



CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY INCLUDING EXCLUSION ARRANGEMENTS



A consistent approach to behaviour management- aims of the policy

This policy sets out our approach to promote positive behaviour in the academy. The procedures and guidance in this document provide a consistent approach across the academy and enables pupils, parents and staff to understand our approaches to the management of behaviour . It is also recognised that for some pupils, variance on these procedures will be made to meet specific social, emotional, learning or other needs. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour.

Behaviour curriculum

We recognise the need to teach behaviour that is expected. We take proactive steps to ensure our pupils have repeated practices to support their success. By taking a consistent approach we introduce and embed, age appropriate, key habits and routines, for example 'pupils are expected to line up quietly'. Additionally, consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable. These adjustments may be temporary.

A Relational Approach

All pupils benefit from a relational approach to behaviour. We recognise some pupils struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. It is essential that we, the academy, strive to build positive relationships with all our pupils. We seek to establish an environment where all the academy community feel safe and cared for and pupils develop trust in the adults that work with them.

The THRIVE Approach

Our academy is proud to be a Thrive Academy. Based on neuroscience and attachment theory, the **Thrive** Approach offers a dynamic, developmental, trauma sensitive approach that helps adults interpret the behaviour and meet the emotional and social needs of pupils. In addition, the quality professional development colleagues undertake in Thrive training means staff are available across the academy to offer support. Pupils are encouraged and supported to reflect on any inappropriate behaviour through empathetic conversation, addressing pupils' negative self-referencing and helping them develop positive, coherent narratives about their lives. See Appendix 1 (Thrive Approach)

Expectations of the Academy Community

Senior Leadership Team (SLT)	To implement and monitor the Care, Support, Guidance and Behaviour policy Report to the Executive leadership Team (ELT) and Academy Advisory Body (AAB), as appropriate, the effectiveness of the policy Set high expectations through consistently modelling the academy values Strive to ensure all pupils work to the best of their ability Ensure the health, safety and welfare of all pupils Keep detailed records of all reported serious incidents, including all forms of child-on-child-abuse including sexualised behaviour, bullying and racism
All Staff	To model the behaviours you wish to see To be consistent in dealing with pupils, parents and adults in general To encourage the aims and values of the academy and local community, among the pupils To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support To encourage regular communication between home and academy To respect pupils and be consistent

Pupils	To set high expectations, clear boundaries and regularly agree classroom and behaviour expectations
	To use agreed rewards and, where necessary sanctions, consistently
	To respect, support and care for each other, both in the academy and the wider community
	To listen to others and respect their opinions
	To attend the academy regularly, on time, ready to learn and take part in academy activities
	To take responsibility for their own actions and behaviours
	To follow the academy rules as instructed by all members of staff throughout the academy day
Parents and Carers	To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age
	To be aware of, and support, the academy's values and expectations
	To ensure that pupils attend regularly and on time for the academy day
	To take an active and supportive interest in their child's work and progress
	To respect, model and support the aims and values of the academy

Reward system in Delta primary academies

The primary academy behaviour policy is based on positive reinforcement. Pupil reward systems are linked to desired behaviours. These can include:

An act of kindness	Special or sustained effort made	Good attendance and
Showing politeness or	in work	punctuality
courtesy	Displaying positive learning	Teamwork
Following the academy rules	behaviours	Community work
	Excellent or improved work	

Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours. Pupils can also earn reward points, house points or merits which are linked to rewards such as:

Certificates	Whole class prizes	Privileges
Stickers / stamps	Individual prizes	Presenting work to another
Principal or Head of Academy	Pupil of the week	adult in academy or a senior
awards and certificates	Celebration assemblies	leader

Sanctions and consequences

In the academy we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the academy consequence system is in place to ensure we maintain a safe and positive learning environment for all pupils. Sanctions are used in line with policy as appropriate to the situation and/or circumstance of the behaviour (or the age/need of the pupil). If pupils with additional needs struggle to meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not be applied, alongside learning, intervention, and support.

The consequence system ensures positive classroom behaviour is promoted and pupils have many opportunities to stop the undesired behaviour and are supported to make the right choice. (See appendix 2). Each classroom has a consequence system displayed, age appropriate, in a prominent place to enable SLT to support the teacher / support staff. At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated. We approach 'every session' as a new morning or afternoon session.

Sanctions and Consequence adoptions

When dealing with individual cases, staff will:

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need
- Consider whether any assessment of underlying factors of disruptive behaviour is needed

Removal from class

Following the use of consequence system there may be rare occasions that a pupil is asked to leave their classroom; if their behaviour becomes challenging or unsafe and low-level adult intervention has not been successful. The pupil may be asked to work in a partner class for the rest of the session and return after a reintegration discussion. Additionally a pupil may be removed to support the regulation of their emotions, with an appropriate adult, before returning.

On rare occasions, where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which significantly disrupts the learning of others, or more serious misconduct, where the use of progressive warnings is not appropriate, they could be removed from class to spend a limited time in an alternative area of the academy. The use of removal allows for the continuation of the pupil's education in a calm environment, with an appropriate adult and access to appropriate resources, allowing the pupil to regain composure in a safe space. Following the removal from class the parents will be informed, and a reflection opportunity will be facilitated with the pupil focusing on how to prevent a re-occurrence .

Banned Items

The academy follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation', a copy of which is available from the academy on request. Within this document there is a clear, but not exhaustive list of prohibited items which are not allowed on academy premises and their presence on school premises or if found on an individual pupil will lead to the highest level of sanction and consequence:

In general terms – any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

Heads of Academy and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified as an item which may be searched for.

Use of mobile phones

The academy follows government advice in relation to pupils' use of mobile phones on the academy site: 'By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often

expensive devices. This is why we are determined that all schools should prohibit the use of mobile phones throughout the school day – not only during lessons but break and lunchtimes as well.'

Therefore we operate the following approach, for the pre agreed year group(s) who are permitted to bring mobile phones into school: Mobile phone must be handed in on arrival – We appreciate pupils may require access to their mobile phones before and after school, but we do not want pupils to have access to their mobile phones throughout the school day.

On entry to the school each pupil must hand in their device to a named staff member, and these are then collected at the end of the school day.

Pupil support systems

Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice from an appropriate senior colleague who will work with the class teacher to develop strategies to support the distressed behaviour shown by the child and a Thrive profile would be completed at that point if deemed appropriate.

Where there are persistent repetitions of disruption, class teachers may put a Behaviour Support Plan (BSP) in place which will identify clear expectations and set targets to enable the behaviour to be modified. Parents will be involved in this process and the academy will regularly review progress and impact with parents. In the event of a more serious incident e.g., assault on staff; damage to property, the leadership team will decide about appropriate action.

Where children continue to struggle to make the appropriate behaviour choices or where a special educational need or disability has been identified, support may be sought from external agencies with a multi-disciplinary assessment carried out if necessary.

Alternative Provision (AP), Off site direction

Sometimes, it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short-term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

Sometimes, a managed move (MM) or an off-site direction (OSD) may be in the pupil's best interest. Off-site direction is when a pupil is required to attend another education setting to improve their behaviour as set out in Section 29A Education Act 2002 and further defined in the Education (Educational Provision for Improving Behaviour) Regulations 2010. Off-site direction (OSD) is only used as a way to improve future behaviour. This can be an effective way to break a cycle of poor behaviour and give a pupil a fresh start. We will only use MMs or OSD when there is a genuine reason to do so and where it is in the pupil's best interest. We will take all the necessary steps to make sure that the MM or OSD is successful for pupils involved.

We will ensure that parents, and the local authority if the pupil has an Education Health Care Plan (EHCP), are given clear information about the placement: why, when, where, and how it will be reviewed.

Suspension and Permanent Exclusions

Under exceptional circumstances, the Head of Academy may issue a suspension or permanent exclusion. Suspension or permanent exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Suspension or exclusion serves several purposes, including:

- To maintain high standards of behaviour in academy
- To ensure the safety and well-being of all staff and children

If the Head of Academy suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion and information on how parents can make representations about the decision. The Head of Academy will follow the Trust's reporting system and inform the Executive Principal Team (and the Local Authority where appropriate).

After a suspension a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to academy. If not, the Head of Academy consider permanently excluding the child.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the Academy's Care, Support, Guidance and Behaviour Policy; **and**
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupils or others in the Academy.

Malicious Allegations Against Staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the pupil who made it.

Supporting Staff Wellbeing and Professional Development

A training calendar is in place, including an induction package, to ensure all staff members are equipped to support the relational Thrive approach in the academy. Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. Where appropriate, staff are given opportunities to reflect through supervision, coaching and mentoring. Systems are in place to ensure staff have their voice heard through a team around the child approach.

Parents / carers

Pupils are more secure and successful when the adults who support them work together with a common purpose. Our academy plans regular contact with families to build positive relationships. This includes welcoming parents/carers on to the premises and providing opportunities to come to the academy for a variety of formal and informal meetings and activities. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

Record keeping

All academies have rigorous systems in place, including CPOMS software, which will ensure full and accurate records are maintained and analysed. All incidents relating to behaviour problems are recorded, including monitoring progress made in relation to behaviour targets, post suspension actions, incidents requiring the use of positive handling strategies, any child-on-child abuse incidents including sexual misconduct, racist incidents, bullying and discriminatory behaviour of any kind and complaints.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims, but this is often the case. In the academy, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults. We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to continuously educate ourselves and children to raise awareness and understanding of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to speak to in any member of staff, parents or friends. All incidents are treated seriously, and the appropriate actions taken for both victim and perpetrator. The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff. The academy has a clear child on child abuse policy which should be read in conjunction with this policy.

Racism

In the academy our wish is to scaffold the development in every child a sense of self-worth and respect for others. Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all racist incidents are followed up immediately. Each incident will be carefully considered and may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. At the lowest level the sanction may take the form of a discussion to improve understanding, , or in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy. All racist incidents will be logged and reported to the AAB. We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately (see additional information in the child- on- child abuse policy)

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child-on-child abuse policy and KCSIE.

Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'.

All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the academy's consequence system, in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy.

Managing pupil transition

At the start of each academic year an induction of academy behaviour expectations and culture is delivered and repeated for all pupils at suitable points in the year. Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children. Children's behaviour records are made available to the class teacher.

Pupil's conduct out of academy

The academy will investigate any reported incidents of bullying including bullying and cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy (see additional information in the child-on-child abuse policy). Depending on the outcome, academy behaviour systems may be put in place where appropriate including discussion with the parents. These will be recorded on the academy incident recording forms which record outcomes and actions. Members of staff are not expected to deal with incidents outside of academy that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether to involve themselves in incidents outside of academy. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

The Care, Support, Guidance and Behaviour policy will be reviewed on an annual basis and behaviour issues will be monitored daily, by the Head of Academy and through discussions with staff.

This document is freely available to the academy community and will be posted on the academy website with a hard copy available at the main office.

Positive Handling Policy

Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption. The academy recognises the importance of placing its policy on physical restraint within the context of its whole-academy approach to behaviour. The academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

Aims & Objectives - Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training. However, the academy will seek external training as required.

Implementation - The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the academy's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious damage to property.

Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm to other children
- There is a risk of physical injury to a member of staff or a member of the public
- Serious and extreme damage to property is being caused
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and deescalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness
- Other staff may need to swap in as needed
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control
- Reassure the pupil, as they regain self-control
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, staff involved will be given the opportunity to take time out
- Following any restraint, a positive handling risk assessment will be completed and shared with pupil and parents

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Log all incidents on CPOMs

The role of the Head of Academy is to:

- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)
- Ensure Positive Handling training is kept up to date.
- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the AAB
- Monitor the use of restraint, including consideration of:
 - The use of strategies to attempt to defusing situations
 - Correct post-restraint procedures have been carried out
 - The need for individual behaviour plans/positive handling plans
 - The need for training for staff

The role of the AAB is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

Monitoring and Review

The Head of Academy will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the AAB on the effectiveness of the policy
- If necessary, make recommendations for further improvements

Recording/ reporting incidents

All serious incidents, which result in a physical intervention taking place, will be recorded on CPOMS. Following a physical intervention taking place, the parents/carers of the pupil involved will be informed.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside. The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour. A further meeting will be facilitated, if necessary, between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Following Delta Academies Trust complaints procedures- should a complaint arise following an intervention this will be activated and the procedures followed. However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.

This policy follows the non-statutory guidance published by the DFE entitled 'The use of reasonable force' July 2013

Appendix 1-The Thrive approach



What is Thrive?

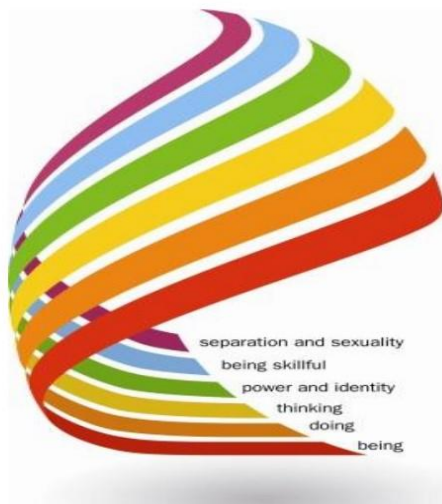
It is a systematic approach to the early identification of emotional developmental needs in children so that differentiated provision can be put into place quickly by the adults working closely with the child.

The Thrive Approach helps adults prepare children and young people for life's emotional ups and downs. The Thrive approach can be used with all ages of children from birth to 17 years.

Who leads this intervention and how can I find out how well it is working?

A whole school assessment screener is completed by each class teacher in the Autumn term, and this is used to inform the class personal, social and health education (PSHE) lessons. If a child is identified as needing additional support, following consent from the child's parent/carer, an individual action plan is then generated. This details strategies and activities to support your child's development, both at school and, if relevant, at home.

The Thrive Developmental Strands



How often would my child receive this support and how long does it run for?

Thrive intervention is based on a 10/12 weeks assess, plan, do, review cycle, regardless of the length of term and focuses on the developmental needs highlighted in the assessment. This also depends on the individual needs of a child. Thrive strategies are incorporated into your child's everyday learning. Additional 1:1 or small group sessions are also run weekly, the frequency and duration dependent on needs.

How can we help?

With the support of Thrive, we work with parents to help children and young people to:

- ❖ Feel good about themselves
- ❖ Become more resilient and resourceful
- ❖ Form trusting, rewarding relationships
- ❖ Be creative
- ❖ Be thoughtful and self-aware
- ❖ Be compassionate and empathetic
- ❖ Be able to overcome difficulties and setbacks

Friarage Community Academy

Appendix 1- reward and consequence system

Rewards Overview

Pupils are rewarded in a variety of ways for following the school rules and demonstrating positive attitudes to learning.

- **Dojo Points:** Awarded for following the three academy rules – WORK HARD, BE KIND, BE SAFE, BE RESPECTFUL, BE BRAVE – as well as for good attendance, punctuality, and positive learning behaviours. Pupils can spend their Dojo Points in the Friarage Reward Shop.
- **Celebration Assembly:** Each Friday, pupils' work and learning behaviours are celebrated, and Fantastic Friar certificates are awarded.
- **Half-Term Achievement:** At the end of each half term, one child from each class is chosen for exemplary work, effort, or contribution.
- **Other Rewards:** Positive verbal feedback, stickers, postcards, certificates, and other recognition are given regularly by staff.

STAGE	WHAT IT LOOKS LIKE	STAFF ACTION	WHAT ADULTS WILL SAY
R1	Following school rules and values (WORK HARD, BE KIND, BE SAFE, BE RESPECTFUL, BE BRAVE)	Verbal praise. Award up to 1 dojo	"Thank you for showing Green behaviour by _____."
R2	Noticeable effort, improvement, or positive learning behaviour.	Verbal praise. Award up to 2 dojo	"I can see the effort you've put into _____. That's great Green behaviour."
R3	Consistently high effort, excellent work, or significant improvement.	Verbal praise. Award up to 3 dojos	"That was outstanding effort with _____. You've really impressed me."
R4	Remarkable effort or contribution that positively impacts the class or school community.	Award FRIARAGE Gem + special sticker from SLT. SLT will give 3 extra dojos . Teacher contacts parents.	"You've earned a Friarage Gem for _____. Let's share why this was so impressive."
R5	Exceptional achievement that should be celebrated with parents.	Award FRIARAGE Gem + special sticker from SLT. SLT may give up to 5 extra dojos . SLT to contact parents.	"Your effort/achievement in _____ was exceptional. We'll let your parents know how proud we are."

Class teachers will track Gem awards to ensure positive follow-up conversations with parents/carers take place.

Gem Rewards – Whole School Achievements

At Friarage, exemplifying our motto of 'Together we can' pupils will earn FRIARAGE Gems for following the Academy Rules and will earn a reward for the whole school.

The Friarage Five

- Work Hard
- Be Safe
- Be Kind
- Be Respectful
- Be Brave

Every Gem added to the school jar takes us closer to that special whole-school reward. This encourages teamwork, celebrates effort, and shows the impact of positive choices across the academy.

REWARD MILESTONES:

GEM TARGET	SUGGESTED WHOLE-SCHOOL REWARD
100 Gems	Extra-long, extra afternoon break with music
250 Gems	Cupcake creation/brighten a biscuit session followed by afternoon play with music
500 Gems	Activity Afternoon (art, quizzes, games)
750 Gems	Movie Afternoon with popcorn
1,000 Gems	Disco/Party with games (including non-uniform)
1,250 Gems	Ice cream treats and extra playtime with music
1,500 Gems	Performance/Experience e.g. Sports Coach, Theatre Company Visit, Magician

A Fresh Start	• Pupils return to Green at the start of the day, after break, and after lunch. • Any unfinished sanctions are completed calmly the next day, but children start fresh on Green each morning.
No Shouting Policy and Restorative Approach	Adults will not shout at pupils when dealing with behaviour. Adults teach children what good behavior looks like and deal with all incidents using a Restorative Approach. The following philosophy will be employed “When little people are overwhelmed by big emotions, it is our job to share our calm. Not join their chaos”. Restorative Approach Across All Stages: • Calm tone, no shouting. • Focus on repair and learning from mistakes. • Use of reflective questions: "What happened? What were you thinking? What do you need to do to put things right?"

CONSEQUENCES

STAGE	BEHAVIOUR EXAMPLES	STAFF ACTION	WHAT ADULTS WILL SAY
Reminder	Low- level behaviours (e.g., swinging on chair, calling out, distracting others, not following instructions).	Give clear rule reminder. Move name out of green and alongside it.	"To stay Green you need to _____. Right now, you're choosing not to. Make a Green choice."
C1	Continued low-level disruption after reminder: • swinging on chair • calling out • unkind words • refusal first time.	5 minutes of break missed. Remind pupil of the rule.	"Our rule is _____. You didn't follow it this time, so you'll spend 5 minutes with me. Next time, I need to see you _____."
C2	Continued disruption after C1.	10 minutes of break missed. Reaffirm expectations.	"Our rule is _____. You've chosen not to follow it, so your consequence is 10 minutes with me. I expect to see you _____."
C3	Ongoing disruption after C2. Given immediately if physical behaviour is used (e.g., unkind hands), even if responsibility is shared.	15 minutes of break missed with restorative conversation. Inform Head (Mrs Cappleman). Class teacher will inform the child's parents.	"Our rule is _____. You've continued to choose not to follow it, so you'll spend 15 minutes with me. We'll talk about what happened and how to put it right."
C4	Continued refusal to follow reasonable instructions. Immediately given for: • Leaving the room without permission • Destructive or unsafe behaviour • Physical Incident • Continued disruptive behaviour which stops the learning of others • Deliberate offensive comments relating to protected characteristics	20 minutes out of class in a paired class or with SLT. Plus 30 minutes loss of lunchtime break with SLT Class teacher will inform the child's parents. If a pupil has more than five C4s in a term SLT will contact parents.	"Our rule is _____. You didn't follow it, so you'll spend 20 minutes in a paired class or with SLT. When you return, I need to see you _____."
C5	Severe behaviours such as: • Significant physical violence against another pupil or adult including threatening behaviour. • Proven bullying including around protected characteristics • Intentional / repeated destructive or unsafe behaviour • Bringing prohibited items into school	Consequences could include internal or external suspension depending on severity, in line with DfE guidance. Parents contacted by SLT.	"You have not followed our rule, which is _____. Because of that choice, you'll be sent to a senior leader. Together, you'll discuss what happened and how we can move forward."

Children must be sent to their partner class with work.