FENISCOWLES PRIMARY SCHOOL

'Striving for Excellence'

Behaviour Policy

2026–27 | Including Recognition and Rewards, Restorative Practice and the Behaviour Curriculum

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Contents

1. Aims
2. Legislation, Statutory Requirements and Statutory Guidance
3. Definitions
4. Bullying
5. Roles and Responsibilities
6. Behaviour Curriculum
7. Responding to Behaviour
8. Consequences
9. Responding to Misbehaviour from Pupils with SEND
10. Pupil Transition
11. Training
12. Monitoring Arrangements
13. Links with Other Policies
Appendix 1: Written Statement of Behaviour Principles
Appendix 2: Restorative Intervention Script
Appendix 3: The Behaviour Curriculum — Values, Politeness Promise and Routines for Success

1. Aims

This policy aims to:

- Create a calm, safe and orderly environment in which all pupils can learn, thrive and feel valued.
- Promote a positive and inclusive school culture built on high expectations, consistency and respectful relationships.
- Recognise and reward positive behaviour consistently, so that pupils who do the right thing are noticed and celebrated.
- Establish clear, explicitly taught routines and behavioural expectations that are understood and applied consistently by all members of the school community.
- Ensure behaviour systems are fair, lawful and proportionate, in line with statutory guidance.
- Support pupils to develop self-regulation, responsibility and strong character, enabling them to become a 'Feniscowles Child'.
- Provide a consistent, relational approach to behaviour management that balances clear boundaries with empathy and understanding.
- Recognise that behaviour can be a form of communication and ensure that pupils with SEND or additional needs receive appropriate support and reasonable adjustments.
- Define unacceptable behaviour clearly, including bullying, discrimination, sexual harassment and online misconduct.
- Ensure behaviour systems work alongside safeguarding procedures to protect pupils from harm and identify those who may require additional support.
- Promote strong partnerships with parents and carers in maintaining high standards of behaviour.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is written in accordance with current legislation and statutory guidance from the Department for Education (DfE). It reflects the school's legal duties to promote good behaviour, safeguard pupils, ensure equality of opportunity, and apply fair and proportionate consequences.

2.1 Primary Statutory Guidance

This policy has due regard to the following DfE guidance:

- Behaviour in schools: advice for headteachers and school staff (2024)
- Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement (last updated 26 July 2026)
- Restrictive interventions, including use of reasonable force in schools (effective 1 April 2026)
- Searching, screening and confiscation: advice for schools (July 2022, updated July 2023)
- Mobile phones in schools (statutory guidance, updated 29 June 2026)

- Filtering and monitoring standards for schools and colleges – Core Standard (updated 12 February 2026)
- Keeping Children Safe in Education (2026)
- Special Educational Needs and Disability (SEND) Code of Practice
- Supporting pupils with medical conditions at school
- The Equality Act 2010

The school's Exclusions Policy and Physical Restraint Policy must be read alongside this Behaviour Policy.

2.2 Legislative Framework

This policy is also 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 88–94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles.
- DfE guidance requiring maintained schools to publish their behaviour policy online.

2.3 Equality and Safeguarding Duties

When implementing this policy, the school will:

- Fulfil its duties under the Equality Act 2010, ensuring that behaviour systems, including rewards, do not disadvantage pupils with protected characteristics.
- Consider whether behaviour may be linked to unmet safeguarding needs, trauma, mental health needs or SEND.
- Ensure that restrictive interventions, suspension, removal, and searches are lawful, reasonable and proportionate.
- Review behaviour data regularly to identify patterns relating to SEND, vulnerability, or protected characteristics.

2.4 Governance and Accountability

The Governing Body:

- Reviews this policy annually.
- Has regard to statutory guidance on exclusions and restrictive interventions.
- Receives termly behaviour data, including suspensions, exclusions, removal, use of reasonable force, incidents involving protected characteristics, online behaviour trends, and recognition and rewards data (including the balance of positive recognition and recorded incidents).

This ensures that the policy remains compliant, proportionate, and effective.

3. Definitions

For the purposes of this policy, behaviour is categorised as follows:

3.1 Misbehaviour

Misbehaviour is defined as conduct that falls below the expected standards of the school and disrupts learning, safety or respectful relationships. This includes:

- Disruption in lessons, corridors, at break and lunchtimes
- Persistent low-level disruption
- Non-completion of classwork or homework
- Poor attitude to learning
- Disrespectful conduct towards peers or adults
- Incorrect uniform
- Failure to follow school routines

Misbehaviour will be addressed consistently and proportionately in line with the school's tiered response system.

3.2 Serious Misbehaviour

Serious misbehaviour is defined as behaviour that:

- Causes, or risks causing, harm to others
- Significantly disrupts learning
- Undermines the safety, dignity or wellbeing of others
- Breaches safeguarding expectations

This includes:

- Repeated breaches of the school rules
- Any form of bullying (see Section 4)
- Child-on-child abuse
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, including:
  - Sexual comments or jokes
  - Inappropriate physical behaviour
  - Online sexual harassment
  - Sharing of nude or semi-nude images or explicit content
- Vandalism
- Theft
- Fighting or physical aggression
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of prohibited items

Certain serious behaviours may require a safeguarding response, referral to external agencies, suspension or permanent exclusion.

3.3 Prohibited Items

Prohibited items 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 cause personal injury or damage to property

Searching procedures are carried out in line with statutory guidance.

3.4 Online Misconduct

Online misconduct is behaviour that occurs through digital platforms, devices or communication channels and impacts the safety, wellbeing or reputation of members of the school community. This includes:

- Cyberbullying
- Sharing harmful or inappropriate content
- Recording or sharing images without consent
- Use of AI-generated or edited content to cause harm
- Online harassment or discrimination

Online behaviour will be treated in line with the same standards and consequences as in-person behaviour.

4. Bullying

(See also Anti-Bullying Policy)

Feniscowles Primary School is committed to preventing, identifying and responding effectively to bullying. Bullying is taken seriously and may constitute child-on-child abuse under safeguarding guidance.

4.1 Definition of Bullying

> Bullying is the repetitive, intentional harming of one person or group by another person or group, where there is an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated over time (including through online platforms)
- Characterised by an imbalance of power which makes it difficult for the victim to defend themselves

Bullying may be carried out by an individual or a group. Not all conflict or one-off incidents constitute bullying. Incidents will be carefully assessed using professional judgement and safeguarding guidance.

4.2 Types of Bullying

Type	Examples
Emotional	Excluding others; tormenting; deliberate humiliation
Physical	Hitting, kicking, pushing; taking or damaging belongings; any use of violence
Verbal	Name-calling; taunting; spreading rumours; sarcasm intended to cause harm
Prejudice-based and discriminatory	Bullying motivated by prejudice against protected characteristics under the Equality Act 2010, including race or ethnicity, religion or belief, sex or gender, sexual orientation, gender identity, disability, special educational needs, appearance or family circumstance. Such incidents are treated as Tier 3 (Section 7.5.3), recorded and monitored carefully.
Sexual	Sexual comments or gestures; inappropriate touching; comments about sexual reputation or performance; sharing sexualised content. Sexual harassment or sexual violence may be treated as safeguarding concerns under KCSIE.
Cyberbullying / online bullying	Bullying via social media, messaging platforms, gaming platforms, AI-generated or edited images, or shared photos, videos or voice recordings. Online bullying is treated with the same seriousness as in-person bullying.

4.3 Preventing Bullying

The school takes a proactive and preventative approach to bullying by:

- Promoting a culture of respect, inclusion and diversity
- Explicitly teaching expected behaviours through the behaviour curriculum
- Delivering PSHE and social and emotional learning
- Providing ELSA and emotional support interventions
- Training staff to recognise and respond to bullying
- Encouraging pupils to report concerns
- Working in partnership with parents and carers
- Monitoring behaviour data to identify patterns

4.4 Responding to Bullying

When bullying is reported or suspected, the school will:

- Investigate promptly and fairly

- Use restorative processes where appropriate
- Apply proportionate consequences
- Provide support for the pupil who has experienced bullying
- Provide intervention and support for the pupil who has engaged in bullying behaviour
- Involve parents
- Consider whether the incident constitutes child-on-child abuse requiring safeguarding action

The priority will always be:

- Ensuring the safety of the pupil affected
- Preventing recurrence
- Repairing relationships where appropriate
- Addressing underlying causes

All incidents are recorded and monitored to ensure patterns are identified and addressed.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing this Behaviour Policy annually.
- Monitoring the effectiveness of the policy through termly reports.
- Holding the Headteacher to account for its implementation.
- Having regard to statutory guidance relating to:
  - Suspensions and permanent exclusions
  - Restrictive interventions and the use of reasonable force
- Ensuring that behaviour systems comply with equality duties under the Equality Act 2010.
- Monitoring behaviour data to identify patterns relating to SEND, vulnerability or protected characteristics.

Governors receive termly updates on:

- Suspensions and exclusions
- Use of removal
- Use of reasonable force
- Bullying incidents
- Prejudice-related incidents
- Online behaviour trends
- Recognition and rewards, including the balance of positive recognition and recorded incidents

5.2 The Headteacher

The Headteacher is responsible for:

- Implementing this policy consistently across the school.
- Ensuring that behaviour systems, including the reward system, are fair, lawful and proportionate.
- Ensuring staff understand behavioural expectations, routines and how rewards are administered.
- Ensuring behaviour systems are aligned with safeguarding procedures.
- Ensuring statutory recording and reporting requirements are met, including those relating to restrictive interventions.
- Ensuring filtering and monitoring systems are overseen in line with DfE standards.
- Monitoring behaviour data regularly to ensure no groups of pupils are disproportionately affected, either by consequences or by a lack of recognition.
- Providing staff training in:
  - Behaviour management
  - De-escalation
  - SEND and mental health awareness
  - Safeguarding and child-on-child abuse

The Headteacher ensures that the school environment promotes calm, safety and high expectations.

5.3 Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries and routines.
- Implementing this policy consistently and fairly.
- Modelling respectful and professional conduct at all times.
- Noticing, praising and rewarding positive behaviour consistently, in line with Sections 7.2 and 7.3.
- Challenging behaviour that falls below expected standards.
- Using de-escalation strategies before considering sanctions.
- Recording all behaviour incidents promptly and accurately on Arbor.
- Speaking to parents/carers directly — by phone or in person — as the primary way of raising a behaviour concern beyond an in-class response. A written message is a record of contact, not a substitute for one; staff are not expected to treat email as an easier alternative to a conversation.
- Sharing good news with parents/carers as readily as concerns (Section 7.2).
- Considering whether behaviour may indicate unmet safeguarding or SEND needs, and acting on this in line with Section 7.4.1.
- Using reasonable force only where lawful, necessary and proportionate.

Lunchtime staff

Midday supervisors use the same routines, language and expectations as all other staff. At lunchtime they:

- Notice and praise positive behaviour, and pass positive recognition to the class teacher so it can be rewarded
- Deal with Tier 1 behaviour directly, using the strategies in Section 7.4
- Refer Tier 2 and Tier 3 behaviour to the senior leader on duty, as set out on the SLT lunchtime duty rota
- Pass details of every incident to the class teacher at the end of lunch, so that it is recorded on Arbor the same day
- Report any safeguarding concern straight to the DSL or a Deputy DSL

Staff are expected to uphold high expectations without shouting, humiliation or confrontation, and to apply restorative processes where appropriate. Senior leaders will support staff in managing more complex behaviour incidents.

5.4 Parents and Carers

Parents and carers are expected to:

- Familiarise themselves with the school's behaviour policy.
- Reinforce behavioural expectations at home.
- Inform the school of circumstances that may affect their child's behaviour.
- Engage constructively with the school following incidents.
- Attend meetings where behaviour plans or interventions are discussed.

The school will work in partnership with parents to promote high standards of behaviour, to celebrate pupils' successes, and to support pupils where difficulties arise.

5.5 Pupils

Pupils are expected to:

- Follow the school's rules and routines.
- Show respect to staff and peers.
- Take responsibility for their actions.
- Accept consequences when behaviour falls below expectations.
- Report concerns about bullying or safety.

Pupils will be:

- Explicitly taught expected behaviours.
- Recognised and rewarded when they meet or exceed expectations.
- Given opportunities to reflect and repair relationships.
- Supported to understand the impact of their actions.
- Asked for their views on the school's behaviour culture to help evaluate and improve this policy.

Additional support will be provided for pupils who require further guidance to meet behaviour expectations, including mid-year arrivals.

6. Behaviour Curriculum

6.1 Developing Character Through the Behaviour Curriculum

The school develops pupils' character through the behaviour curriculum by clearly defining the behaviours and habits expected. Pupils are supported to develop respect, responsibility and consideration for others. As these behaviours are practised consistently, they become established routines that promote self-regulation and positive conduct.

6.2 Teaching the Behaviour Curriculum

The behaviour curriculum is taught explicitly during the first week of the Autumn term alongside National Curriculum subjects. Pupils are expected to learn and understand the content so that they can recall expectations and apply them in daily school life. At the start of each term, the behaviour curriculum is revisited and it is reinforced throughout the year.

Through implementation, staff will:

- **Identify** the behaviour we expect
- **Teach** behaviour explicitly
- **Model** the expected behaviour
- **Practise** routines
- **Notice** and reinforce positive behaviour
- **Create** conditions that support consistent conduct

Routines are made explicit and applied consistently across the school.

6.3 Adaptations and Reasonable Adjustments

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils, including those with SEND, can meet behavioural expectations. Adjustments are made in line with the Equality Act 2010 and the SEND Code of Practice.

6.4 Curriculum Content

Behaviour expectations are covered in depth during Autumn Term 1 and revisited throughout the year. Pupils are expected to understand how the school values — Respect, Integrity, Forgiveness, Endeavour, Safety and Inclusion — relate to conduct in school and in the wider community. British Values are referenced through the lens of our school values.

The behaviour curriculum content — what each school value looks like in practice, the Politeness Promise and the Routines for Success — is set out in **Appendix 3**. These routines are explicitly taught and upheld by all members of the school community.

6.5 Keeping the Curriculum Consistent Across the School

A behaviour curriculum only works if every classroom delivers it the same way. To support that:

- Every classroom displays the same key routines (Appendix 3), in the same language, so a pupil experiences identical expectations wherever they are in school.
- A short staff meeting slot at the start of each term is used to revisit the curriculum, agree any refinements, and troubleshoot where it isn't landing in particular classes or year groups.
- Any adult new to a classroom — new staff, trainees, or supply staff — is given a one-page routines and rewards summary as part of their induction, so consistency doesn't depend on how long someone has been in the building.
- SLT use learning walks and drop-ins to check routines and rewards are being applied the same way across classes.
- A shared staff 'language' bank — the exact scripts and phrases used for routines, praise and de-escalation — is kept in the staff handbook so every adult is using the same words.

6.6 Mobile Phones

6.6.1 Personal Mobile Phones – Pupils

The school recognises that mobile phones are part of everyday life and may support pupils' personal safety. However, they can also disrupt learning and present safeguarding risks. It has therefore been agreed that:

- Pupils (usually Years 5 and 6) may bring a mobile phone to school if they are walking independently to or from school.
- The phone must be handed to the class teacher at the start of the school day and will be returned at the end of the day.
- Phones are brought at the owner's risk and the school is not responsible for loss or damage.
- Phones must not be taken on school trips or visits.
- Pupils must not bring communication devices such as smart watches that can record sound or images or send or receive messages.

Breaches of these conditions may result in confiscation of the device and withdrawal of permission to bring a phone to school. Confiscated devices will be stored securely and must be collected by a parent or carer.

6.6.2 Misuse of Mobile Phones

Where mobile phones are used, in or out of school, to bully, intimidate or cause harm, the Headteacher or Deputy Headteacher may intervene to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site.

In line with statutory guidance, the school may search a pupil's phone where there are reasonable grounds to believe it contains pornographic images, or that it is being or has been used to commit an offence or cause personal injury.

Certain conduct may constitute criminal behaviour. The school will involve the police or other appropriate agencies where necessary. This includes, but is not limited to:

- Sharing sexual images without consent
- Threats of violence or assault

- Abusive calls, emails, social media posts or messages directed at someone on the basis of a protected characteristic

6.7 Supervision During Transitions

Transitions around the school (moving to and from assembly, PE, lunch, playtime, and between lessons) are supervised as follows:

- Each class teacher supervises their own class during transition times, managing departure and the flow of the line.
- Where a TA is assigned to the class and is available, they are directed to an appropriate location to support the transition, rather than simply following behind the class.
- The TA prioritises meeting pupils at the point they arrive in the next space (for example, the classroom door, the hall entrance or the playground gate), so that pupils are welcomed, settled and redirected calmly as they enter, rather than after they have already entered and dispersed.
- This means transitions are supervised at both ends: the class teacher manages departure, and the TA manages arrival at the destination.

Exact positioning will vary depending on the school's layout and the transition taking place, and is agreed by year group teams and the Senior Leadership Team.

7. Responding to Behaviour

At Feniscowles Primary School, responses to behaviour are guided by a graduated approach. We prioritise proactive strategies, positive reinforcement and relationship-building before applying consequences.

Our approach is underpinned by consistency, fairness and proportionality. The aim is always to restore a calm and safe learning environment, prevent recurrence and support pupils to improve their conduct.

7.1 Building Positive Relationships and Proactive Teaching

The foundation of effective behaviour management lies in strong relationships and high-quality teaching. Most of a teacher's time and energy around behaviour should sit at the base of the pyramid below, not the top:

Layer	What it means in practice
6. Formal consequences	Used least often, and always alongside, not instead of, the layers below.
5. Decreasing inappropriate behaviour	The low-key strategies in Section 7.4, used calmly and early.
4. Preventing problems before they happen	Clear routines, predictable structure, and planning ahead for pupils or times of day that are more likely to be difficult.
3. Incentives and motivation	Using the school's reward system (Section 7.3) to reinforce what is already being noticed and praised.

Layer	What it means in practice
2. Praise, encouragement and positive attention	Noticing and naming good behaviour, specifically and genuinely, far more often than correcting poor behaviour (Section 7.2).
1. Building positive relationships	Knowing every child, greeting them warmly, spending time getting to know them. This is the foundation everything else depends on.

> If a class is struggling with behaviour, the first question is always how much time is being invested at the base of this pyramid — not what the consequence should be.

Practical ways to build relationships

- **Meet and greet (Dynamic Door):** a genuine personal greeting at the start of every session — eye contact, the child's name, and, where possible, noticing something about them.
- **The 2x10 strategy:** for any pupil who is struggling, two minutes of individual conversation about anything other than behaviour, on ten consecutive school days.
- **Specific, genuine praise:** naming exactly what was good, aiming for far more positive interactions than corrective ones over the course of a day.
- **Knowing each pupil's context:** using what's known from families, previous teachers and any support plans, so responses are informed rather than generic.
- **Ending the day well:** closing each day positively and starting the next one afresh, regardless of what happened the day before.
- **Being visible and available:** using duty and transition time to build relationships, not just to supervise.
- **Repairing after a consequence:** a short, genuine reconnection with the pupil on the same day, ideally led by the adult who was involved, so no child ends a day feeling the relationship is broken.

The proactive teacher

Staff are expected to:

- Deliver engaging lessons pitched appropriately to pupils' needs, so that pupils are challenged but not overwhelmed
- Have lessons and resources well organised and available
- Maintain pace so that pupils are actively engaged in learning
- Maintain clear routines and expectations
- Model respectful conduct
- Use calm and consistent language
- Address behaviour early to prevent escalation

Proactive classroom practice reduces the likelihood of disruption and supports pupils to remain engaged in learning.

7.2 Giving Attention – Encouragement and Praise

Positive attention is the most frequently used and most powerful behaviour strategy in school. Staff are expected to notice and name good behaviour far more often than they correct poor behaviour. Positive interactions should clearly outweigh corrective ones across every lesson and every day.

Behaviour-specific, descriptive praise

Praise is most effective when it tells the pupil exactly what they did well and links it to our school values. General praise ("good boy", "well done") is used sparingly. Staff instead name the behaviour:

> *"Thank you for putting your pencil down straight away. I can see you're ready to listen."*
>
> *"You kept trying with that problem even when it was hard. That's real Endeavour."*
>
> *"I noticed you invited Sam to join your game. That's what Inclusion looks like."*

Name and Fame

Staff publicly recognise pupils who model the behaviours we expect, so that the whole class sees what good looks like:

> *"Archie is a role model for how he's approaching his learning this morning."*

Public praise is used thoughtfully. Some pupils are uncomfortable with public attention, and staff adapt to quieter, private recognition where that suits the child better.

Positive contact with home

Parents and carers should hear good news from school as readily as they hear concerns. In addition to the formal rewards in Section 7.3, staff use:

- a quick word with a parent or carer at the classroom door
- a positive phone call home
- a positive Dojo message

Over the course of each half term, staff should aim for every pupil in their class to have had some positive recognition shared with home. This includes pupils who are often overlooked because their behaviour is consistently good.

7.3 Motivating Through Incentives

7.3.1 Principles

Incentives reinforce behaviour that staff are already noticing and praising. They do not replace relationships and praise. All rewards at Feniscowles are administered according to the following principles:

- **Linked to our values.** Rewards are given for demonstrating Respect, Integrity, Forgiveness, Endeavour, Safety and Inclusion. When giving a reward, staff say which value the pupil has shown.
- **Earned, not removed.** Once a reward or Dojo point has been earned, it is not taken away as a consequence for later behaviour. Rewards and consequences are kept separate.
- **Fair and consistent.** Every class uses the same reward system in the same way, so that pupils experience the same expectations wherever they are in school.

- **Accessible to all.** Every pupil, including those with SEND or those working on a Behaviour Plan, must be able to earn every reward. Staff may adapt what a pupil needs to show in order to earn a reward, in line with Section 6.3.
- **Exercised with professional judgement.** Staff use their knowledge of each pupil to decide when recognition is deserved, within the framework below.

7.3.2 Individual Recognition

Reward	Awarded by	How it works
Stickers and stamps	Any adult	Immediate, in-the-moment recognition for effort, conduct or work.
Dojo points	Any adult working with the class	Awarded for behaviour that demonstrates a school value. The value is named when the point is given. Points are visible to the pupil and to parents/carers. Every 10 points earns a raffle ticket (see below).
Raffle tickets	Class teacher	Every 10 Dojo points a pupil earns during the week gives them one raffle ticket. The class teacher draws the raffle at the end of the week, and the winning pupil receives a prize. Points that don't make up a full 10 do not carry over to the following week.
Star of the Day	Class teacher	One pupil per class each day who has stood out for their conduct, effort or kindness. The reason is shared with the class.
Classroom recognition board	Class teacher	Displays the names of pupils currently being recognised for living out the school values.
Weekly Achievement Award	Class teacher	One pupil per class each week, for an achievement in learning or effort. Presented in [celebration assembly].
Weekly 'Feniscowles Child' Award	Class teacher	One pupil per class each week who has consistently shown the values of a Feniscowles Child. Presented in [celebration assembly], with the reason read aloud.

Class teachers keep track of who has received Star of the Day and the weekly awards. This ensures recognition is spread fairly across the class over time, while remaining genuinely earned.

7.3.3 Collective Recognition

- **Together Time.** Each week, the class teacher sets a Dojo point target for the class. Teachers use their professional judgement to pitch it so it is achievable but requires a shared effort. When the class reaches the target, they earn Together Time at the end of the week. Every pupil's points count towards the class total, so pupils learn that their own conduct contributes to the success of the whole group.

- **House points.** Dojo points also count towards pupils' house teams and are collected across the term. Running house point totals are shared with pupils throughout the term so they can see how their house is doing. At the end of each term, the winning house is celebrated with a non-uniform day or additional playtime.

7.3.4 Ensuring Fairness and Consistency

To keep the reward system fair across all classes:

- New staff, trainees and supply staff are shown how the reward system works as part of their induction (Section 6.5).
- Year group teams agree a shared understanding of what earns a Dojo point, so that standards are similar between parallel classes.
- Staff are particularly alert to pupils who are rarely recognised, whether because they are quiet, consistently well-behaved or finding behaviour difficult.

7.3.5 Recording and Monitoring

Dojo points and weekly awards are tracked so that the school can see who is being recognised and how often. SLT review Dojo reports alongside behaviour incident data on Arbor. They look at the balance of positive recognition and recorded incidents by class and year group, and at whether any groups of pupils are under-recognised (including pupils with SEND or other vulnerabilities). A summary is included in the termly behaviour report to governors.

7.4 Decreasing Inappropriate Behaviour

When behaviour falls below expected standards, staff will respond promptly and calmly. Strategies may include:

- Meaningful choices (see table below)
- Tactical ignoring (where appropriate)
- Proximity change
- Eye contact and non-verbal cues
- Distraction
- Timers
- Prompting
- Re-direction
- Reminders and warnings
- 'Take up time'
- After-lesson follow-up

These strategies aim to prevent escalation and restore learning without unnecessary confrontation. De-escalation techniques, including agreed scripts and calm language, may be used to support regulation.

Meaningful choices

Offering a genuine choice gives the pupil a sense of control while keeping them within the expectation. Staff can create choice in seven ways:

Type	Choice offered	Example
Within an activity	Choice of materials within an activity	"In this colouring activity, would you like to use crayons or markers?"
Between activities	Choice among different activities	"During free time, would you like to colour or build Lego?"
Refusal	Choice to decline one part of an activity	"Would you like to do the recording for the music lesson on the iPad?"
Who	Choice of who to work with	"Would you like to take this message to the office with John or Ben?"
Where	Choice of location	"Would you like to read in the reading corner or at your desk?"
When	Choice of when to start	"Would you like to get started on your journal writing now or in five minutes?"
Terminate	Choice of when to end	"Would you like to keep writing for another five minutes or stop now?"

All pupils are treated equitably. Staff consider contributing factors, developmental stage and any additional needs when responding. When giving a consequence, staff also consider what support could help the pupil meet expectations in future.

7.4.1 Behaviour as a Possible Indicator of Harm

> A change in a pupil's behaviour may be a sign that they need help or protection. If staff have any concern that behaviour may be linked to a pupil suffering, or being likely to suffer, harm, they **record the concern on CPOMS and speak to the DSL or a Deputy DSL** the same day. A behaviour consequence never replaces a safeguarding response.
>
> The DSL will consider whether pastoral support, early help or a referral to children's social care is appropriate. See the Child Protection and Safeguarding Policy.

7.5 Levels of Behaviour

The school uses a tiered approach to classify, manage, record and report behaviour incidents. The examples given in each tier are a guide, not an exhaustive list.

> **Professional judgement.** Movement between tiers is a matter of professional judgement. Staff consider the frequency, severity, context and impact of the behaviour, and any known needs of the pupil, and may consult their phase leader or SLT.

7.5.1 Tier 1 – Low-Level Behaviour

Tier 1 behaviour is low-level disruption or conduct that can be managed by the class teacher or supervising adult. Examples may include:

- Talking when the teacher is speaking
- Calling out
- Off-task behaviour
- Minor disruption
- Incorrect uniform
- Running indoors
- Failure to follow simple instructions

Management and consequences: reminder; warning; reflection time, with the length matched to the incident (typically a few minutes); restorative conversation.

All incidents are recorded on Arbor. Parents are not routinely informed of isolated Tier 1 incidents; contact may occur where behaviour is repeated or a pattern emerges. Escalation may occur if behaviour persists.

7.5.2 Tier 2 – Concerning Behaviour

Tier 2 behaviour is more serious or repeated behaviour that disrupts learning or impacts safety and respect. Examples may include:

- Throwing objects
- Ignoring adult instructions or answering back
- Name-calling
- Inappropriate language
- Being untruthful or deceitful
- Going into other pupils' bags, trays or belongings
- Stealing
- Damaging property
- Persistent disruption

Management and consequences:

- Year Group Reflection: a longer period of reflection time during lunchtime, with the length matched to the context of the incident, using the Restorative Reflection Form, led by an adult from the pupil's own year group team.
- Colleagues within the year group team share this role, so the adult leading the conversation always knows the child and the context.

Incidents are recorded on Arbor. Parents are contacted by phone the same day by a staff member who knows the child; the call is summarised on Arbor afterwards, not instead of it. Escalation to Tier 3 may occur if behaviour persists or is sufficiently serious.

7.5.3 Tier 3 – High-Level Behaviour

Tier 3 behaviour is serious conduct of significant concern. Examples may include:

- Physical aggression
- Spitting
- Vandalism
- Threatening behaviour

- Racist, sexist, homophobic, transphobic, disability-related or other discriminatory behaviour
- Swearing directly at staff
- Leaving the classroom or school site without permission
- Proven bullying
- Significant disruption

Management and consequences: two sessions of Year Group Reflection, led by the year group team with SLT support where needed.

Incidents are recorded on Arbor. Parents are contacted by phone the same day, led jointly by the class teacher and a senior leader; written confirmation follows by email, not instead of the call. Where a pupil leaves the school site without permission, a senior leader is informed immediately and the school's missing child procedure is followed; this is a safeguarding matter as well as a behaviour matter. Where behaviour meets the threshold for suspension, statutory guidance will be followed.

> **Discriminatory behaviour** — racist, sexist, homophobic, transphobic, disability-related or any other prejudice-based behaviour — is treated as Tier 3 as a minimum. Depending on its seriousness, it may lead to suspension.
>
> The adult who witnesses or receives the report challenges it immediately and informs a senior leader the same day. The incident is recorded on Arbor as a prejudice-related incident, parents/carers are contacted by phone, and the pupil who was targeted is offered support. Prejudice-related incidents are reported to governors termly.

> **Sexualised behaviour** — including inappropriate touching, sexual comments or sharing sexual content — is not managed through the tiers alone. It is a safeguarding matter: record it on CPOMS and inform the DSL or a Deputy DSL the same day (see Sections 7.4.1 and 7.14).

7.5.4 Key Stage 1

The tiered system applies in Key Stage 1, and all KS1 incidents are recorded on Arbor at the appropriate tier, so that patterns can be tracked across the school. When deciding reflection time and consequences, staff take account of the pupil's age and developmental stage:

- Reflection time is shorter and is matched to what the child can manage at their stage of development.
- Restorative conversations are verbal and use simple, concrete language. Where a Restorative Reflection Form is used, the adult scribes it or uses pictures and symbols.
- Repair happens as close to the incident as possible, so the child can connect what they did with putting it right.
- Natural consequences (Section 7.7) are used wherever possible.

7.6 Escalation: Serious Concern and Risk of Suspension

Following repeated Tier 3 incidents, the class teacher requests authorisation from the phase leader to begin a Class Behaviour Plan. The phase leader reviews the pupil's Arbor data first, to confirm the pattern and agree that a formal plan is the right next step.

Stage 1: Class Behaviour Plan

- Created collaboratively between the parents/carers, the class teacher and the child
- Written up with clear, agreed targets
- Sets out how progress towards the targets will be noticed, praised and shared with home
- Reviewed after 4 weeks

If the Class Behaviour Plan does not lead to improvement, the process escalates to an SLT Behaviour Plan meeting.

Stage 2: SLT Behaviour Plan Meeting

- Attended by staff, the child, parents/carers and a member of the Senior Leadership Team
- The meeting reviews the Class Behaviour Plan together
- An SLT Improving Behaviour Plan is drafted, with clear targets and recognition for improvement. The plan makes clear that, if behaviour does not improve, suspension may be considered by the Headteacher, who decides each case individually in line with statutory guidance

Where persistent disruptive behaviour continues despite support and intervention, suspension may be considered as a last resort.

7.6.1 Working with Parents on Home Rewards and Sanctions

Where in-school consequences and support are not, on their own, leading to sustained improvement, for example once a Class Behaviour Plan or SLT Improving Behaviour Plan is in place, staff will work with parents/carers to agree meaningful rewards and sanctions that operate at home, alongside the school's response.

- Home rewards and sanctions are discussed and agreed jointly with parents/carers as part of the Behaviour Plan review meeting; they are not imposed by the school.
- They are linked to the same behavioural targets set out in the pupil's Behaviour Plan, so that home and school reinforce the same expectations rather than working in parallel.
- Staff support parents/carers to identify rewards and consequences that are genuinely meaningful to their child, rather than defaulting to generic suggestions, drawing on what staff and parents already know motivates the pupil.
- Parents/carers are asked to apply the agreed approach consistently at home and to feed back on its impact at each review, in the same way school-based consequences are reviewed.

This partnership does not replace the school's own tiered response; it sits alongside it, and is used once in-school strategies alone have not secured the improvement needed.

7.7 Natural Consequences and Tasks During Reflection Time

Wherever possible, staff consider a natural consequence as part of reflection, so that the pupil makes things right after a poor choice. A natural consequence is directly connected to what happened. For example:

- Tidying up a mess that was made
- Litter picking following littering
- Helping to repair or replace something that was damaged
- Redoing work that was spoilt, or catching up on learning that was missed
- Returning something that was taken
- Helping to restart a game or activity that was disrupted

Natural consequences must be related to the behaviour, reasonable and proportionate, and never humiliating. They sit alongside the tier consequence and the Repair stage of the restorative conversation (Section 7.8 and Appendix 2); they are intended to reinforce responsibility and support improved future behaviour.

7.8 Restorative Practice

Behaviour incidents are used as opportunities to reflect, repair and rebuild trust. Restorative conversations aim to:

- Encourage accountability
- Develop empathy
- Restore relationships
- Prevent recurrence

Every restorative conversation follows the same underlying sequence: **Regulate → Reflect → Understand → Impact → Repair → Plan → Rejoin**. This does not replace the consequence set out in Sections 7.5 and 8.1; it sits alongside it. The consequence remains fixed and predictable for the tier; the restorative conversation is what helps the pupil learn from it.

7.8.1 Tiered Restorative Approach

Tier	Restorative response
Tier 1	Verbal restorative reflection, using the short version in Section 7.8.2 A short period of reflection time, with the length matched to the incident Outcome recorded on Arbor
Tier 2	Completion of a Restorative Reflection Form (adult-scribed or verbal in KS1) Structured reflection with an adult, using the full restorative sequence in Section 7.8.2 Outcome recorded on Arbor Parents contacted by phone the same day

Tier	Restorative response
Tier 3	Two sessions of Year Group Reflection The restorative conversation uses the full sequence and takes place once the pupil is regulated and it is safe and appropriate to proceed A senior leader may support the process Outcome recorded on Arbor; parents contacted by phone the same day

7.8.2 Restorative Conversation Framework

Before any restorative conversation begins, the adult checks that the pupil is regulated enough to engage. Intensity may have reduced without the pupil being fully settled, and a pupil in this state can still be vulnerable to re-escalation. Reflection is not forced or rushed to obtain an early apology; where a pupil is not ready, the adult allows more time and returns to the conversation shortly afterwards.

For Tier 2 and Tier 3, adults use the full sequence, asking age-appropriate questions such as:

- What happened, and what happened just before it?
- What were you thinking or feeling at the time, and has this happened before?
- Who has been affected, and how?
- What needs to happen now to put this right?
- What could you do differently next time — and what can we do to help when you notice yourself getting to that point?
- How and when will you return to your normal routine?

Asking what adults and the environment can do differently is not an excuse for the behaviour; it is asked alongside, not instead of, the question of what the pupil will do differently, and it is particularly useful for pupils with SEND or known regulation difficulties.

The full staff script for this sequence, including suggested language for each stage, is set out in **Appendix 2: Restorative Intervention Script**.

For Tier 1, a shortened version is used:

- What happened?
- Who was affected?
- What needs putting right?
- What will you do differently next time?

7.8.3 Outcomes of Restorative Work

Outcomes may include:

- Apologies (verbal or written)
- Agreements regarding future behaviour
- Actions to repair harm
- Pastoral support
- Planned reintegration into class or setting

7.9 Restrictive Interventions and Use of Reasonable Force

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force may be used to:

- Prevent a pupil from committing an offence
- Prevent injury to themselves or others
- Prevent serious damage to property
- Prevent serious disorder

Reasonable force must:

- Be lawful, necessary and proportionate
- Use the minimum force necessary
- Be applied for the shortest time required
- Never be used as a punishment

Staff will seek to use de-escalation strategies before considering the use of force, unless there is an immediate risk of harm. Staff who may need to use restrictive intervention are trained in CPI Safety Intervention, appropriate to their role (see Section 11).

7.9.1 Recording and Reporting

Significant incidents involving the use of force will be:

- Recorded promptly and accurately
- Reviewed by a member of the Senior Leadership Team
- Reported to parents/carers as soon as reasonably practicable

Records will include:

- The reason force was used
- De-escalation steps attempted (where appropriate)
- The type of intervention used
- Duration
- Staff involved and witnesses
- Any injury/first aid and follow-up actions

7.9.2 Use of Force in Searches

Reasonable force may be used only when searching for prohibited items, where lawful, necessary and proportionate.

7.9.3 Removal, Regulation Spaces and Seclusion

At times, pupils may be removed from a lesson to restore calm, reduce disruption, or reduce risk. Where pupils use a safe space, nurture room or sensory area for regulation:

- The space is supervised
- The use is time-limited and supportive
- The purpose is regulation and safety, not punishment
- Pupils are not locked in
- Pupils are not prevented from leaving as a disciplinary sanction

Seclusion involves preventing a pupil from leaving a room or space. Seclusion is distinct from classroom removal or supervised regulation support and is subject to specific recording and reporting requirements. If seclusion is used:

- It will be treated as a significant incident
- It will be recorded and reported in line with statutory guidance
- Parents/carers will be informed as soon as reasonably practicable
- The incident will be reviewed by senior leaders and followed up appropriately

7.9.4 Post-Incident Support and Review

Following any significant restrictive intervention:

- Pupils will be supported to regulate and return to learning safely
- A restorative conversation will take place when appropriate
- Contributing factors will be considered (including SEND and safeguarding)
- Support plans may be reviewed to reduce recurrence

7.10 Searching and Confiscation

Searching and confiscation are conducted in accordance with DfE guidance Searching, screening and confiscation: advice for schools (July 2022, updated July 2023).

7.10.1 Confiscation

Any prohibited items (listed in Section 3) found in a pupil's possession as a result of a search will be confiscated and will not be returned to the pupil. The school may also confiscate any item that is harmful or detrimental to school discipline. Such items may be returned following discussion with senior leaders and parents/carers, where appropriate.

7.10.2 Searching a Pupil

Searches will only be carried out by a member of staff authorised by the Headteacher, or by the Headteacher themselves. Except in urgent circumstances:

- The authorised member of staff will be of the same sex as the pupil; and
- A second member of staff will be present as a witness.

A member of staff of a different sex to the pupil may conduct a search without a witness where:

- They reasonably believe there is a risk of serious harm if the search is not carried out immediately; and
- It is not reasonably practicable for the search to be carried out by a member of staff of the same sex; or
- It is not reasonably practicable for a witness to be present.

Where a search is conducted without a witness, the member of staff must report this immediately to another member of staff and ensure that a written record is made.

7.10.3 Decision to Search

A search may be carried out where the authorised member of staff has reasonable grounds to suspect that a pupil is in possession of:

- A prohibited item (listed in Section 3); or

- An item banned under school rules for which a search may be made; or
- Where the pupil has agreed to the search.

If the search is not urgent, staff will seek advice from the Headteacher, DSL (or deputy) or pastoral lead as appropriate. During this time the pupil will be supervised. Before conducting a search, staff will:

- Assess urgency and risk
- Consider safeguarding implications
- Explain why the search is necessary and what it will involve
- Explain how and where the search will be carried out
- Give the pupil an opportunity to ask questions
- Seek cooperation

7.10.4 Refusal to Cooperate and Use of Force

If a pupil refuses to cooperate, an appropriate behaviour sanction may be applied and the Headteacher informed. Reasonable force may be used to search for prohibited items only, where lawful, necessary and proportionate, but not for items banned solely under school rules.

7.10.5 Scope of a Search

An authorised member of staff may search outer clothing, pockets, possessions, and desk or locker. “Outer clothing” includes:

- Clothing not worn wholly next to the skin (e.g. jumper, jacket)
- Hats, scarves, gloves
- Shoes or boots

A metal detector may be used to assist with searches where appropriate.

7.10.6 Searching Pupils’ Possessions

A pupil’s possessions may be searched:

- For any item, with the pupil’s consent; and
- For prohibited items (and other items where the school has the power to search without consent), where lawful.

Searches of possessions will normally take place in the presence of the pupil and another member of staff. Where there is a serious risk of harm or it is not reasonably practicable to summon another member of staff, a single authorised member of staff may conduct the search.

7.10.7 Strip Searches

School staff will not carry out strip searches. If there is a concern that requires this level of intervention, the school will follow statutory guidance and involve the police and safeguarding leads as required.

7.10.8 Informing the DSL and Recording

The staff member who carried out the search must inform the DSL without delay:

- Where there were reasonable grounds to suspect possession of a prohibited item; and/or
- Where the search reveals a safeguarding concern.

All searches for prohibited items, including where no item is found, will be recorded in the school's safeguarding system.

7.10.9 Informing Parents/Carers

Parents/carers will be informed of searches for prohibited items as soon as reasonably practicable, including:

- Why the search took place
- What was found (if anything)
- What was confiscated (if anything)
- What action the school has taken

Parents/carers may not be informed where doing so would create a safeguarding risk (for example, where there is a risk of harm). In such cases, the DSL will determine next steps.

7.10.10 Electronic Devices

Where an electronic device is searched or confiscated, the school will follow DfE guidance on handling content safely and appropriately, including where there are safeguarding concerns.

7.10.11 Support After a Search

Following any search, the school will consider whether:

- The pupil may be at risk of harm; and/or
- Additional pastoral or early help support is required.

Where appropriate, the DSL will consider whether further intervention, including referral to external agencies, is necessary.

7.11 Off-site Misbehaviour

The expectations set out in this policy apply not only during the school day and on school premises, but also to pupils' behaviour outside of school when they are:

- Taking part in any school-organised or school-related activity (including educational visits, residential visits or sporting events)
- Travelling to or from school
- Wearing school uniform or otherwise identifiable as a pupil of Feniscowles Primary School
- Involved in online activity that impacts the safety and welfare of others in the school community

Where behaviour outside school falls below expected standards, the school may respond in line with the tiered behaviour system, taking into account context, impact and whether a restorative or safeguarding response is required.

Where an incident outside of school involves criminal activity, bullying, harassment, or poses a risk to the wellbeing of another pupil or member of staff, the school will work in partnership with parents/carers and, where appropriate, the local authority and police.

Consequences will be issued on school premises, or elsewhere only when the pupil is under the lawful control of a staff member (for example, on a school-organised trip or visit).

7.12 Online Misbehaviour

Pupils are expected to uphold the same standards of conduct online as they do in school. Online behaviour is an important aspect of safeguarding and wellbeing and can have serious implications for learning, safety and relationships.

7.12.1 Scope of Online Behaviour Expectations

Online conduct may be addressed under this policy where it has an impact on the school community, including where pupils are:

- Using school learning platforms and apps (e.g. Purple Mash)
- Communicating with staff or other pupils online
- Using messaging apps or group chats involving school peers
- Sharing or creating content on social media, including images, videos or AI-generated material
- Posting or engaging in behaviour that could impact another pupil, a member of staff, or the school's reputation

7.12.2 Types of Online Misconduct

Online incidents may include:

- Cyberbullying, harassment, name-calling or deliberate exclusion
- Sharing harmful content (including edited, manipulated or AI-generated images)
- Uploading or reposting inappropriate material
- Recording, photographing or screen-capturing pupils without permission
- Spreading rumours, misinformation or online "pile-on" behaviour

7.12.3 Response and Consequences

Online misbehaviour is responded to using the same tiered approach as in-person behaviour, taking into account:

- The nature, context and impact of the behaviour
- The safety and wellbeing of those involved
- Whether the incident requires a safeguarding response, including consideration of child-on-child abuse

7.12.4 Filtering, Monitoring and Reporting

The school maintains filtering and monitoring systems in line with the DfE Filtering and monitoring standards for schools and colleges – Core Standard. Where online content is harmful or unlawful, the school may involve external agencies, including the police, as appropriate. Parents and carers are expected to support safe online conduct and work in partnership with the school where concerns arise.

7.13 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 take steps to preserve relevant evidence for potential police involvement.

Where a decision is made to report to the police, the Headteacher or Deputy Headteacher will make the report. The school will not interfere with police action. The school may continue to follow its own procedures and apply consequences where appropriate, provided these do not conflict with police action.

Where a report is made to the police, the Designated Safeguarding Lead (DSL) will consider whether a referral to children's social care is appropriate.

7.14 Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or sexual violence are taken seriously and are never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, unsafe or worried, no matter how small they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to reports and concerns, including (where appropriate) risk assessments to determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Further detail is set out in the Child Protection and Safeguarding Policy.

7.15 Malicious Allegations

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

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

Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (working with the local authority designated officer (LADO) where relevant) will consider:

- Whether the pupil who made the allegation requires additional support
- Whether the allegation may indicate a safeguarding need or a request for help

A referral to children's social care may be made where appropriate. The school will also consider the pastoral and wellbeing needs of staff and pupils who have been accused.

Further detail is set out in the Child Protection and Safeguarding Policy, including procedures for allegations against staff and child-on-child abuse.

8. Consequences

8.1 Reflection Time

For low-level, in-class behaviour, the class teacher deals with it directly and immediately — see Section 7.4.

Where a concern needs more than an in-class response (Tier 2 and Tier 3), the consequence is Year Group Reflection: a longer, structured lunchtime reflection held within the pupil's own year group, not a separate whole-school detention room. This keeps the adult leading the reflection connected to the child, and keeps it manageable at year-group level rather than relying on a single central system.

Year Group Reflection sessions will be:

- Proportionate to the behaviour
- Matched in length to the context of the incident, rather than fixed — Tier 1 reflection (Section 7.5.1) is short and immediate, while Tier 2 Year Group Reflection is longer, at lunchtime
- Led by an adult from the pupil's own year group team, with colleagues sharing the role so it does not fall on one person

Parents are contacted by phone, not just informed in writing, where a Tier 2 or Tier 3 response is used — see Section 7.5.

8.2 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited period. Removal is a serious sanction and will only be used where necessary to:

- Restore order where a pupil is being significantly disruptive
- Maintain the safety of pupils and staff
- Allow the pupil to continue learning in a managed environment
- Allow the pupil to regulate and regain calm

Removal will only be used once other appropriate strategies have been attempted, unless the behaviour is sufficiently serious to warrant immediate action.

8.2.1 Supervision and Education During Removal

Pupils who are removed from the classroom will remain under the supervision of a member of staff, continue to receive meaningful education, and not be left unsupervised. Education provided during removal may differ from the mainstream curriculum but will remain purposeful.

Supervision may be provided by a parallel class teacher, an additional member of staff, or a designated supervised space. The context of the incident will determine the most appropriate arrangement.

8.2.2 Duration and Reintegration

Removal will be time-limited. Pupils will not be removed for prolonged periods without the explicit agreement of the Headteacher. Pupils will be reintegrated into the classroom as soon as it is safe and appropriate to do so.

The school will consider what support is required to enable successful reintegration, including reasonable adjustments where necessary. Where a restorative conversation has taken place under Section 7.8, the Rejoin stage of that process (Appendix 2) supports this transition back into the classroom.

8.2.3 Parental Communication and Recording

Parents/carers will be informed on the same day that their child has been removed from the classroom. The incident will be categorised as Tier 2 or Tier 3 in line with the behaviour system. All removals will be recorded on Arbor, including:

- The reason for removal
- Duration
- Supervision arrangements
- Any follow-up actions

The school will monitor removal data, including patterns relating to protected characteristics and SEND, to ensure fairness and proportionality.

8.2.4 Repeated Removal

Where a pupil is frequently removed from class, the school will consider alternative or additional approaches, which may include:

- Meetings with pastoral staff
- Increased adult support
- Short-term report cards
- Behaviour support plans
- Multi-agency assessment
- Referral to appropriate external services

Removal will not be used as a long-term substitute for appropriate support. Removal will not be used as a form of seclusion. Pupils will not be locked in a room or prevented from leaving as a disciplinary sanction.

8.3 Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to serious incidents or persistent behaviour that has not improved following in-school consequences and support. Suspension and permanent exclusion are used as a last resort. The decision to suspend or permanently exclude a pupil will be made by the Headteacher in line with statutory guidance.

The school will:

- Consider the impact on the pupil’s welfare and education
- Consider reasonable adjustments for pupils with SEND
- Consider whether behaviour may be linked to unmet needs

- Ensure decisions are lawful, reasonable and proportionate

Further detail is set out in the school's Exclusions Policy.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school recognises that behaviour may be influenced by a pupil's special educational needs or disability (SEND). When incidents of misbehaviour occur, the school will consider whether a pupil's SEND may have contributed to the behaviour. This will be determined on a case-by-case basis. Not all behaviour displayed by a pupil with SEND will be directly related to their identified needs.

When responding to behaviour, the school will have regard to its legal duties, including:

- Taking reasonable steps to avoid placing a disabled pupil at a substantial disadvantage (Equality Act 2010)
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Securing the provision specified in an Education, Health and Care (EHC) plan
- Cooperating with the local authority and relevant professionals

The school will seek to anticipate and, where reasonably possible, identify triggers that may lead to dysregulation or misbehaviour and put appropriate support in place. Preventative measures will be tailored to the pupil's individual needs and may include:

- Planned movement breaks
- Adjusted seating arrangements
- Adjustments to uniform requirements for sensory or medical needs
- Visual supports or structured routines
- Staff training to increase understanding of specific conditions
- Access to supervised regulation spaces for emotional regulation

Regulation spaces are supervised, time-limited and supportive. They are not used as punishment or seclusion.

9.2 Adapting Consequences for Pupils with SEND

When considering a sanction for a pupil with SEND, staff will consider whether:

- The pupil understood the rule or instruction
- The pupil was able to regulate their behaviour at the time
- The behaviour was directly linked to the pupil's identified needs
- Additional support or adjustment would have been reasonable

Where a pupil's disability substantially affects their ability to comply, the school will consider whether applying a sanction without adjustment would place the pupil at a disadvantage. The school will determine whether a sanction remains appropriate and proportionate, and whether reasonable adjustments should be made to the consequence or process.

High expectations remain for all pupils. Adjustments are intended to enable success, not remove accountability. The same principle applies to rewards: every pupil must be able to earn recognition (Section 7.3.1).

9.3 Considering Unidentified SEND

Where a pupil displays persistent or significant challenging behaviour, the school will consider whether there may be underlying unmet needs. The Special Educational Needs Co-ordinator (SENCO) may review existing information, observe the pupil, gather staff and parent feedback, and initiate appropriate assessment processes.

Where necessary, advice may be sought from external professionals, including specialist teachers, educational psychologists, health professionals and other relevant agencies. Where additional needs are identified, appropriate support plans will be developed in partnership with parents/carers and reviewed regularly.

9.4 Pupils with an Education, Health and Care (EHC) Plan

Where a pupil has an EHC plan, the provision specified in the plan will be secured and the school will cooperate with the local authority and relevant professionals. If serious concerns arise regarding behaviour, the school may convene an early review meeting or request an emergency review of the EHC plan where appropriate.

Behaviour that may lead to suspension or exclusion will be considered carefully, including whether the behaviour is linked to unmet needs or provision not being delivered as specified.

10. Pupil Transition

10.1 Inducting Incoming Pupils

The school supports incoming pupils, including mid-year arrivals, to understand and meet behaviour expectations through a structured induction process. This may include:

- Introduction to the behaviour policy, key routines and the reward system
- Explicit teaching of classroom and whole-school expectations
- Opportunities to practise routines
- Additional transition support where required

Where pupils have identified additional needs, the school will liaise with previous settings, parents/carers and relevant professionals to ensure appropriate support is in place from the outset.

10.2 Preparing Outgoing Pupils for Transition

To support a smooth transition to the next year group or setting, pupils participate in transition sessions with their new teacher(s), and staff hold transition meetings to share relevant academic, pastoral and behavioural information.

Information relating to behaviour, support plans, safeguarding concerns and SEND will be shared with relevant staff to ensure continuity of support. Information will be transferred securely and in line with data protection requirements.

11. Training

All staff receive behaviour management training as part of their induction. Training includes:

- The school's behaviour systems, routines and expectations
- How praise and rewards are administered (Sections 7.2 and 7.3)
- The restorative conversation framework and script (Section 7.8 and Appendix 2)
- De-escalation strategies
- The lawful use of reasonable force, through CPI Safety Intervention training (where appropriate to role)
- Safeguarding responsibilities, including recognising behaviour as a possible indicator of harm
- The impact of SEND and mental health needs on behaviour

Behaviour management forms part of ongoing professional development. Where appropriate, staff receive additional training linked to specific pupil needs, trauma-informed approaches, and restrictive interventions and recording requirements. Governors receive appropriate information to fulfil their oversight responsibilities.

12. Monitoring Arrangements

12.1 Monitoring and Evaluating Behaviour

The school collects and analyses data relating to:

- Behaviour incidents, including removal from class
- Rewards and positive recognition (Dojo points and weekly awards)
- Suspensions and permanent exclusions
- Attendance
- Use of alternative provision, managed moves or off-site direction (where applicable)
- Incidents of searching and confiscation
- Use of restrictive interventions
- Feedback from staff, pupils, governors and other stakeholders

Data is reviewed at least termly by the Headteacher and shared with governors. Analysis considers patterns and trends, including:

- Whole-school data
- Age group
- Individual pupil patterns
- Time of day, week or term
- The balance of positive recognition and recorded incidents by class and year group
- Protected characteristics
- Pupils with SEND or other vulnerabilities

Where disparities or trends are identified, the school will review practice and implement appropriate action to ensure fairness, proportionality and compliance with the Equality Act 2010.

12.2 Monitoring This Policy

This behaviour policy will be reviewed at least annually, or sooner where required due to changes in statutory guidance or findings from monitoring. At each review:

- The policy will be approved by the Headteacher.
- The full governing body will review and approve the policy.
- The allocated safeguarding/behaviour link governor will provide oversight.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the governing body annually.

13. Links with Other Policies

This behaviour policy should be read in conjunction with:

- Anti-Bullying Policy
- Exclusions Policy
- Child Protection and Safeguarding Policy
- Restrictive Interventions / Physical Restraint Policy
- Mobile Phone Policy
- Attendance Policy
- Online Safety Policy
- SEND Policy

These policies operate together to ensure a consistent, lawful and safeguarding-focused approach.

Supporting Documents for Staff

The following documents support this policy and are held [on the staff shared drive]:

- Restorative Reflection Form
- Class Behaviour Plan template
- SLT Improving Behaviour Plan template
- One-page routines and rewards summary (Section 6.5)
- Staff language bank (Section 6.5)

Appendix 1: Written Statement of Behaviour Principles

This statement is made by the Governing Body under Section 88 of the Education and Inspections Act 2006. It is reviewed and approved by the full governing body annually.

1. The Governors of Feniscowles Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
3. Feniscowles Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act 2010). To this end the school must have clear and comprehensive anti-bullying procedures that are consistently applied and monitored for their effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effectiveness.
4. The school's legal duties under the Equality Act 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy.
5. The Behaviour Policy should show due regard to the school's Child Protection and Safeguarding Policy.
6. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
7. Consequences for unacceptable behaviour should be known, understood and consistently applied by all staff. The full range of consequences should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or fears that one may take place (e.g. cyberbullying; criminal harassment). Consequences should be monitored for their proper use and effective impact.
8. Governors will support any disciplinary action that is taken by the school against children who are found to have made malicious accusations against school staff, and expect that school staff will receive pastoral support if they are accused of misusing their powers.
9. Governors expect full details of the appropriate and correct use of reasonable force and restrictive intervention to be set out in the Behaviour Policy, and expect at least two members of staff to be trained in the use of reasonable physical intervention.
10. Governors expect the Headteacher to include in the Behaviour Policy details of the school's power to discipline beyond the school gates, covering the school's response to non-criminal inappropriate behaviour and bullying that occurs off the school premises. Governors must

be satisfied that the measures proposed by the Headteacher are lawful and that staff and pupils know that consequences can be applied in these circumstances.

Appendix 2: Restorative Intervention Script

Regulate → Reflect → Repair → Rejoin

Restorative intervention takes place after the immediate behaviour has been made safe and the pupil is sufficiently regulated to engage. The purpose is not simply to obtain an apology. It is to help the pupil:

- understand what happened
- recognise the effect of their behaviour
- identify what contributed to it
- take responsibility
- repair harm where possible
- develop a better response for next time
- return successfully to the school community

> The consequence identified within the Behaviour Policy remains in place. Restorative practice supports the child to learn from the incident; it does not replace accountability.

1. Regulate

Adult purpose: establish safety and emotional control before attempting reflection.

Adult language:

> *You're safe. I'm going to give you a little time.*
> *We don't need to talk about everything yet.*
> *I'm here when you're ready.*

Where appropriate:

> *Would you prefer to sit here or over there while you get yourself settled?*
> *Would some water / quiet / a few minutes help?*

The adult should:

- maintain a calm tone
- reduce unnecessary language
- avoid arguing
- avoid demanding an explanation
- provide appropriate take-up time
- use reasonable choices where appropriate

Readiness check:

> *Are you ready to talk with me about what happened, or do you need another couple of minutes?*

If the pupil is not ready, do not force the restorative conversation.

2. Reflect

Once regulated:

> *We're going to work through what happened. You're not in trouble for talking honestly with me. I need to understand it properly so that we can sort it out.*

Establish the facts

> *Tell me what happened from your point of view.*

Allow the pupil to speak. Then clarify rather than interrogate:

> *What happened just before that?*
>
> *What were you thinking or feeling at that point?*
>
> *Was there something that made this particularly difficult for you?*

The adult can acknowledge emotion without endorsing behaviour:

> *I can understand that you were angry.*

Then retain the boundary:

> *Being angry is okay. Throwing the chair wasn't okay.*

or:

> *I can see why you found that difficult. Calling somebody that name was still not acceptable.*

Where the pupil disputes the incident

Do not become trapped in an argument.

> *I can hear that you remember it differently. I am going to listen to your version as well as the information we already have.*

Then return to the behaviour that is established:

> *What we do know is that _____ happened. Let's work from there.*

3. Understand the Pattern

The aim is to identify what the pupil can learn from, rather than simply asking why they behaved badly.

Adult language:

> *Let's think about the point where things started to go wrong.*
>
> *What was the first sign that you were getting angry / frustrated / overwhelmed?*
>
> *Has something like this happened before?*
>
> *What tends to make this harder for you?*

Then identify successful regulation:

> *Was there anything that helped you calm down afterwards?*
>
> *What did an adult do that helped?*

Where appropriate:

> *Was there anything we did that made it harder?*

The adult listens for:

- triggers
- patterns
- unmet needs
- communication difficulties
- peer dynamics
- task avoidance
- sensory factors
- feelings of threat, embarrassment or loss of control
- successful strategies already available to the child

Understanding these factors does not remove responsibility for the behaviour.

4. Recognise the Impact

Move deliberately from the child's experience to the experience of others.

Adult language:

> *Who has been affected by what happened?*

If necessary:

> *Think about the other children, the adults and the learning that was happening.*

Follow with:

> *How do you think it affected them?*

For younger children:

> *How do you think they might have felt?*

If the pupil struggles:

> *When _____ happened, I noticed _____. What do you think that might tell us?*

The adult may use affective language:

> *When you shouted while I was teaching, I felt concerned because the other children stopped learning and some became worried.*

Avoid:

> *Look what you've done.*
>
> *You've ruined everyone's lesson.*
>
> *You should be ashamed of yourself.*

The aim is accountability without shame.

5. Repair

Adult language:

> *What do you think needs to happen now to help put this right?*

Allow the pupil to generate solutions first. Repair might include:

- an appropriate apology
- repairing or replacing something damaged

- helping restore an area
- checking in with another pupil
- correcting misinformation
- completing missed learning
- a practical act connected to the behaviour
- agreeing how future interactions will be managed

If an apology is suggested:

> *What would make that apology meaningful?*

An immediate forced apology should not be the objective. Where the pupil cannot identify a repair:

> *I have a couple of ideas. Let's choose something that genuinely helps put things right.*

The agreed repair must be reasonable, proportionate and connected to the incident.

6. Plan for Next Time

This is the most important preventative part of the conversation.

Adult language:

> *Imagine we could rewind to just before things went wrong. What could you do differently next time?*

Move beyond "I won't do it again." Ask:

> *What will you actually do?*

Possible strategies might include:

- asking for help
- using an agreed phrase
- moving seats
- requesting a short regulation break
- speaking to an adult
- ignoring a provocation
- using a taught regulation strategy
- accepting take-up time
- moving away from the situation

Then consider the adult response:

> *What can we do to help when you notice yourself getting to that point?*
>
> *Is there something adults can say or do that is particularly helpful?*

Agree a simple plan:

> *So next time, you will _____ and we will _____.*

The adult checks understanding:

> *Tell me the plan back in your own words.*

7. Rejoin

Return responsibility and communicate confidence.

Adult language:

> *Thank you for talking honestly about it.*
>
> *The behaviour wasn't okay, but we've dealt with it and we've got a plan.*
>
> *You now have the chance to put this right and make your next choice a good one.*

Where returning to class:

> *We're going back into class now. You don't need to keep discussing what happened. Your job is to get back to learning.*

If appropriate:

> *I'll check in with you later.*

The adult should actively avoid carrying the incident into subsequent interactions. The child should experience a genuine opportunity to reset.

Tier 1 — Short Restorative Version

Tier 1 should remain brief and proportionate.

> *What happened?*
>
> *Who was affected?*
>
> *What needs putting right?*
>
> *What will you do differently next time?*
>
> *Okay. Let's put that into practice and get back to learning.*

The interaction should usually take only a few minutes.

Tier 2 — Year Group Reflection

During Year Group Reflection, use the full sequence: **Regulate → Reflect → Understand → Impact → Repair → Plan → Rejoin**.

Complete the Restorative Reflection Form alongside the conversation. The adult should record sufficient information to identify:

- the behaviour
- contributing factors or patterns
- impact
- agreed repair
- agreed strategy for next time

The purpose is not to produce lengthy written accounts from pupils. The incident is recorded on Arbor and parents are contacted by telephone in accordance with the Behaviour Policy.

Tier 3 — Serious Incident

Tier 3 consequences and safeguarding procedures take precedence. The restorative conversation should take place when the pupil is sufficiently regulated and it is safe and appropriate to do so. The conversation should explore:

- What happened?
- What led up to it?
- What was the pupil experiencing?
- Who was harmed or affected?
- What needs repairing?
- What could prevent recurrence?
- What support and expectations are required?
- How will successful reintegration occur?

A senior leader may support the process. For significant incidents, adults involved should also reflect separately on:

- antecedents and triggers
- what staff noticed
- what de-escalated the situation
- what escalated the situation
- whether agreed strategies were followed
- what should change next time

This is professional reflection, not an allocation of blame.

The Feniscowles Adult Response

Throughout restorative intervention, adults should communicate:

Message	Why it matters
“I will listen to you.”	The child’s perspective matters.
“I will help you regulate.”	Reflection cannot be forced during heightened distress.
“The boundary remains.”	Understanding behaviour does not mean accepting harmful behaviour.
“Your actions affect other people.”	Restoration requires recognition of impact.
“You can put things right.”	Children are given an authentic route back into the community.
“We will learn from this.”	The objective is reduced recurrence, not simply completion of a consequence.
“You get a fresh start.”	Once repair has occurred, adults actively support successful reintegration.

Staff Shorthand

Stage	Question
REGULATE	Are they ready to talk?

Stage	Question
REFLECT	What happened?
UNDERSTAND	What was happening before and underneath the behaviour?
IMPACT	Who was affected and how?
REPAIR	What needs putting right?
PLAN	What will the child and adults do next time?
REJOIN	Restore responsibility, relationship and learning.

Appendix 3: The Behaviour Curriculum — Values, Politeness Promise and Routines for Success

This appendix sets out the content of the behaviour curriculum taught in Autumn Term 1 and revisited each term (Section 6). It forms the basis of the classroom displays and the one-page routines summary given to adults new to a classroom.

The Feniscowles Child: Our Values in Practice

Value	What this looks like
Respect	Speak kindly and calmly to everyone in the school Disagree politely — refusal and answering back are unacceptable Look after the school building and equipment Uphold our Politeness Promise Being physical is unacceptable Creating discontent leads to unhappiness and is unacceptable Wear the correct uniform Everyone's views should be respected
Integrity	Telling the truth at all times is important Doing the right thing at all times, even when an adult isn't watching Doing the right thing away from school Taking personal responsibility for your actions
Forgiveness	Making mistakes is part of being human Everyone is valuable and worthy of love View people through 'forgiveness glasses' Forgiving is not saying that what has happened is OK Forgiving happens in your own time and should not be rushed Forgiveness can be through actions, not just words
Endeavour	'Opting out' is not acceptable Showing resilience and perseverance in difficult situations Hard work brings reward in life
Safety	Know that physical aggression is not acceptable at any time School routines help keep us safe Understand what bullying is and how to report it Know how to keep safe at all times and who to talk to if unsafe Behave safely online and know how to see risks Speak kindly to people online and report abuse

Value	What this looks like
Inclusion	Value everyone as equals Include people in games and activities Including people sometimes takes effort and sacrifice All faiths should be respected All ethnicities are equally valued Boys and girls are equal Someone being left out should be challenged — stand up for what is right Caring for and helping our friends is part of making a better world

British Values — Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance — are taught through the lens of these school values.

The Politeness Promise

A Feniscowles Child remembers to:

	The Politeness Promise
1	Say please and thank you
2	Say excuse me
3	Respond to a greeting
4	Give compliments
5	Make eye contact
6	Hold doors open
7	Not speak and eat at the same time
8	Knock on doors before being welcomed in

Routines for Success

These routines are taught explicitly, displayed in every classroom in the same language, and upheld by every adult.

Routine	What pupils do
Stopping children in class	1. Stop what you are doing 2. Equipment down 3. SHINE

Routine	What pupils do
SHINE	**S**it up straight **H**ands still **I**n your own space **N**o noise **E**yes on the speaker
Dynamic Door	Staff member at the door Staff meet, greet and instruct Children respond to the greeting Silently on with the task
Lining up in class	1. Stand behind chairs 2. Walk to the line 3. Register order 4. Uniform check
Lining up outside	Listen for the whistle Stand still — no talking Walk to the line when asked Register order in silence Face the front Uniform check
Group walking	Face forwards Straight line Hands by side No talking No leaning on walls when waiting
Walking through school	Quietly Walking Allowing others to pass through doors first
PE changing	Collect kit in register order Change silently Uniform in bag Bag on table Reverse the process to change back