

Behaviour Policy

Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information

Policy Name	DPA Behaviour Policy	
Review Frequency	Every three years unless a response to changes in DfE guidance and legislation is required sooner.	
Statutory Policy	Yes	
Policy Owner	Executive Principal	
Lead Reviewer	Behaviour Lead	
Approver and date of last approval	Executive Principal: 15/04/2026	
Key review dates	By whom	Changes made
26/4/16 policy written	A Ashcroft	
September 2018	S Scrivener	Updated to incorporate changes to behaviour management systems within school.
February 2020	S Scrivener	Updated to reflect enhancement of the Behaviour Blueprint, additional appendix and wording changes to better reflect the school ethos and specific CPD for staff.
March 2021	S Scrivener	Updated to reflect the change from Team Teach training to Point 5 Behaviour Consultancy support. Escalating behaviours section updated to reflect additional measures put into place for managing this. Update to Behaviour Blueprint, inc. supporting colleagues with behaviour escalations.
December 2021	C Lamming	Updated with new strategies proposed by Robin Launder, Mark Finnis and Paul Dix.
October 2022	C Lamming	Updated to reflect the DfE behaviour in schools' guidance. Updated with specific sanctions (Appendix 1)
November 24	C Lamming	Updated with Additional Behaviour Considerations for Children in EYFS (2-5 Year Olds).
11 February 2025	S Bellingham	Updated to replace the suspensions and exclusions wording with reference to DPA's standalone Suspension and Permanent Exclusion Policy
February 2026	C Lamming	Updated with revised sanctions for EYFS (2-5 Year Olds).

April 2026	C Lamming	Updated to comply with DfE guidance on restrictive interventions, including reasonable force (effective 1 April 2026). Added recording and reporting requirements, updated definitions, and enhanced sections on prevention and de-escalation.
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Policy Statement

At Didcot Primary Academy we believe that positive behaviour is learned in an atmosphere rooted in kindness, mutual respect, praise and encouragement. Everyone is expected to maintain the highest standards of personal conduct and adults consistently model positive behaviour, language and body language. Exemplary behaviour is at the heart of productive learning and good habits are encouraged from the moment a pupil enters the school. We believe every member of our school community can be kind and brilliant in all that they do.

This policy makes reference to DfE guidance Behaviour in Schools (2022). This policy works in conjunction with our Anti-Bullying, Complaints, Equality and Safeguarding and child Protection policies. This policy also incorporates the DfE's guidance on restrictive interventions, including the use of reasonable force (2026), and sets out our approach to minimising the need for restrictive interventions and our procedures for recording and reporting when they are used.

Policy aims

- To promote values that uphold a culture of exceptionally good behaviour for both learning and for life in the wider community.
- To ensure that all learners are treated fairly and shown respect.
- To help learners to take control over their own behaviour and to be responsible for the consequences of it.
- To provide a behaviour framework for staff that ensures calmness, consistency and kindness
- To provide a partnership approach to managing poor behaviour and dynamic interventions to support both staff and learners.

Guiding principles

- We recognise that all behaviour is communication.
- Where children feel valued as individuals and have their efforts and successes recognised they respect adults and accept their authority.
- Children feel secure when there is certainty in adult responses.
- A culture of consistency in adult behaviours is at the heart of excellent behaviour management.
- Visible routines give children security and certainty.
- Adults in school must be aware of those children who are on the special needs register and recognise that their challenging behaviours may need a differentiated response.
- When the ethos of the classroom and the school is positive there will already be an atmosphere of mutual respect, where pupils are behaving appropriately and teaching and learning is leading to achievement.

- Work closely with each family because we feel home and school have collaborative roles to play in the education of the children.

Consistent and visible routines

All staff

- Meet and greet at the door, both in the morning and afternoon.
- Ensure that the learning space is set up appropriately for the learning and all equipment and materials are ready to use.
- Ensure that lessons are well prepared, meeting the needs of both previous lower attainers and rapid graspers. Aim for 100% engagement, 100% of the time.
- Always refer to 'Be kind and be brilliant' when talking about behaviours, in both recognising positive and addressing negative behaviours.
- Emphasise a visible positive recognition system throughout every lesson including specific praise and house points
- Anticipation, strategic intervention and corrections as the primary behaviour management techniques before consequences. In lower years, use the green (smile), amber (frown) and red (sad) cards discreetly, to provide non-verbal prompts. Strategic interventions including non-verbal cues or speaking to the class as a whole about a specific behaviour are used in Key Stage 2.
- Use the scripted conversations (as detailed in Appendix 2), when necessary.
- When addressing negative behaviours staff will always conclude by reinforcing that they know the pupil can be kind/brilliant (see Appendix 2)
- Show children, by example, how to treat others with tolerance and courtesy. As well, model moving around the school calmly, quietly and with hands together.
- Help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings, therefore developing concepts of fairness and compromise.

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Senior Leaders will:

- Meet and greet at the beginning of the day
- Be a visible presence around the school, particularly at transition times
- Regularly provide opportunities to share good practice
- Ensure all staff have access to the reporting element of CPOMS
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure that staff have relevant and up to date training to ensure they can manage behaviour effectively and safely.
- Regularly share headline data on restrictive interventions with governors (at least termly), including the number of incidents, types of interventions used, any patterns or trends, and actions being taken to minimise future use.

Our expectations

Pupils are expected to:

- be kind to others, including staff and peers
- move around the school calmly and quietly with hands together
- enter the classroom ready to learn in a calm and purposeful manner
- actively participate in lessons, completing classwork and handing in home learning on time
- recognise what is and what is not kind and brilliant behaviour
- develop a responsible attitude to their own behaviours
- respect the opinions and beliefs of others
- understand that bullying and inappropriate language will not be tolerated
- express their own point of view both sensibly and sensitively
- understand there will be consequences for poor behaviour

Staff will be expected to:

- model and reinforce positive behaviour
- follow the behaviour policy to ensure consistency of approach
- be mindful to praise in public (PIP) and reprimand in private (RIP)
- respecting pupils as individuals and listen to and acknowledge them
- record behaviour incidents in a timely fashion (CPOMS)
- ensure that no pupil is discriminated against because of their ethnic origin, gender, sex, culture, sexuality, religious belief or because of any family responsibility they may have
- use a calm voice and encourage children to do likewise
- never use physical punishment of any kind. Only use restrictive interventions (including reasonable force) when necessary and lawful, as set out in this policy.
- record any use of restrictive interventions in writing as soon as possible, endeavouring to do so no later than the same day, using the school's internal record template and following the procedures set out in the 'Use of Restrictive Interventions' section of this policy
- remind all pupils of behaviour expectations prior to an off-site trip. Consistent inappropriate behaviour may prevent the child from being allowed to participate on a trip - especially where safety is paramount. School rewards and sanctions will still apply.
- carry out an individual risk assessment for any child following an individual behaviour plan (IBP), prior to participation in an off-site activity/trip

Parents/Carers are expected to:

- work in partnership to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by staff
- ensure pupils arrive at school on time, correctly equipped and ready to learn

Our positive reward system

Recognising kind and brilliant behaviour is essential in our school, where we want the focus to be firmly on positive behaviours and ensure that rewards far outnumber sanctions. Praise and encouragement are used effectively by all our staff. Pupils are recognised for their efforts as well as achievement.

House points are a visible consistency throughout the school. Each class collects house points throughout the week, they can be given individually or collectively, staff are at liberty to award single points or even thousands of points when the class have been collectively brilliant. The number of house points awards is limitless. Our house point system enables all adults in the school to give praise and recognition, including visitors. During Friday assembly each year group announces the house with the most points and this is recorded on a visual display. At the end of every half-term the house with the highest number of awards is given a treat, such as a non-uniform day.

The school has four houses:

Blue
Green
Red
Yellow

Celebration Assembly

Generally, every week a celebration assembly is held for KS1 and KS2; Reception will initially hold their own assembly and join the whole school celebration when staff feel it is appropriate. This assembly celebrates and reflects upon the learning that has taken place during the week. Members of staff will select a child who has exemplified our 'Be kind. Be brilliant' values to be the star of the week. Each year group will share some highlights of the learning that has taken place and teachers will talk about why the stars of the week have been selected. Each star of the week will be rewarded with a sticker and a certificate.

Principal Rewards

If a member of staff feels that a child has done an exceptional piece of work, due to the amount of effort and pride they have put into it, they can be sent to the Principal to share their work. The work will receive a Principal's award sticker.

Omnia and subject awards

Each half term staff are asked to nominate individuals from their class to meet with the Principal. This privilege recognises those children who consistently uphold the school and trust values, both in class and on the playground. As well, children are nominated for their particular successes across the curriculum and awarded a certificate in recognition of this.

Managing negative behaviour

When negative behaviours occur it is essential to respond promptly and calmly to ensure that good order is restored as quickly as possible. As a school we recognise that all behaviours are forms of communication and this is reflected in our approach to managing challenging behaviours. Scripted conversations address the negative behaviours, providing pupils with the opportunity to reflect on why the behaviour was unacceptable and provide support to repair and restore positive behaviour. Pupils who have behaved in a negative way and victims of poor behaviour choices will be acknowledged, listened to and valued.

Behaviour consequences

As a school the overriding emphasis is on positive behaviours, and this should be explicit throughout the day, regardless of the situation. However, when behaviour has fallen short of school expectations, despite positive reinforcements, a consequence may be necessary. This is laid out in Appendix 1 for school-based sanctions. Parents/carers will be informed about poor behaviour by the class teacher. We recognise the importance of working in partnership with parents/carers to promote positive outcomes for all our pupils.

Class teachers will regularly discuss our school and trust values with their classes and ensure that their children know what the values look like, in a way that is appropriate to their age and stage. The Principal or members of SLT may also come and talk to a whole class, year group or whole school to address various behaviours/incidents. A behaviour curriculum is used to explicitly teach the expected conduct of students.

Escalating behaviours

If the behaviour of a pupil is seriously damaging the class learning environment or posing a risk to others, despite using the positive behaviour strategies and scripts, the pupil may be removed from the class or the class may be evacuated. Immediate help can be sought by using the radio in the classroom with the code '**Blue Light**'. All available staff will attend and offer assistance to the staff member managing the situation, supportive scripts are detailed in Appendix 2. If the child is unwilling to voluntarily move and behaviour is continuing to escalate, removing the class rather than the child in crisis is the most effective strategy. SLT must be informed promptly. These incidents must be recorded on CPOMS to ensure that patterns of behaviour can be monitored and measures put in place to support positive behaviours. If restrictive interventions (reasonable force, seclusion, or restraint) are used during an escalating behaviour incident, staff must also complete a separate written internal record as detailed in the 'Use of Restrictive Interventions' section of this policy, and parents must be informed as soon as possible, endeavouring to do so no later than the same day.

Following any incident involving restrictive interventions, we will invite parents to meet with us to discuss what happened, including any behavioural triggers, whether behaviour support plans were followed, what de-escalation strategies were used, and what might be done differently in the future. There may be occasions when outside agencies are used to provide additional guidance and support to staff.

Following incidents where a child has been in crisis they will be supported with their recovery before returning to class, when this is appropriate. Staff will be given an opportunity to debrief. Staff receive regular behaviour training updates to ensure a consistent approach when supporting escalating behaviours. Suggested scripts and prompts are included in the Behaviour policy appendices.

Use of Restrictive Interventions, Including Reasonable Force

Restrictive interventions include:

- Reasonable force (physical contact to control or restrain)
- Seclusion (isolating a pupil away from others against their will)
- Restraint with or without direct physical contact

We treat restrictive interventions as a last resort and prioritise prevention and de-escalation strategies. Staff will only use restrictive interventions when necessary to:

- Prevent pupils committing an offence
- Prevent injury to themselves or others
- Prevent damage to property
- Maintain good order and discipline

All members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The government also authorises the use of force, if appropriate, by staff conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles. Force cannot be used when searching for any other items even if they are in the school rules. Physical force may be used as an emergency intervention. It may include:

- the holding of a pupil by one or more adults so as to restrict their mobility and movements;
- the holding a pupil by one or more adults to guide them to another space in the school;
- blocking a pupil's path;
- physically interposing between pupils.

The use of restrictive interventions will take into account the characteristics of the child including their age, any identified special educational need or disability (including their SEN status code), physical needs and development level. The decision to use restrictive interventions will follow a risk assessment approach. The following will be considered:

- the potential outcomes of not intervening;
- any risks in the immediate environment;
- the vulnerability of the child.

If reasonable force is used, staff should:

- Use the least amount of force that's necessary, for no longer than is necessary
- Release their hold on the pupil as soon as it is safe to do so
- If a pupil is unintentionally held on the ground, release or re-position them as quickly as possible

Staff must not:

- Restrain the pupil in a way that affects their airway, breathing or circulation

Recording restrictive interventions

If reasonable force and physical intervention are used staff will ensure the following:

- the incident must be recorded in writing by the staff member(s) involved, as soon as possible and endeavouring to do so no later than the same day. The record must include as a minimum: the names of the pupil and staff directly involved; any relevant needs or circumstances of the pupil including SEN status; time, date, location and approximate duration; a brief account of why it was assessed as necessary; details of any physical injuries; and any support provided after the incident. If force was used, also record what led up to it, any triggers, preventative or de-escalation strategies used, and a description of the type and degree of force used.
- If different types of restrictive intervention were used in one incident (e.g. both reasonable force and seclusion), staff should cover everything in the same written record. If restrictive interventions were used on more than one pupil, create a separate written record for each pupil.
- Any injuries must also be recorded using the process set out in our health and safety policy, and reported to the Health and Safety Executive (HSE) where appropriate.

Reporting to parents/carers

- parents/carers must be informed of any significant incident involving restrictive interventions as soon as possible, endeavouring to do so no later than the same day. For incidents involving reasonable force, we will report to parents in writing including time, date, location and approximate duration; brief explanation of why it was assessed as necessary; short description of the type and degree of force used; details of any physical injuries sustained. For seclusion or restraint incidents, we will inform parents and provide a copy of the written internal record upon request.

Exceptions to reporting to parents

We do not have to report an incident to parents if:

- Telling the parents would likely result in serious harm to the pupil (in these cases, we must report it to any parent(s) it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily lives)

Meeting with parents to discuss what happened

Following any incident involving restrictive interventions, we will invite parents into school to discuss what happened. This doesn't need to be on the same day, but it should be soon after the incident.

This meeting will cover:

- What happened, in more detail
- Whether there were any behavioural triggers or warning signs
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future
- What we could do as a school to make this happen (e.g. training for staff, updates to behaviour plans)

We will use this information to review and/or update any existing behaviour support plans, as needed.

Support and next steps

- a range of support will be considered for the pupil which may include external professional help;
- targets for the pupil will be clearly defined;
- attempts will be made to try to identify that triggers for challenging behaviour;
- strategies will be put in place to help prevent challenging behaviour;
- parents/carers are included in the next step discussions.

Follow-up and support

Following any incident involving restrictive interventions:

- The pupil and staff member(s) involved will receive a medical assessment (if appropriate) and any injury will be treated
- The pupil's views will be heard and recorded as part of the debriefing process
- We will work with the pupil to identify underlying causes of the behaviour
- We will update their behaviour plan and risk assessment accordingly
- We will set up a restorative meeting with the pupil(s) and staff member(s) involved, to repair and rebuild the relationship between them
- Staff will be given an opportunity to debrief
- We will continue to monitor pupil and staff wellbeing and provide additional support if needed

Parents/Carers

Consent is not required from parents for our consequences, however good partnership with parents can have a positive impact on behaviour. Class teachers will inform parents about negative behaviours, not always for an isolated incident, but particularly if a pattern of behaviour is forming or strategies are not working. If concerns become higher level parents/carers will be invited to school to discuss the matter. As a school we also recognise the power of positive behaviour communication with parents, this may take the form of star of the week certificates, a positive note home or a quick positive phone call.

Suspensions and Exclusions

The decision to exclude a child from school, whether for a suspension or permanently excluded, is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of other positive strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available positive strategies for dealing with the child and would only be used as a last resort. The Principal will make the decision to permanently exclude and manage the exclusion. For more information, please refer to the school's Suspension and Permanent Exclusion Policy.

Recording poor behaviour

It is important that poor behaviour is recorded in a timely fashion:

- an entry should be completed using CPOMS, this is monitored by the Principal and Senior Leaders to assess patterns and repetitions plus incidents of bullying;
- communication with parents/carers may be face to face, by phone or email.

Support Structures for Pupils

The following structures exist within the school to provide support for pupils whose behaviour is a concern:

- identification of members of staff who the pupil feels comfortable talking to and access created to these staff;
- an individual behaviour plan will be written by the teacher if the pupil needs longer term support to change poor behaviour;
- a range of nurture programmes are available within school to meet emerging and ongoing needs.

Additional Behaviour Considerations for Children in the EYFS (2-5 Year Olds) - Understanding Challenging Behaviour

Children often display challenging behaviour due to unlearned responses to various emotions like boredom, anxiety, fear, curiosity, tiredness, independence, and anger/frustration. Our approach is to teach kindness and consideration by promoting positive behaviour. We'll achieve this by planning resources and activities that support personal, social, and emotional development, a prime area in the Early Years Foundation Stage, along with play-based learning.

- Role Play Scenarios: Engage children in role-play to explore different social situations and appropriate responses.
- Storytelling: Use stories that convey values and morals to help children understand behavioural expectations.
- Emotional Awareness: Encourage the use of feelings cards to help children express their emotions, fostering emotional intelligence.
- Friendship Building: Create activities that promote healthy and joyful friendships.

Additional Behaviour Considerations for Children in the EYFS (2-5 Year Olds) – Addressing Misbehaviour

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are- attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.

Young children often engage in play that has aggressive themes- such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. Although it may be inconsiderate at times, it can need addressing using the behaviour sanctions as outlined in the appendix.

Fantasy play often includes violent themes, presenting opportunities to discuss concepts of right

and wrong. By engaging with the content of play, we can suggest alternative strategies for heroes and heroines, using these moments to foster empathy and explore conflict resolution. We recognise that fantasy play also contains many violently dramatic strategies, blowing up or shooting for example. These also often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong. We can tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of the teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Whilst we recognise rough and tumble play is normal for young children and acceptable within limits, we operate a hands-off policy. Therefore this play will be moderated so that it conforms within these boundaries. We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

Children with SEN

Like all children, children with learning and physical disabilities may display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child’s perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their disability. Whatever the case, if a child with SEN is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society. At Didcot Primary Academy we ask our teachers to take the following additional steps to prevent behaviour issues with our pupils with SEN and to manage poor behaviour:

- learn about pupils’ individual difficulties and accommodate them, for example, do not ask a child on the autistic spectrum to sit squashed on the rug at circle time;
- share ideas and best practice to manage behaviour and to prevent escalation of situations;
- be sure that any sanctions you give a pupil with SEN are achievable;
- re-challenge and re-focus to diminish repetitive poor behaviour;
- assess regularly to ensure that there is early intervention of specialist help if required.

Child on Child Abuse

We take all reports of Child on Child Abuse very seriously. Please refer to our Child on Child abuse policy for more information. All incidences of unwanted sexual behaviour, sexual aggression and sexual abuse will be dealt with on a case by case basis with the Safeguarding policy used to help inform our responses. All incidences of this nature will be recorded on CPOMS and a DSL will advise on the action to take in conjunction with the reporting staff member.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the

school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- On-line, for example on social media, group chats or playing platform games;
- In some way identifiable as a pupil within our school.
- Posing a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Searching

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

Pupils who are found to have made malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the Anti-Bullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Principal will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Monitoring and Evaluation

The monitoring and evaluation process will be informed by:

- CPOMS
- data on restrictive interventions, including patterns, trends and effectiveness of prevention strategies
- accident book entries;
- visitors book entries;
- parent and pupil surveys;
- SLT meeting discussion;
- Principal's report to the Multi-Academy Trust (MAT).

Appendices:

Appendix 1 - Sanctions

Appendix 2 – Behaviour scripts

Appendix 3 – Restorative conversation questions

Appendix 4 – How to log incidents on CPOMS

References

Dix, P. *When the adults change, everything changes* Independent Thinking Press 2017

Dix, P. *After The Adults Change: Achievable behaviour nirvana* Independent Thinking Press 2021

Finnis, M. *Independent Thinking on Restorative Practice: Building relationships, improving behaviour and creating stronger communities* Independent Thinking Press 2021

Appendix 1 - Sanctions

Sanctions must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child.

When faced with negative/disruptive behaviour:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the 30 second scripted interventions and give the child take-up time, including considering change of face.
3. Give a consequence
4. Ensure the consequence is served
5. Have a restorative conversation primarily with the adult who initially gave the warning.

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If blue or green behaviours are happening frequently then orange or yellow sanctions may be used. Blue and green dealt with by class staff, orange referred by class staff to Phase Leader (KS1-2), yellow referred by class staff to SLT. All incidents and actions taken, orange and above, to be logged on CPOMS by the class teacher.

Early Years		
Behaviour	Example	Consequence
Not listening to adults	Not following examples	2 minutes reflection time
Not joining in with learning	Avoiding work, calling out	2 minutes reflection time
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	3 minutes reflection time
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	3 minutes reflection time and not being allowed to use that resource for the

		next session. Parents to be informed if repeated.
Not using kind hands or feet	Pushing, grabbing, pulling, crashing into others, poking, prodding	3 minutes reflection time. Parents to be informed if repeated.
Not using kind hands or feet	Hurting others, kicking, scratching, spitting, hitting, biting and pinching	5 minutes reflection time in kitchen / nest. Visit to SLT if repeated incidents. Parents to be informed.

Key Stage 1		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked the first time	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	10 minutes lost play / lunchtime
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again during break / lunchtime Not being allowed to use the resource for the rest of the day Visit to Phase Leader Parents to be informed
Using inappropriate words	Swearing	Playtime or lunchtime lost Visit to Phase Leader Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Playtime or lunchtime lost Visit to Senior Leader Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal / external suspension. Parents to be informed

Key Stage 2		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked the first time	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness to peers or staff	15 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break / lunchtime If not, to be completed at home and returned the next school day
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again at break/lunchtime Not being allowed to use that resource for the rest of the day Visit to Phase Leader Parents to be informed
Using inappropriate language	Swearing	Loss of lunchtimes / playtime Visit to Phase Leader Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtimes / playtimes Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes Visit to Senior Leader – consider further action including internal / external suspension Parents to be informed

Appendix 2 – Behaviour scripts

Moment of choice prompt

If you choose to do the work, that would be fantastic and this will happen

If you choose not to do to the work, then this will happen, It is your choice.

Scripted intervention

1. I noticed you are ... (Identify the behaviour)
2. You broke the rule about ... (Connect the behaviour to the rule)
3. You have chosen to ... (Map out the consequence)
4. Do you remember last week/yesterday/five minutes ago when you did brilliantly? That is the behaviour I need to see from you today. (Refer back and reframe)
5. Thank you for listening (Walk away and don't look back, then give the child some take-up time).

Appendix 3 – Restorative conversation questions

Choose up to 5 questions (2 in Early Years). Choose a setting that encourages an open and honest discussion, 'walking and talking' can be an option, as can being engaged in some sort of collaborative activity e.g. LEGO or doodling. The priority is an honest discussion with a positive outcome.

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

Appendix 4 - How to log behaviour incidents on CPOMS

It is important that behaviour incidents are logged on CPOMS in a timely way so that we can respond to these, support, strategise and ultimately mitigate them happening again. In order for this to happen please follow this guidance:

- Ensure any behaviour concern is logged under the perpetrator of the behaviour, link in other students as this may form part of a pattern of behaviour
- Please report a full incident of what has happened. Ensure, where necessary all children have been spoken to and a full understanding of the situation has been sought. If notes have been taken, attach these with the log. If CCTV has been viewed, please record what was seen. If this will take time, log the initial concern and state what you are going to do next, update CPOMS when the information has been gained.
- If a member of staff is reporting an incident that hasn't been investigated please make sure this is verbally passed on to the class teacher to deal with in a timely fashion as they may not get a chance to view their CPOMS until after school

- Ensure any consequences (in line with behaviour consequences) and actions are noted and it clearly states who will be leading on this (this will usually be the class teacher) and if necessary a timeframe for follow up
- Don't report what other people have told you – they must log their own concerns. If a concern doesn't appear on CPOMS, please remind that person of the need to record.
- If there is an injury to the child, complete a body map on CPOMS by expanding the body map section and clicking on the area of the body where the injury has occurred
- Class teacher, in line with behaviour consequences, to ensure parents are informed of behaviour incident at the end of the day, or sooner if necessary
- IT IS CRUCIAL THAT ALL TEACHERS LOG ON TO THEIR CPOMS ACCOUNT EVERY DAY