things that do not belong to you
Be Kind	Showing you are not being kind by: ➤ Being unkind to others ➤ Not keeping hands and feet to yourself	Deliberately not being kind by: ➤ Speaking in a verbally aggressive manner ➤ Swearing aggressively ➤ Being deliberately unkind ➤ Being physically aggressive ➤ Using words in a derogatory way - understanding is clear
Be Respectful	Showing you are not being respectful by: ➤ Not showing respect to the person talking to you ➤ Not being completely honest ➤ Not listening to what others say ➤ Not following instructions ➤ Not looking after Academy equipment	Deliberately not being respectful by: ➤ Lying ➤ Answering back ➤ Ignoring instructions ➤ Deliberately damaging Academy equipment
Be Safe	Showing you are not being safe by: ➤ Throwing things that should not be thrown ➤ Being physical to another child or adult ➤ Refusal to follow instructions	Deliberately showing you are not being safe by: ➤ Climbing a Academy gate/fence ➤ Climbing on any surface that should not be climbed on ➤ Hitting/ kicking /punching a member of staff or child with intent ➤ Threatening behaviour

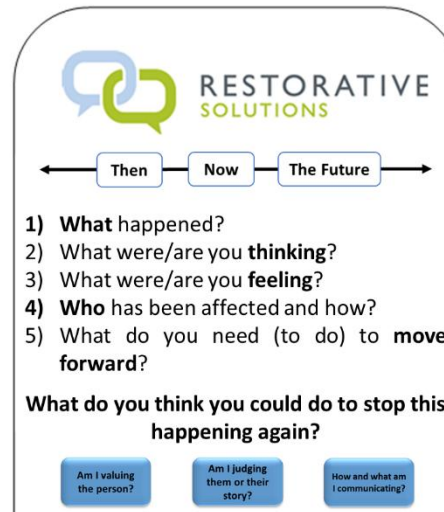
Appendix 3

Behaviour Reset Steps (The 5 R's)

Behaviour Reset Steps (The 5 R's) – Disrupting Learning

Stage	Why?	What do we do?	Consequence / Sanction
Reinforce	If pupil still has not followed adult direction.	<u>Reinforce the instruction – Be direct</u> • I have noticed that you are... wandering around. • Do you remember how it felt when you...completed that amazing writing yesterday? • Right now, I need you to...complete your learning. Walk away and provide take-up time (approx. 2 mins).	If you are using the reinforce script with pupils, you must find time soon after the event to hold a conversation to repair and move forward positively.
		<u>Give 2 clear choices</u> For some pupils, they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice. • I have noticed that you are... wandering around. • Do you remember how it felt when you...completed that amazing writing yesterday? • You can choose to complete your learning with me, at this table or you can complete it with xxx adult. I'll come back to you 1 minute so you can tell me what you have chosen	

Stage	Why?	What do we do?	Consequence / Sanction
Refocus *see guided refocus below	The pupil has not changed their behaviour and needs time away from the space to regulate. The aim is to get them back into learning as quickly as possible.	<u>Direct pupil to a refocus space</u> <i>It looks like we need some time to calm and refocus. Please go to xxx space to refocus.</i> <u>Direct pupil to choose a refocus space</u> <i>It looks like we need some time to calm and refocus. You can choose to refocus in xxx or xxx.</i> Refocus will be a short time (5 minutes max) away from the current space/activity. This may be: • Another learning zone • The Birdhouse (with an adult) • A previously agreed calm space • It may be appropriate to take a sensory resource Following this settle them back into learning.	Any missed learning must be caught up and completed at another time. A repair conversation will take place at an appropriate time that day (lunchtime end of school day).
Guided Refocus	If a pupil does not respond to the adult's direction to move to a refocus space, a member of the Senior Leadership Team (SLT) will be called to support.	The SLT member will calmly reiterate the instruction and make it clear that the pupil must now refocus. The pupil is <u>not</u> offered a choice to remain in the current space. Instead, they are given a clear directive: <i>You need to move to the Kingfisher room now. If you are not ready to do that, you will need to refocus in the Leadership Room.</i>	If this stage is reached, then a sanction will be applied – see category 2 – 30min lunchtime refocus with a member of the leadership team. Class teacher to inform family. Repair conversation with class teacher which must be recorded on CPOMs.
		If a pupil does not follow the SLT member's instruction to refocus: Phone call to family so that the family can Reinforce the importance of following instructions.	If successful – the pupil completes refocus stage and the Category 2 sanction is applied.

		If unsuccessful (e.g. pupil refuses to go to the phone) – family are asked to come into school to support this in person	If this stage is reached, Category 3 sanction is applied.
Repair	Restorative conversation to understand, repair and reset expectations.	A repair conversation should be held with the adult leading this 5R process if the Reinforce or Refocus stages have been reached. The following will be used to guide the conversation:  RESTORATIVE SOLUTIONS ← Then Now The Future → 1) What happened? 2) What were/are you thinking? 3) What were/are you feeling? 4) Who has been affected and how? 5) What do you need (to do) to move forward? What do you think you could do to stop this happening again? Am I valuing the person? Am I judging them or their story? How and what am I communicating?	The consequences of these stages being reached is that the restorative conversation takes place outside of learning times.

	Category 1 Low Level	Category 2 Persistent Disruption	Category 3 Persistent & Ongoing
Inappropriate Behaviours	<u>Disrespecting right to be heard:</u> • Calling out • Talking to peers during instruction • Not following instructions • Use of inappropriate language including low level rudeness <u>Disrespecting right to learn:</u> • Not completing learning • Distracting others • Misusing resources or unsafe use of equipment • Unkind words to peers Use discretion when considering age, stage or understanding.	Any of the Category 1 behaviours, but persistently. <u>Persistent</u> is defined as: • Having more than one 'Repair' conversation in a day. • 3 or more repair conversations over a week.	Any of the Category 1 behaviours, but persistently and it is ongoing. <u>Ongoing</u> is defined as: • Reaching category 2 in two consecutive weeks. • Reaching category 2 three times in a term.
Sanctions	Missing time at Playtime or lunchtime in order to have a repair conversation with the class teacher and complete missed learning if required.	Sanction – 30min lunchtime learning / personal development activity	Sanction – Morning of Refocused learning with a member of the leadership team.
	Repair conversation with class teacher	Repair conversation with class teacher which must be recorded on CPOMs.	Repair conversation with class teacher which must be recorded on CPOMs.
	Incident not reported to families.	Class Teacher inform family	Class Teacher meets with family. • Identify the inappropriate behaviours that has become a barrier to learning. • Agree on an individual learning charter. • Over the following week, share success with family via Class Dojo.

Child on Child - Physical					
	Category 1	Category 2	Category 3	Category 4	Category 5
	Low-Level Physical Contact	Disruptive Physical Behaviour	Aggressive Physical Behaviour	Harmful Physical Behaviour	Serious Physical Harm / Safeguarding Concern
Play and Games	Consensual play fighting or rough play	- Consensual play fighting escalating into injuries - Rough physical play during sporting games	- Repeated consensual play fighting (with or without injuries) - Targeted rough physical play during sporting games leading injuries - Unsporting behaviours that result in pushing and causes harm		
Unsafe Behaviour	- Throwing objects without intent to hurt (no contact made) - Light pushing (e.g. pushing in line) or accidental pushing - Poking others or light tapping - Unsafe behaviour resulting in accidental	- Throwing objects without intent to hurt (contact made but no injury) - Throwing objects with intent to annoy Repeated pushing in a line - Grabbing objects from others (snatching)	Throwing objects (through poor choice) that causes injury		

	harm - Accidental bumps during play - Not respecting body boundaries				
Serious Physical Harm			- Intentional hitting using a body part (e.g. elbow, foot) with light force - Intentional slapping in the face with light force - Spitting in someone's direction - Biting that leaves a mark – does not break skin - Physical intimidation (e.g. squaring up) - Throwing objects with intent to harm and/or threaten (with or without injury)	- Intentional punching, slapping, kicking with force (below the head) - Spitting in face - Biting that leads to broken skin (requires medical professional advice) - Pinning or restraining - Hands round neck without force - Throwing objects with intent to harm and/or threaten that causes serious injury	- Intentional punching, slapping, kicking with force (making contact with head) - Physical attack causing significant injury (e.g. broken bone, concussion) - Use of objects as weapons to hurt - Group attack - Strangling or choking - Any act requiring medical intervention - Physical harm motivated by hate or prejudice (including revenge)

Child on Child - Bullying				
Category 1	Category 2	Category 3	Category 4	Category 5
Low Level - Initial Behaviours	Targeted and Persistent – Intent to cause distress	Overt and ongoing	Power Dynamics / Manipulation & Group Behaviour	Serious Emotional Abuse Safeguarding Concern
• Name-calling (non-prejudicial) • Excluding from games • Mild teasing or joking • Dismissive gestures (ignoring someone)	• Spreading rumours • Mimicking or mocking • Repeatedly excluding or ignoring someone • Pressuring others to exclude someone	• Verbal bullying (e.g. insults, threats) • Threats to expose someone • Consistently isolating someone • Cyberbullying (mean messages, exclusion online) • Targeted humiliation or manipulation	• Controlling friendships or social groups • A group deliberately targeting or 'ganging up' on one person • Using threats, guilt or emotional pressure to get someone to do something they shouldn't do • Repeated intimidation or fear-inducing behaviour	• Grooming or exploitation • Repeatedly uses racist, homophobic, or extremist language to target others • Sharing or promoting extremist views or materials with the intent to recruit or radicalise • Hate speech or extremist language • Sharing explicit or harmful content • Emotional abuse with long-term impact

Prejudicial Incidents					
	Category 1	Category 2	Category 3	Category 4	Category 5
	Use of prejudicial language <u>without</u> intent	Use of prejudicial language <u>with</u> intent to insult	<u>Repeated</u> prejudicial language or behaviour	Prejudicial bullying behaviour causing <u>emotional harm</u> or <u>intimidation</u>	<u>Serious</u> prejudicial incident (hate speech, extremist language or materials)
	- Repeating a phrase without understanding its meaning - Quoting something overheard - Copying language from older peers or siblings	Deliberately using prejudicial language targeted at a person or a group. Using prejudicial language after being told it is offensive. Language used could be linked to protected characteristics such as the following: - Mocking someone's accent - Making a joke that targets someone's identity - Using stereotypes to belittle.	Continuing to use prejudicial language after being told it is offensive. Persistently using language linked to protected characteristics. This could be over several days, across the term or throughout the academic year.	Deliberately using prejudicial language targeted towards someone or a group in a sustained way. This could include the following: - Isolating or excluding someone based on identity - Using prejudicial language combined with threats or intimidation - Organising others to join in prejudicial behaviour - Repeatedly humiliating someone - Sending harmful messages online	- Using hate speech or extremist language with intent to harm or intimidate - Sharing extremist materials or propaganda (online or in person) - Promoting or encouraging violence based on race, religion, gender, sexuality, or disability - Threatening someone with violence because of their identity - Organising or encouraging others to join in prejudicial behaviour - Posting or distributing harmful content - Any prejudicial act linked to radicalisation or safeguarding concerns

Being Disrespectful or Physical Towards Adults					
	Category 1	Category 2	Category 3	Category 4	Category 5
	Low-level Disrespect	Verbal Rudeness or Refusal	Aggressive verbal behaviour	Physical contact without injury	Physical Aggression Causing Harm or Serious Threat
	• Ignoring instructions after a reminder • Rolling eyes or sighing when spoken to • Muttering under breath without offensive language • Walking away while an adult is speaking • Using dismissive gestures (e.g. shrugging shoulders)	• Saying “No” or “I’m not doing that” in a defiant tone • Interrupting repeatedly when being spoken to • Using sarcastic or mocking tone toward an adult • Mildly rude phrases (e.g. “Whatever,” “I don’t care”) • Refusing to follow instructions after multiple reminders • Gestures intended to intimidate (e.g. pointing aggressively)	• Shouting at an adult in anger • Swearing directly at an adult • Threatening language (e.g. “You can’t make me”) • Name-calling directed at an adult • Using intimidating tone or stance while speaking	• Pushing past an adult deliberately • Knocking items out of an adult’s hand • Throwing objects toward an adult without causing harm • Slamming doors or furniture aggressively near an adult •	• Hitting, kicking, or punching an adult • Throwing objects at an adult with intent to harm • Attempting to grab or restrain an adult • Spitting at or on an adult • Any act requiring medical attention or posing serious risk

Harmful Sexualised Behaviour					
	Category 1	Category 2	Category 3	Category 4	Category 5
	Inappropriate or Problematic Sexualised Behaviours	Risk-Taking or Boundary-Breaking Sexualised Behaviours	Coercive or Exploitative Sexualised Behaviours	Harmful or Abusive Sexualised Behaviours	Technology-Assisted Harmful Sexualised Behaviours
	- Using words related to body parts in a silly, attention-seeking, or inappropriate way - Making jokes or comments that are overly “grown-up” for their age - Persistently seeking privacy with peers where it isn’t appropriate (e.g., hiding in cloakrooms together) - Repeatedly discussing topics overheard at home, online, or in media that are not age-appropriate - Touching themselves in public despite reminders about privacy and boundaries (age and stage)	- Attempting to look into toilets or changing areas - Trying to view content on the internet that is not suitable for children - Asking peers personal or private questions about their bodies - Trying to imitate behaviours seen in media aimed at older audiences - Persistently invading personal space after being reminded	- Persuading or daring another child to break privacy rules (“Let’s go behind the shed,” “I dare you to...”) - Offering rewards (“I’ll give you this if...”) to get another child to engage in inappropriate behaviour - Using social influence (e.g., older/stronger/confident child) to pressure a younger or more vulnerable peer - Creating or joining in a “secret game” that involves inappropriate themes - Repeatedly ignoring another child’s “stop” or discomfort - Searching for inappropriate terms or content on school devices	- Physically intrusive behaviour that invades or disregards another child’s personal space or autonomy - Forcing another child into a situation involving private body parts - Threats or intimidation linked to inappropriate behaviour - Deliberate, repeated actions that cause another child to feel scared, unsafe, or confused - Using physical dominance or aggression in situations involving privacy or bodies	- Sending messages to peers with inappropriate jokes or comments - Attempting to share or request images that are not suitable for children - Using school tablets to access chat features meant for older audiences - Repeatedly trying to bypass safety filters

line Behaviour					
	Category 1	Category 2	Category 3	Category 4	Category 5
	Low-Level Online Disruption	Unkind or Inappropriate Online Communication	Misuse of Images or Personal Data	Sharing or Distributing Content Without Consent	Harmful Manipulation or Abuse of Digital Tools
	Minor online behaviours that cause inconvenience or mild upset • Low-level fallouts or disagreements on social media • Minor unkind comments or misunderstandings online • Mild group chat issues that do not cause significant distress • Minor breaches of acceptable use e.g. accessing sites not linked to learning.	Behaviours that are intentionally unkind or breach expectations of respectful communication • Sending unkind, rude or hurtful messages (e.g., WhatsApp) • Excluding others in online chats • Repeated unkind communication that begins to affect relationships • Early indicators of cyber-bullying (not yet persistent or targeted)	Actions involving taking or handling images or information inappropriately. • Taking photos or videos of others without consent • Saving or storing images of others without their permission • Taking images in school without staff knowledge or approval • Attempts to hide or delete content when challenged	More serious behaviours involving the distribution of personal content. • Sharing or forwarding images, videos or screenshots of others without consent • Sharing private messages or group chat content • Posting images of other learners on social media or messaging apps • Sharing content that causes harm, disrupts teaching or breaches leadership of learning policy.	Severe behaviours involving deception, harm, or reputational damage. • Using AI to create fake or manipulated images of others • Editing images or videos to embarrass, harm or misrepresent someone • Impersonating another person online or creating misleading digital content • Creating sexually inappropriate or abusive deepfakes • Any content that may need police involvement

Sanctions for Child on Child (Physical & Bullying) and Online Behaviour

	Category 1	Category 2	Category 3	Category 4	Category 5
Child on child - Physical	Low-Level Physical Contact	Disruptive Physical Behaviour	Aggressive Physical Behaviour	Harmful Physical Behaviour	Serious Physical Harm / Safeguarding Concern
Online Behaviour	Low-Level Online Disruption	Unkind or Inappropriate Online Communication	Misuse of Images or Personal Data	Sharing or Distributing Content Without Consent	Harmful Manipulation or Abuse of Digital Tools
Child on child - Bullying	Low Level - Initial Behaviours	Targeted and Persistent – Intent to cause distress	Overt and ongoing	Power Dynamics / Manipulation & Group Behaviour	Serious Emotional Abuse Safeguarding Concern
Sanctions	Restorative Conversation led by class teacher	Depending on severity and historical patterns, the following may be applied: Refocus during Fresh Air Break or lunchtime (minimum 1 day)	Depending on severity and historical patterns, the following may be applied: - Refocus during lunchtime (minimum 1 day) - On-site Refocus - Minimum of 1 half day	Depending on severity and historical patterns, the following may be applied: - On site Refocus - Minimum of 1 full day - Off-site Refocus – Half day (+ half day on-site) - Off-site Refocus – Minimum full day - One full day external fixed term suspension - External fixed term suspension (multiple days) - Permanent exclusion	
Repair		All sanctions followed by a Repair conversation.	All sanctions followed by a Repair conversation.	All sanctions followed by a re-integration meeting	

Informing Family			Meeting or call with family	Formal Letter to family
Recording		Record on CPOMs	Record on CPOMs	Record on CPOMs
Learning & Support			Carry out whole cohort learning linked to observed behaviours.	Link with Inclusion team, identify and lead interventions to support both perpetrators and victims.

Sanctions for Prejudicial Incidents & Harmful Sexualised Behaviour

	Category 1	Category 2	Category 3	Category 4	Category 5
Prejudicial Incidents	Use of prejudicial language <u>without</u> intent	Use of prejudicial language <u>with intent</u> to insult	<u>Repeated</u> prejudicial language or behaviour	<u>Targeted</u> prejudicial behaviour causing <u>emotional harm</u> or <u>intimidation</u>	<u>Serious</u> prejudicial incident (hate speech, extremist language or materials)
Harmful Sexualised Behaviours	Inappropriate or Problematic Sexualised Behaviours	Risk-Taking or Boundary-Breaking Sexualised Behaviours	Coercive or Exploitative Sexualised Behaviours	Harmful or Abusive Sexualised Behaviours	Technology-Assisted Harmful Sexualised Behaviours
Sanctions	Restorative conversation with class teacher	Lunchtime refocus (minimum 1 day)	On-site refocus (minimum half day)	On-site refocus (full day) or off-site refocus	- External fixed-term suspension or permanent exclusion - Safeguarding referral - Multi-agency involvement
Repair		All sanctions followed by a Repair conversation.	All sanctions followed by a Repair conversation.	All sanctions followed by a re-integration meeting	All sanctions followed by a re-integration meeting
Informing Family		Inform family	Meeting with family	Formal Letter to family	Formal Letter to family

Recording	Record on CPOMs (Prejudicial) Record on CPOMs (HSB) – link to Brook Traffic Light Toolkit	Record on CPOMs (HSB) – link to Brook Traffic Light Toolkit	Record on CPOMs (HSB) – link to Brook Traffic Light Toolkit	Record on CPOMs (HSB) – link to Brook Traffic Light Toolkit	Record on CPOMs (HSB) – link to Brook Traffic Light Toolkit
Learning & Support	Learning opportunity to understand impact (e.g. PSHE input)	Targeted PSHE or inclusion intervention	Targeted PSHE or inclusion intervention	- Inclusion team involvement - Possible safeguarding referral (e.g. prevent, ART)	Safeguarding referral (e.g. prevent, ART)

Sanctions for Disrespectful / Physical towards Adults

	Category 1	Category 2	Category 3	Category 4	Category 5
Disrespectful or physical towards adults	Low-level Disrespect	Verbal Rudeness or Refusal	Aggressive verbal behaviour	Physical contact without injury	Physical Aggression Causing Harm or Serious Threat
Sanctions	Restorative conversation with class teacher	Lunchtime refocus (minimum 1 day)	On-site refocus (minimum half day)	On-site refocus (full day) or off-site refocus	- External fixed-term suspension or permanent exclusion - Safeguarding referral - Multi-agency involvement

	Missed playtime if needed		Formal warning	• Possible suspension depending on severity	
Repair		All sanctions followed by a Repair conversation.	All sanctions followed by a Repair conversation.	All sanctions followed by a re-integration meeting	All sanctions followed by a re-integration meeting
Informing Family		Inform family	Meeting with family	Formal Letter to family	Formal Letter to family
Recording		Record on CPOMs	Record on CPOMs	Record on CPOMs	Record on CPOMs