

St Mary's Catholic Primary School
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Behaviour Policy

2025 - 2026

POLICY DETAILS:

Legal Status: Statutory

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Next Review: September 2026

Responsible Person: Governing Body

Mission Statement

In Christ we live, we learn, we love

Introduction

St Mary's Catholic Primary School is a diverse and thriving Catholic community, committed to being fully inclusive. Our mission statement and Gospel values of **Faith, Hope, Love, and Forgiveness** underpin all that we do, guiding our policies, practices, and expectations of behaviour.

Parents and guardians, in choosing St Mary's Catholic Primary School, are expected to read, understand, and adhere to our policies, procedures, and vision.

We believe that **good behaviour is fundamental to a happy and successful school**. Promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them and must implement this policy consistently. Children are encouraged to take responsibility for their own behaviour, developing personal and collective responsibility, understanding right from wrong, and embodying the Gospel values in everyday school life.

Parents will be informed of misbehaviour so they can support the school in reinforcing expectations. Parents are expected to uphold the **Home–School Agreement** and support the school in working for the best outcomes for all children.

1. Aims and Objectives

- 1.1. Every member of the school community should feel valued, respected, and treated fairly. The school is a caring Catholic community, built on mutual trust and respect.
- 1.2. This policy supports positive relationships and a collaborative environment, promoting safety, happiness, and wellbeing. It is not solely about rule enforcement.
- 1.3. All members of the school community are expected to behave considerately towards others.
- 1.4. Children are treated fairly, and staff apply the behaviour policy consistently.
- 1.5. The policy aims to help children grow in a safe environment, becoming positive, responsible, and independent members of the school community.
- 1.6. Good behaviour is rewarded to develop an ethos of kindness, cooperation, and respect.
- 1.7. Children are supported in developing **self-regulation** and managing their own behaviour.
- 1.8. The school maintains **zero tolerance of bullying** and actively teaches children to recognise, prevent, and report it.
- 1.9. The school promotes **equality, diversity, and awareness of unconscious bias**, in line with the Equality Act 2010.

2. Rewards and Sanctions

2.1 Rewards

- Strong, positive relationships between staff and pupils
- Verbal praise and encouragement
- Dojo points and classroom behaviour systems
- Weekly assembly recognition, including “Star of the Week” or subject awards

- Certificates and prizes for exceptional work

2.2 Classroom Behaviour Systems

- Years 1–6: *Good to be Green* system promotes self-regulation, positive behaviour, and recognition.
- EYFS: Age-appropriate strategies using “red/green choices” and discussion of behaviours in context.
- Staff model and reinforce positive behaviour, manners, hygiene, independence, resilience, turn-taking, and concentration.
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2.3 Sanctions

Sanctions are used proportionately to maintain a safe and positive learning environment. These may include:

- Moving a child closer to the teacher or providing quiet reflection space
- Asking pupils to redo incomplete or inappropriate work
- Recording incidents on **CPOMS** or in a Behaviour Book for persistent issues
- Implementation of the **Restart Programme** for repeated or serious incidents
- Sanctions may extend to behaviour outside school that negatively impacts pupils’ wellbeing or the orderly running of the school

2.4 Anti-Bullying and Online Behaviour

- Zero tolerance for bullying; immediate action is taken to stop incidents.
- Online behaviour outside school may be sanctioned if it **harms others or disrupts learning**.
- Serious safeguarding concerns may be referred to **Social Care, CEOP, or the Police**.

2.5 Use of Reasonable Force and Searches

- Staff follow the statutory guidance **Use of Reasonable Force (DfE, updated 2015, KCSIE 2025)**. Physical intervention is only used to prevent harm.
- Searches and confiscation follow **DfE Screening, Searching, and Confiscation guidance (2018)**.
- Prohibited items include alcohol, drugs, cigarettes, knives, and weapons. Parents need not be informed prior to a search.

3. The Role of the Class Teacher

- Ensure school rules are enforced and pupils behave responsibly.
- Maintain high expectations and treat children fairly and with respect.
- Use behaviour systems like *Good to be Green* and other positive strategies.
- Support pupils with specific behavioural challenges in collaboration with the SENCO, Deputy Head, or Headteacher.
- Report incidents and progress to parents; communicate concerns promptly.

4. The Role of the Headteacher

- Implement the behaviour policy consistently and report to Governors.
- Set high expectations for behaviour and support staff in enforcement.

- Maintain records of serious incidents and oversee sanctions, including fixed-term and permanent exclusions in line with DfE guidance.
- Liaise with the Governing Board on exclusions and significant behaviour concerns.

5. The Role of Parents

- Support consistent messages about behaviour at home and at school.
- Uphold the Home–School Agreement.
- Engage in dialogue with staff regarding concerns about their child’s behaviour or welfare.
- Support reasonable sanctions applied by the school.

6. The Role of Governors

- Set general guidelines on standards of behaviour and discipline.
- Review effectiveness of the policy and support the Headteacher in its implementation.
- Provide advice on individual disciplinary matters when requested.

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7. Fixed-term and permanent exclusions

7.1 Policy Intent

St Mary’s Catholic Primary School seeks to ensure that all pupils can learn in a safe, supportive, and inclusive environment. Exclusion is a **last-resort measure** and is only used when other strategies, interventions, and reasonable adjustments have been attempted or when a one-off incident is so serious that immediate exclusion is necessary.

7.2 Reasons for Exclusion

Exclusions may be considered for behaviours that **seriously disrupt learning or compromise the safety and wellbeing of pupils, staff, or others**. Examples include:

- Physical assault or threatening behaviour
- Persistent bullying or harassment (including online or prejudice-based)
- Possession of a weapon or dangerous items
- Serious damage to property
- Repeated refusal to follow school rules that significantly disrupts learning

This list is illustrative, not exhaustive. Each decision is made on a case-by-case basis, taking into account the context, severity, and prior interventions.

7.3 Fixed-Term Exclusions

- Only the Headteacher may impose a fixed-term exclusion.
- Fixed-term exclusions may be for one or more periods up to 45 school days in a single academic year.
- Internal exclusion (e.g., the Restart Behaviour Intervention Programme) is a **supportive measure** and does **not count** towards the statutory fixed-term limit.
- External fixed-term exclusions are considered **after all reasonable internal strategies have been attempted**, except in cases of extreme behaviour where immediate exclusion is necessary.

7.4 Permanent Exclusion

- Permanent exclusion is used only in **extreme circumstances**, typically for:
 - A **one-off serious incident** posing a significant risk to safety or wellbeing
 - Persistent breaches of the behaviour policy after a full range of interventions
- Permanent exclusion may never be used for minor, isolated low-level behaviour.

7.5 Notification to Parents and Local Authority

- The Headteacher informs parents immediately, providing clear reasons and guidance on the right to appeal to the Governing Board.
- Parents of a pupil under 5 (Reception) or of vulnerable pupils are given particular support in understanding the process.
- The Headteacher informs the Local Authority of any permanent exclusion and any fixed-term exclusion beyond five days in a term.

7.6 Governing Board Role

- The Governing Board cannot exclude a pupil or extend an exclusion imposed by the Headteacher.
- The Board has a **disciplinary committee** that considers exclusion appeals.
- The panel considers: the circumstances of the exclusion, representations by parents and the Local Authority, and whether reinstatement is appropriate.
- If the panel decides the pupil should be reinstated, the Headteacher must comply.

7.7 Safeguarding and SEND Considerations

- Exclusion decisions always consider safeguarding, special educational needs, disability, and other vulnerabilities.
- Reasonable adjustments are made wherever possible to support pupils and reduce the risk of exclusion.
- Support plans, risk assessments, and alternative provision are reviewed before and after exclusion to promote successful reintegration.

7.8 Review and Monitoring

- All exclusions are recorded and reviewed termly by the Headteacher and Governors to ensure **consistency, fairness, and compliance with statutory guidance**.
- Patterns of behaviour and exclusion data are used to inform whole-school behaviour strategies and interventions.

8 Drug and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision a member of staff.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be

informed.

- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by exclusion.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Equalities Act 2010

- 9.1 St Mary's Catholic Primary School takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010.
- 9.2 The school does not discriminate against pupils of 'protected characteristic' status which includes gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy. Therefore, we may make reasonable adjustments to ensure their learning and social experiences at St Mary's are as positive and inclusive as possible.
- 9.3 While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with a Special Educational Need or a disability such as autism, may need to be differentiated.

10 Safeguarding

Children are regularly encouraged to report instances of behaviour which break school rules or are not consistent with the general ethos of St Mary's Catholic School. Staff are also encouraged to discuss unusual changes in behaviour with the Designated Safeguarding Leader (DSL) (Mrs Pratley) as this could be a symptom of an underlying issue.

11. Child-on-Child Abuse (*Updated Reference to KCSIE 2025*)

St Mary's Catholic Primary School recognises that children can abuse their peers in a variety of ways. This may include, but is not limited to:

- Bullying, including cyberbullying
- Physical assault
- Sexual harassment and sexual violence
- Gender-based violence
- Sharing unwanted sexual messages or images (sexting)
- Initiation or hazing behaviours
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The school takes a **preventative approach** to child-on-child abuse while recognising that incidents may still occur. Staff are vigilant and challenge all inappropriate behaviour. The curriculum — particularly RHSE, PSHE, RE, Science, and Computing — provides

opportunities for pupils to learn about **respectful relationships, consent, boundaries, and how to raise concerns**.

Each incident will be considered individually to determine the appropriate response, including interventions, sanctions, and whether referrals to outside agencies are required.

St Mary's Catholic Primary School frequently communicates with parents and pupils about the risks associated with social media and online behaviour. Where incidents outside school present a risk of significant harm, the school will discuss the matter with Social Care or other appropriate agencies, such as the Police.

This policy and its procedures are informed by **Keeping Children Safe in Education 2025 (DfE, statutory guidance)**, which sets out the statutory duties on schools regarding safeguarding and managing peer-on-peer abuse.

11. Unacceptable Behaviour Online (*Updated for KCSIE 2025*)

St Mary's Catholic Primary School recognises that online abuse and inappropriate behaviour among pupils is a growing concern, including:

- Cyberbullying and harassment
- Sexual harassment or sharing of sexualised images or content
- Sharing of pornography or explicit material
- Other harmful online behaviours that can impact wellbeing and learning

While pupils may experience these incidents outside of school hours and off school premises, such behaviour **can affect their safety and wellbeing in school**. The school takes a **safeguarding-led approach** to online behaviour and may take appropriate action, including sanctions, when online behaviour:

- Poses a threat to another pupil or member of the school community
- Causes harm to others
- Disrupts the orderly running of the school

Mobile Phones and Devices

- Pupils are **not allowed to use mobile phones on school premises**.
- Parents are responsible for their child's behaviour online outside school, including social media and messaging apps.
- Primary-aged pupils do **not have a legal right** to own or use social media accounts, mobile phones, or other internet-enabled devices independently.

Parental Guidance and Recommendations

The school strongly advises parents to protect children online by:

- Considering delaying provision of a personal mobile phone until the child demonstrates responsibility and maturity
- Supervising any access to mobile phones, computers, video games, or social media
- Using non-smart devices or limited access devices for communication where appropriate

- Educating children about online safety, consent, respectful communication, and responsible digital behaviour

Safeguarding and Referral

- All online incidents that pose a **safeguarding or criminal concern** may be referred to:
 - Local Authority Multi-Agency Safeguarding Hub (MASH)
 - Child Exploitation Online Protection command (CEOP)
 - Police, where appropriate
- The school ensures that **records are kept of online incidents**, including actions taken and any external referrals, in line with KCSIE 2025.

Education and Prevention

- The curriculum, including RHSE, PSHE, Computing, RE, and Science, provides opportunities to:
 - Teach safe and responsible online behaviour
 - Explore consent, boundaries, and respectful relationships
 - Enable pupils to recognise and report harmful online behaviour

Key Statutory Reference

This section aligns with **Keeping Children Safe in Education 2025 (DfE, statutory guidance)**, which requires schools to safeguard pupils from peer-on-peer abuse, online harm, and sexual harassment, and to have clear policies for managing incidents both on and off school premises.

13. Bullying

Bullying is never tolerated at St Mary's Catholic Primary School. When it does occur we will always deal with it fairly and firmly, and in line with our school bullying policy. We will work with both the victim and the perpetrator.

Please see separate policy.

14 Governors' Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at St Mary's Catholic Primary School so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the support of the Governing Board when following this guidance. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at St Mary's Catholic Primary School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of current DfE guidance.

The Behaviour Policy will be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

Governor Behaviour Principles (Updated Draft)

- Every pupil has the right to learn in a calm, safe and supportive environment. No pupil has the right to disrupt the learning of others. All members of the school community have the right to be listened to, valued and kept safe from harm, abuse or discrimination.
- *St Mary's Catholic Primary School* is an inclusive school. All pupils, staff, parents and visitors must be free from discrimination, harassment, victimisation and any other behaviour prohibited by or under the Equality Act 2010, including conduct related to protected characteristics.
- All adults in school – staff, volunteers and governors – are expected to model high standards of behaviour, emotional regulation and respectful relationships at all times.
- The school aims to promote self-discipline, responsibility and self-regulation in all pupils, supporting them to understand the consequences of their actions and make positive choices.
- The Behaviour Policy will set out clear, consistent and proportionate measures to promote positive behaviour, self-discipline and respect; prevent bullying (including online and prejudice-based bullying); and outline the lawful use of reasonable force.
- The school will meet the needs of all pupils, including those with SEND or additional vulnerabilities, by making reasonable adjustments and ensuring that behaviour expectations are applied fairly and inclusively.
- The school will work in partnership with parents and carers where concerns arise about a pupil's behaviour, promoting consistency between home and school.
- Where necessary, the school will seek guidance and support from appropriate external agencies.
- The Behaviour Policy will reflect the statutory guidance on suspension and permanent exclusion, ensuring decisions are lawful, reasonable, fair and in the best interests of the school community.
- The Behaviour Policy will set out the disciplinary action that will be taken against pupils who make malicious allegations against staff.

- The school will fulfil its duties under the Equality Act 2010, the Education and Inspections Act 2006 and *Keeping Children Safe in Education* in respect of safeguarding, pupils with special educational needs and disabilities, looked-after children and all vulnerable pupils.
- The Behaviour Policy will outline how the school uses removal from the classroom, ensuring this is proportionate, time-limited, supervised, and subject to effective monitoring by senior leaders and governors.
- The governing body will ensure that the school stays informed about current legislation, statutory guidance and best practice in relation to behaviour, safety and wellbeing, including online safety.

12. Monitoring and Review

12.1 The Headteacher, together with the Senior Leadership Team, monitors the **effectiveness of this behaviour policy on an ongoing basis**, including patterns in classroom behaviour, playground incidents, online behaviour, peer-on-peer abuse, and the use of sanctions.

12.2 All incidents are systematically recorded using CPOMS or equivalent, including:

- Minor classroom incidents
- Playground or lunchtime incidents
- Serious incidents requiring Restart, internal exclusion, or involvement of the Headteacher
- Fixed-term or permanent exclusions
- Safeguarding incidents relating to peer-on-peer abuse or online harm

12.3 The Headteacher analyses the data to identify trends or patterns, considering **pupil characteristics** such as age, gender, SEND, and other protected characteristics, to ensure interventions are fair and effective.

12.4 The Governing Board monitors behaviour and exclusion data, scrutinises patterns, and ensures the policy is implemented consistently and fairly. Particular attention is paid to **equality, diversity, and inclusion**, ensuring compliance with the Equality Act 2010.

12.5 The Governing Board reviews this policy **annually** and sooner if:

- Statutory guidance (e.g., KCSIE, exclusions guidance) is updated
- Recommendations for improvement are made by the Headteacher, staff, or external review
- Behaviour data indicates a need for policy adjustments

Appendix 1:

Advice for staff on strategies for promoting and reinforcing positive behaviour

Staff are instrumental in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Routines should be used to teach and reinforce the behaviours expected of all pupils. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, lining up or handing out books. These routines should be simple for everyone to understand and follow. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm and constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them
- All staff should adopt the school policy of rewards and sanctions. Please do not introduce new systems that are not a part of this policy.
- Acceptable standards of behaviour, work and respect depend on all staff setting a positive example.
- Good order is achieved by setting high standards and applying rules firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings.
- Shouting is never acceptable
- React to problems appropriately
- Address the problem
- Avoid confrontation where possible
- Listen to children and adults involved and reserve judgement until you have established the facts

Appendix 2

Use of Reasonable Force and Restrictive Interventions

At St Mary's Catholic Primary School, we are committed to providing a safe, caring and respectful learning environment for all children. We seek to prevent difficult situations wherever possible by promoting positive behaviour, using de-escalation strategies, and supporting pupils with individual needs.

On rare occasions, it may be necessary to use *reasonable force* to prevent harm, maintain safety or uphold good order. This may include, for example, physically guiding a child to safety or intervening to prevent injury. The use of force is always a last resort and will never be used as a punishment.

At St Mary's we will:

- **Record** any *significant incident* where reasonable force is used.
- **Report** these incidents to parents or carers as soon as practicable.
- Pay particular attention to pupils with **SEND or additional vulnerabilities**, ensuring reasonable adjustments and risk assessments are in place.
- Ensure staff are appropriately trained and supported to manage behaviour safely and lawfully.
- Ensure the Governing Body monitors records for patterns or disproportionality.

A "significant incident" does not include everyday, low-level physical contact such as a handshake, guiding a child by the hand, offering comfort, or administering first aid. It refers to incidents where the degree of force goes beyond such normal interactions.

Our approach is rooted in our Catholic ethos of respect, dignity and reconciliation. We work closely with families to ensure that any concerns are addressed openly, honestly and with the child's best interests at the centre.

Appendix 3:

St Mary's School Rules

All our school rules are based on **Respect –**

Respect for ourselves

Respect for others

Respect for the world around us

Our school rules:

At St Mary's, we strive to reflect the love of Christ in all that we do. Our rules help us live together in harmony and grow into the people God calls us to be.

Be Respectful

- Treat everyone with kindness and courtesy.
- Listen carefully and speak politely.
- Respect all adults, pupils, and visitors.
- Respect school property

Be Ready

- Come to school prepared to learn.
- Wear the correct school uniform.
- Be on time and bring what you need each day.
- Come to school every day you are well enough to

Be Safe

- Walk calmly and sensibly in the school building.
- Keep hands, feet, and objects to yourself.
- Follow adult instructions immediately.

Live our Values

- Act with compassion, forgiveness, and humility.
- Celebrate our faith through words and actions.
- Help create a happy, peaceful school community.

Appendix 4: Restart Behaviour Intervention Programme

1. PRINCIPLES

Every child has the right to learn in a safe and respectful environment.

Behaviour interventions focus on **learning from mistakes, repairing harm, and making a fresh start.**

Suspension or exclusion is used **only when other interventions have proven ineffective.**

The safety of children and staff is paramount at all times.

2. BEHAVIOUR MANAGEMENT STEPS

Step 1: Classroom Warnings

Stage	Action
1	Rule reminders and informal positive reinforcement Time to Think Card – verbal warning(s) to child explaining behaviour is unacceptable.
2	Yellow Warning Card – issued after a second warning; reminds the child to correct behaviour – time out table 5 minutes in class at the Time-Out Table .
3	Red Consequences Card – issued after a third warning; child completes 10 minutes in another class, and is given lunch-time Restart.

Note: If behaviour is severe or the child refuses time-out, proceed directly to **Restart**.

Step 2: Restart Placement

A child may be placed on Restart if:

- Behaviour persists despite classroom interventions
- Bullying, intimidation, or hurtful behaviour occurs
- False allegations are made against staff
- Behaviour poses immediate danger to themselves or others

Restart Procedure:

Child misses **lunchtime play**.

Child meets with a staff member to **reflect on behaviour** and how to improve.

Record of the incident is kept by the **Deputy Headteacher (DHT)** or Headteacher

Parents may be informed.

Step 3: Escalation and Parental Involvement

The school wishes to work with parents, with external agencies and with the school SENDCO to support children who are struggling with behaviour. Parents will be invited to meet with Head, Deputy or SENDCO if behaviour is persistent or severe. They may be sent letters with rule reminders or a copy of the Behaviour policy.

Immediate Restart: For severe incidents (danger to self/others, bullying, property damage), Restart can be issued **without prior warnings or time-out**.

Step 4: Suspension and Exclusion

The **Headteacher decides on suspension or exclusion.**
Justified Reasons for Fixed-Term Suspension

1. **Serious or Dangerous Behaviour**

- Physical assault causing injury or risk of injury
- Violence or threats that cannot be safely managed on site
- Bringing dangerous items to school

2. **Persistent, High-Level Disruption**

- Repeated disruption despite internal strategies
- Internal removal, personalised support, or adjustments have been attempted

3. **Bullying, Harassment or Abuse**

- Repeated, targeted, or severe behaviour that harms other pupils
- Includes serious verbal, emotional, or online abuse

4. **Serious Abuse or Threats Towards Staff**

- Verbal abuse, intimidation, or threatening behaviour
- Behaviour beyond what can be safely managed in school

Key Principles

- **Last resort:** Suspension is only used when internal measures fail or the incident is severe.
- **Proportionate:** Duration must be reasonable; brief suspensions are preferable for primary pupils.
- **Lawful & Fair:** Decision must comply with the Education and Inspections Act 2006 and DfE statutory guidance.
- **Supportive:** School must continue to provide work and support learning during suspension.
- **Equality & Vulnerable Pupils:** Consider SEND, safeguarding needs, and any reasonable adjustments.

Step 5: Monitoring and Review

DHT maintains a **record of all Restart incidents** (recorded on CPOMS)
Termly review of Restart cases to identify patterns or trends.

6. Restorative Practices

After Restart, children will:

Discuss **impact of behaviour on others**

Identify **strategies to improve behaviour**

Make a **fresh start** upon return to class

Positive behaviour improvements are **recognised and reinforced**.

7. Key Principles for Staff

- Safety first: stop any activity if a child poses danger.
- Be consistent but calm; apply the policy fairly.
- Use restorative conversations wherever possible.
- Keep accurate records of all incidents.
- Engage parents early to prevent escalation.

Appendix 5:

Behaviour Levels - may include the following behaviours but this list is not exhaustive

Severity	Behaviours	Possible Sanctions
Low – disruptive classroom behaviour	Not listening to instructions Calling out, silly noises Not being ready at the start of the lesson Not joining in Talking out of turn Unkind language or treatment of others (including online) Distracting others Not sitting still Walking around the class Fidgeting Refusing to work	Rule reminder, Positive behaviour strategies Shifting seatings in class Remove items/ deal with issues for walking around room Loss of break Verbal warning
Middle – more disruptive, more deliberate or repeated instances of low level behaviour	Continuing the behaviour (above) Failure to follow instructions Challenging the authority of an adult/ answering back Deliberate disruption of a lesson Rudeness to any adult in school Swearing Deliberate misuse of school property Damaging school environment or property Breaking rules Physical – pinching, pushing or pulling another child	Time out in class Restart Time out in partner class Parent informed (if severe) Internal suspension in another class or another part of the school Depending on severity or repetition of instances, may move to external suspension
High (generally will involve an element of intent to harm or threaten)	Continuing the behaviour (above) following reminders Failing to follow direct instructions from the Head or Deputy Headteacher (Health and Safety risk) Deliberate or unprovoked violent behaviour Persistent aggressive disputes with others Verbal abuse of staff Lashing out at staff or pupils in temper Swearing or foul language intended to hurt another or for effect Leaving school or running away from class without permission Theft	Restart cycle (below) Time out in a partner class Sitting in another space to work for a period of time Internal suspension in another class or another part of the school External fixed term suspension Placement in another AST school

	Ongoing intentional bullying Play-fighting Strangulation/ attempted of any person (hands on another's throat) spitting	
Severe – behaviour which will never be tolerated	Deliberate assault or physical abuse of staff Criminal activity, such-as major theft (e.g. device), serious vandalism, extortion, possession of offensive weapons, possession or use of drugs Threats (including both physical and verbal)	Suspension Inform parents in writing Arrange meeting with parents Involvement of Chair of Governors or police as appropriate Exclusion would be considered for severe or repeated offences
Positive Behaviour approaches (most suitable for Low level)	Talk one to one, if possible away from classroom situation; set clear expectations for improvement; be clear and specific about targets – no more than one or two; remain focused on primary behaviour rather than consequent behaviour; give chance to improve. Behaviour charts (daily/ weekly) Pastoral support programme	
Other strategies or sanctions which can be considered	Involvement of external agencies Use of alternative provision including another AST school for period of time Consider SEN support and register if SEN related/ Involvement of SENDCO Involvement of other staff – other teachers to support, Support staff Use of partner class Reporting to parent weekly/ daily Withdrall of break or playtimes Time out in class Withdrawl from trip or activity to be the decision only of Headteacher or deputy Withdrawl from class either as internal suspension or as period of working away from classmates	

Key Principles for Suspensions and Exclusions

- **Last resort:** Suspension is only used when internal measures fail or the incident is severe.
- **Proportionate:** Duration must be reasonable; brief suspensions are preferable for primary pupils.
- **Lawful & Fair:** Decision must comply with the Education and Inspections Act 2006 and DfE statutory guidance.
- **Supportive:** School must continue to provide work and support learning during suspension.
- **Equality & Vulnerable Pupils:** Consider SEND, safeguarding needs, and any reasonable adjustments.

References

Suspension and Permanent Exclusion Guidance, DfE 2023

Behaviour in Schools, DfE 2022

Education and Inspections Act 2006

Equality Act 2010

Exclusions Guidance DfE September 2022

Use of Reasonable Force and other restrictive interventions guidance DfE February 2025, effective from September 2025

Screening, Searching and Confiscation guidance (DfE January 2018)