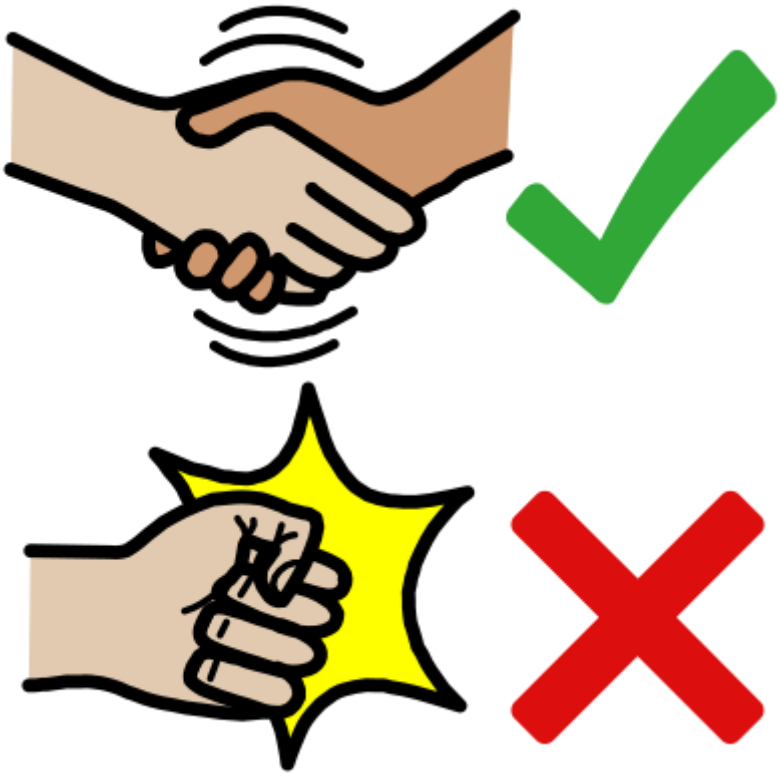
Kenmore Park Infant & Nursery School



Behaviour & Discipline Policy

Date reviewed: July 2026

Date Ratified: September 2026

To be reviewed annually.

This policy complies with the Education and Inspections Act 2006 (section 89). The aim is to ensuring clear and consistent expectation from pupils and staff from September 2026. The policy should be read in conjunction with the school's Use of Restrictive Intervention Policy.

The Headteacher along with the Governors and school staff have determined measures to be taken with a view to:

1.

(a) promoting, among pupils, self-discipline and proper respect for authority,

(b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing and addressing all forms of bullying among pupils (in line with KSCIE 2026 and any further updates),

(c) securing that the standard of behaviour of pupils is acceptable. Securing acceptable standards of behaviour from pupils

(d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and

(e) otherwise regulating the conduct of pupils, within their class and when moving around other internal and external parts of the building.

2.

(a) act in accordance with the current statement made by the governing body under section 88(2)(a), and

(b) have regard to any notification or guidance given to them under section 88(2)(b).

3. Standard of behaviour which is to be regarded as acceptable must be determined by the head teacher

4. The measures which the Headteacher determines under subsection (1) include the setting of expectations (**in our school we use Charters)** and provision for disciplinary consequences (**referred to as sanctions in our policy)** (as defined by section 90).
At Kenmore Park Infant & Nursery School staff have the right to search a child if they feel they could be in the possession of a weapon/substance that is in breach of schools' policy and could cause potential harm to themselves or others. The search would always be in the presence of another adult.

5. In line with the school's Behaviour and Child Protection & Safeguarding Policy and Procedures the school will take reasonable measures to educate and support our learners to conduct themselves as lawful citizens and within the parameters of the school's behaviour expectations at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

6. On induction to the school for any new intake and at year group meetings annually at the start of the school year the school behaviour policy and expectations are articulated to the parents and the pupils work with the staff to create the class behaviour charters.

Behaviour and Discipline Policy

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a safe and supportive way. It aims to promote an environment set firmly within a clearly understood code of conduct, where everyone feels happy, safe and secure. Post COVID-19 lockdowns there has been an increased emphasis on all stakeholders conducting themselves in a manner that promotes safety and good health and well-being of all (**CRC Article 19: You have the right to be protected from being hurt and mistreated in body or mind).**

1.2 The school has a number of behaviour expectations but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting mutual respect and behaviours for safety & learning, so that people can work together with the common purpose of helping everyone to learn in a safe, orderly & hygienic environment.
This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. **(CRC Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).**

1.3 The school expects every member of the school community to behave in a considerate way towards others. This is endorsed by our status as a Rights Respecting School.

1.4 We intend to treat all children fairly and apply this behaviour policy in a consistent way whilst also being mindful of any protective characteristics.

1.5 This policy aims to help children to grow in a safe, orderly and secure environment, and to become positive, responsible and increasingly independent members of the school community. It also aims to provide pupils with the tools to recognise their emotions and learn how to regulate their feels/behaviour in order to engage positively with learning and adapt their actions via reference to the Zones of Regulation.

At Kenmore Park Infant & Nursery School, we recognise the importance of supporting children from an early age to be able to manage their emotions and so have implemented the Zones of Regulation as a strategy to support learners develop the skills to maintain and improve their mental health and social well-being.
Adults and children alike, adopt the principles of the Zones and incorporate these into lessons and daily life.
The Zones of Regulation support children to do the following:

- Identify their feelings/level of alertness
- Understand how their behaviour impacts those around them
- Learn what tools they can use to manage their feelings and emotions.

There are four zones:

✓ Green Zone – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.

✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, be in an over-excited state, devastation, or terror when in the Red Zone.

The children learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies.

When upset or angry children require time to calm down and manage their emotions before any conversation about the undesired behaviour takes place. Therefore, in every classroom children have access to calming area, which they are able to access if required.

1.6 The school rewards behaviour for learning & safe practice, as it believes that this will develop an ethos of aspiration, perseverance, independence and co-operation. This policy is designed to promote behaviours for learning and life beyond the school rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

2.1 We praise and reward children for application of safe learning behaviour in a variety of ways:

- Teachers congratulate and praise children
- Rewards and praise is given to children for showing learning dispositions linked to good health and well- being as part of our aspiration to promote and develop visible learning behaviours.
- Teachers send the children to the Deputy Head Teacher and the Head Teacher for **outstanding** learning or for displaying the behaviour linked to dispositions of an effective learner at KPINS; Teachers give Dojo points for positive behaviour and learning;
- Golden Time – a session to reward good behaviour where children choose their own activities. **(CRC Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people).**

Adults nominate children to receive an Achievement Certificate either for consistent good learning or for applying the behaviour linked to the dispositions of an effective learner at KPINS, or to acknowledge outstanding effort or acts of kindness in school. Parents are invited. These are very much focused on personal achievement of the learners and recognise the small step progress made by some children who may struggle with learning and behaviour.

The school acknowledges all the effort and achievements of children, both in and out of school. Children are asked to share certificates etc. gained out of school e.g. for swimming, in assembly.

Individual year groups have personalised whole class rewards systems such as: -

Reception – Dojo points for good work, demonstrating positive behaviour and displaying the dispositions of an effective learner. As sanctions dojo points can also be removed.

Year 1 – Dojo points for good work, positive behaviour & demonstrating the dispositions of an effective learner. – resulting in a prize for the highest scoring boy and girl at the end of the week.

Year 2 – Dojo points for good work, positive behaviour & demonstrating the dispositions of an effective learner. – resulting in a prize for the highest scoring boy and girl at the end of the week.

2.2 The school employs a number of **sanctions or consequences** to enforce the behaviour expectations, encourage pupils to make the right choices and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to demonstrate the behaviours linked to our ongoing school risk assessment in addition to being an effective learner, to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

With regards to their learning behaviours we encourage all learners to try their best and persevere in all activities. If they do not do so pupils may lose certain privileges and/or we may ask them to redo a task. If a child is disruptive or defiant in class, the teachers make reference to the language of the UNICRC and the right for all children to be safe, learn and be heard as a means of challenging the learner to reflect on their behaviour. If a child repeatedly demonstrates behaviour which impacts on the safety, wellbeing or learning of others, we take alternative action such as placing the child in a different classroom, away from their peers, in order to complete their learning activity and to consider their response.

The safety of the children is paramount in all situations so if a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from participating for a part or, in exceptional cases, the rest of that session. The immediate line manager, who is also a senior member of staff, may need to be involved at this stage.

If a child hurts another pupil, the class teacher records the incident on the schools electronic data base in CPOMS - as they usually do for any Level 3 (or above) behaviour incidence as outlined in Appendices 2 & 3. Persistent, bullying behaviour and any inappropriate online activity identified through monitoring and filtering in line with KCSIE will also be logged in SIMS and the child appropriately sanctioned. **(Article 19)**

The school has adopted the following definitions of bullying from the NSPCC:

What is Bullying?

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. ***It's usually repeated over a long period of time*** *and can hurt a child both physically or emotionally.*

Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

If a child **repeatedly** acts in a way that disrupts, compromises safety/wellbeing or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

This may involve anyone of the following strategies being employed: -

- The child is put on a home school behaviour plan/chart
- A behaviour-risk assessment is constructed outlining possible triggers for dysregulation and suggestions regarding best responses
- Loosing dojo points
- Home-school link book is established
- For pupils on the verge of exclusion a Pastoral Support Plan / Early Support Referral in collaboration with both the school and parents to support improved behaviour.

- If a child misbehaves during a break time they are brought to the class teacher in the first instance. If the behaviour persists and is in breach of the school's Behaviour & Discipline Policy it is brought to the attention of a senior member of staff. All such behaviours of level 3 or above (see appendix 3) need to be logged on CPOMS.

  A decision will be made to contact parents and work in a supportive way to address the behaviour issues.

When the behaviour is a serious breach of the Behaviour Discipline Policy (a serious breach includes any of the following act:

- serious and intentional damage to school property,
- use of inappropriate abusive language including racial or sexist language,
- physical assault on peer or member of staff deemed to be of a serious nature)
- an online breach each act will be assessed against a consistent criteria and within the context in which it occurs.

any of these acts should be brought to the attention of the Deputy Head or Head Teacher who will investigate the incident and make a judgement as to whether the behaviour warrants a period of isolation, a suspension or in an extreme case an exclusion.

In most cases a behaviour log is completed on CPOMS with sanctions e.g., missing playtime, writing a letter of apology, time out, etc.

For other acts of inappropriate behaviour children either miss some of their playtime (recorded in the 'Incident' log on CPOMS), miss some of their Golden Time, go to a parallel year group class to complete tasks set or have time out for unacceptable or inappropriate behaviour. At certain times they may miss out on key events or activities taking place

specific to the year group at that time. A risk assessment may be used to indicate if it is for the whole or part of the activity or event, e.g. Video treat, visitors in school or educational visits.

2.3 The class teacher discusses the behaviour expectations with each class at the start of the academic year and then regularly throughout the school year. In addition to the behaviour & heightened safety expectations, each class also has its own Classroom Charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of lack of compliance with the school health and safety practices or anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind (refer to definition on page 4). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour **(Article 19)**. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (refer to the Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by adults as set out in the school's Use of Restrictive Interventions Policy (including reasonable force and seclusion), which is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools.

The following is a short summary of key points from the Use of Restrictive Interventions Policy (including reasonable force and seclusion)

- Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.
- There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions e.g., guiding or escorting a pupil through the school building or on a school trip by holding their hand; comforting a pupil who is upset.
- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body.
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances, e.g., a staff member guiding a pupil to safety by the arm; a staff member restraining a pupil to prevent injury to the pupil, or others.
- All our school staff have **a legal power to use reasonable force** in certain situations, e.g., preventing a child from hurting themselves or others; damaging property.
- **Unacceptable uses of force: i**t is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.
- Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.
- **Restrictive intervention is used only when necessary.** We aim to minimise its use as much as possible, using both whole-school and individual approaches, including de-escalation.
- When assessing whether to use restrictive intervention, staff should always consider whether it is **necessary** and whether it is **proportionate**.
- Recording and reporting: the school has a legal duty to report all significant incidents involving force; all seclusion incidents and all restraint incidents. Full details can be found in the Use of Restrictive Interventions Policy (including reasonable force and seclusion)

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the behaviour and safety expectations along with behaviours for learning are enforced in their class, and that their class conduct themselves in a responsible manner during lesson time. This will be enforced along with the class Rights Respecting Class Charter & the most up to date school risk assessment document.

3.2 All staff in our school have high expectations of the children in terms of safe practice & behaviour, and they strive to ensure that all children comply & learn to the best of their ability.

3.3 All staff treat each child fairly and enforce the school/classroom charter consistently. The teacher treats all children in their class with respect and understanding promoting the Rights Respecting agenda.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their immediate line manager (year group lead) or a member of the senior management team. If the behaviour continues the line manager or member of the senior management team will refer to the Deputy Head or Headteacher for further advice and support.

3.5 The class teacher in co-operation with the Inclusion Lead and/or Senior Leadership Team liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and maintain a record of the meeting with agreed actions (Appendix 4).

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour & Discipline Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. There may also be times when the Headteacher may be forced to weigh-up any protective characteristics or additional needs of an individual against the impact of their negative behaviour on the health, safety, welfare and learning of other children and adults when making decisions about the level of the sanction in line with the school's policy.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour & safety, and by supporting staff in the implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour and a copy is provided to the class teacher. Where necessary, parents will also be informed.

4.4 The Headteacher has the responsibility for issuing children with suspensions (exclusion from school for a fixed period of time – refer to the Suspension and Exclusion policy) to individual children for serious acts of misbehaviour and breaches of the behaviour policy. Each case is investigated and a decision made relating to the form of sanction based on the context in which the incident occurred and the specific needs of the pupil (e.g. protective characteristics/SEN):

Suspensions & Exclusions will be considered if the individual/s: -

- deliberately cause injury to others, or threaten to do so
- directly refuse to cooperate with reasonable requests by staff
- cause serious interference with other children's learning
- endanger their own or others right to be safe
- cause serious damage to school property
- (where there is a case of serious bullying) cause physical and emotional harm to another
- deliberately cause injury to an adult or serious injury to a peer requiring treatment by medical professionals.

For repeated or very serious acts of anti-social behaviour, or behaviours which compromise the school's capacity to keep the individual safe the Headteacher may permanently exclude a child. Both these actions are usually taken after action has been taken to support the individual from reaching such extreme points. At such times the school governors will also be notified of the exclusion and reason. However, this may not always be possible but, the Headteacher must ensure the Chair of Governors is informed as soon as possible after the action has been taken. There may be a need to refrain from sharing details with all governors as an exclusion appeal panel may need to be convened in the event of a challenge from parents who not feel the exclusion is justified.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to operate in a safe manner & behave at home and at school.

The school seeks to share knowledge of the UNCRC Articles with parents and copies of *Class Charters* are displayed up in every classroom.

We expect parents to support their child's learning & behaviour for learning by co-operating with the school, as set out in the home– school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents have access and are encouraged to create a personalised Dojo password so that they are able to access the App as a means of communication with the class teacher whilst also monitor their child's behaviour in school. This can be accessed by using the Dojo App which can be downloaded onto a phone, iPad or PC. It also allows school staff to provide parents with daily comments on their child's behaviour and enables parents to ask questions of staff. Class Dojo is GDPR compliant and home learning, letters, reports and class/year group communication is also posted via the forum. Staff may respond to parent's comments but are not expected to do so whilst teaching or particularly outside of school hours. Any requests for further information/clarification re: an incident should be dealt with in a face-to-face meeting whenever possible. This is a system solely for brief communication re:

positive/negative behaviour.

When the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should request an appointment to meet with the Headteacher. If the Headteacher is unable to resolve the issue parents should request a copy of the school complaints procedure and put their complaint in writing.
If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (refer to the complaints procedure).

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors' support the headteacher in carrying out these guidelines.

6.2 All staff in collaboration with the headteacher have the day-to-day authority to implement the school Behaviour and Discipline Policy, but governors may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Suspensions and permanent exclusions

7.1 Only the Headteacher (or the acting headteacher/ Deputy Head following authorisation from the Headteacher or Chair of Governors) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this and there is sufficient evidence to support the decision.

7.2 If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. Work to be provided for the child to complete during the suspension and return to school once the suspension period has passed.

7.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

7.4 The governing body itself cannot either suspend a pupil or extend the suspension period made by the headteacher.

7.5 The governing body has a discipline committee/exclusion appeals panel which will be established and ~~is~~ made up of between three to five members. This committee considers any suspension/exclusion appeals on behalf of the governors'.

7.6 When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances by which the pupil was excluded, consider any representation by parents

and the LA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour.

The line manager, Senior member of staff, Deputy Head & Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour.
Records of any incidents that occur at break or lunchtimes are also kept. These are logged on the school's SIMS system.

8.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: S. Davies, HT / J. Snowden, DHT

Appendix 1.

Logging a behaviour incident on CPOMS

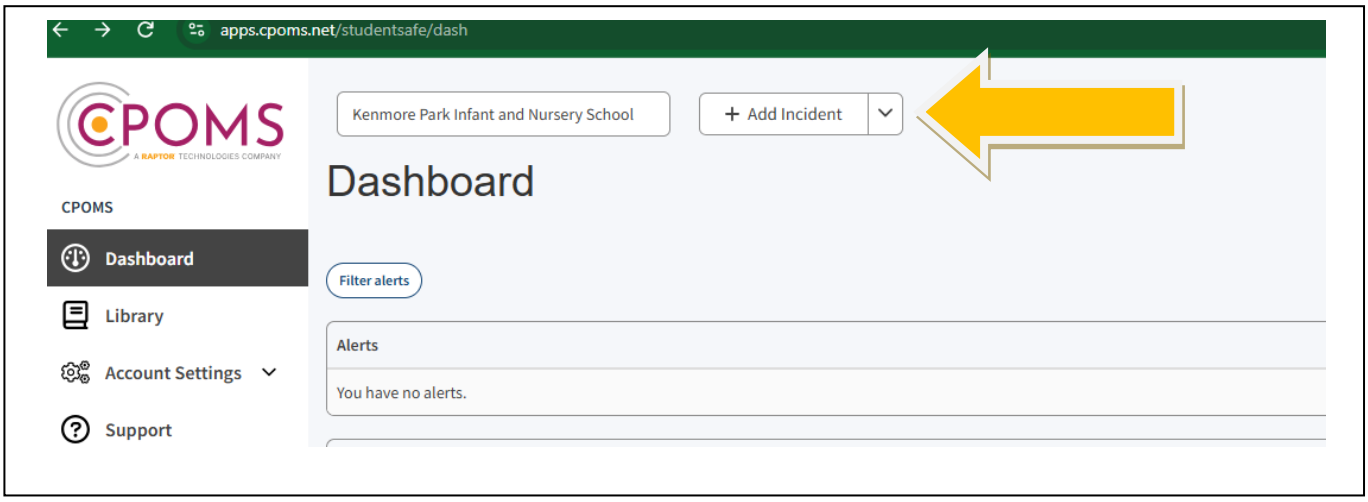
NB if you click on 'share documents', it puts the same incident on that pupil's records – but does not assign them the incident. If you click 'monitor' it also links to them, too…

All behaviour incidents at **level 3 or above should be logged on CPOMS – see appendix 2 for definitions and possible level of behaviour and appendix 3 for appropriate actions**.

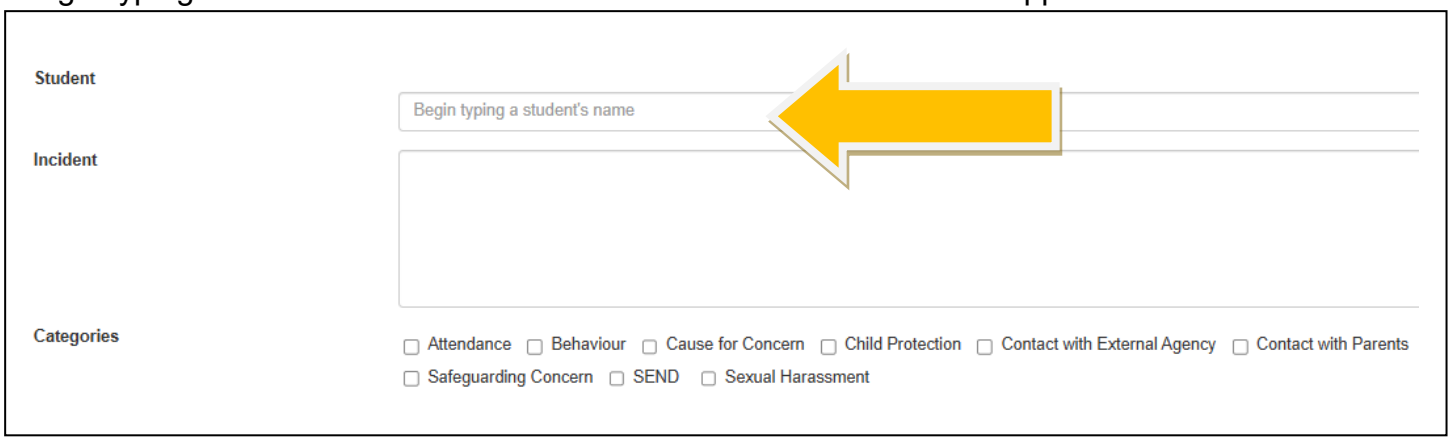
They should be logged as soon as possible after the event has taken place.

To log an incident, follow the instructions below:
Sign into CPOMS as you would normally.

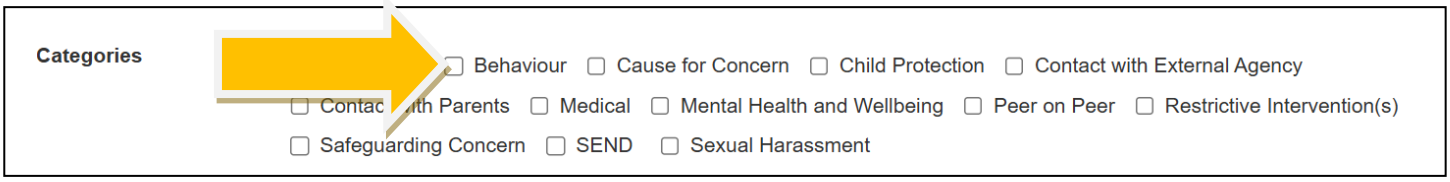
Click on '+ Add Incident' at the top left of your dashboard screen.



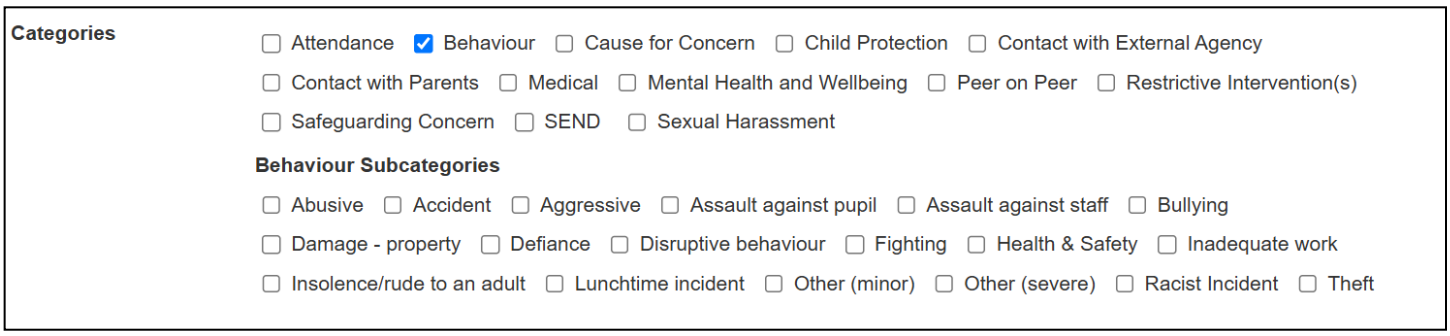
Begin typing in the child's name and select the child when their name appears.



Under 'Categories' click the box next to 'Behaviour'

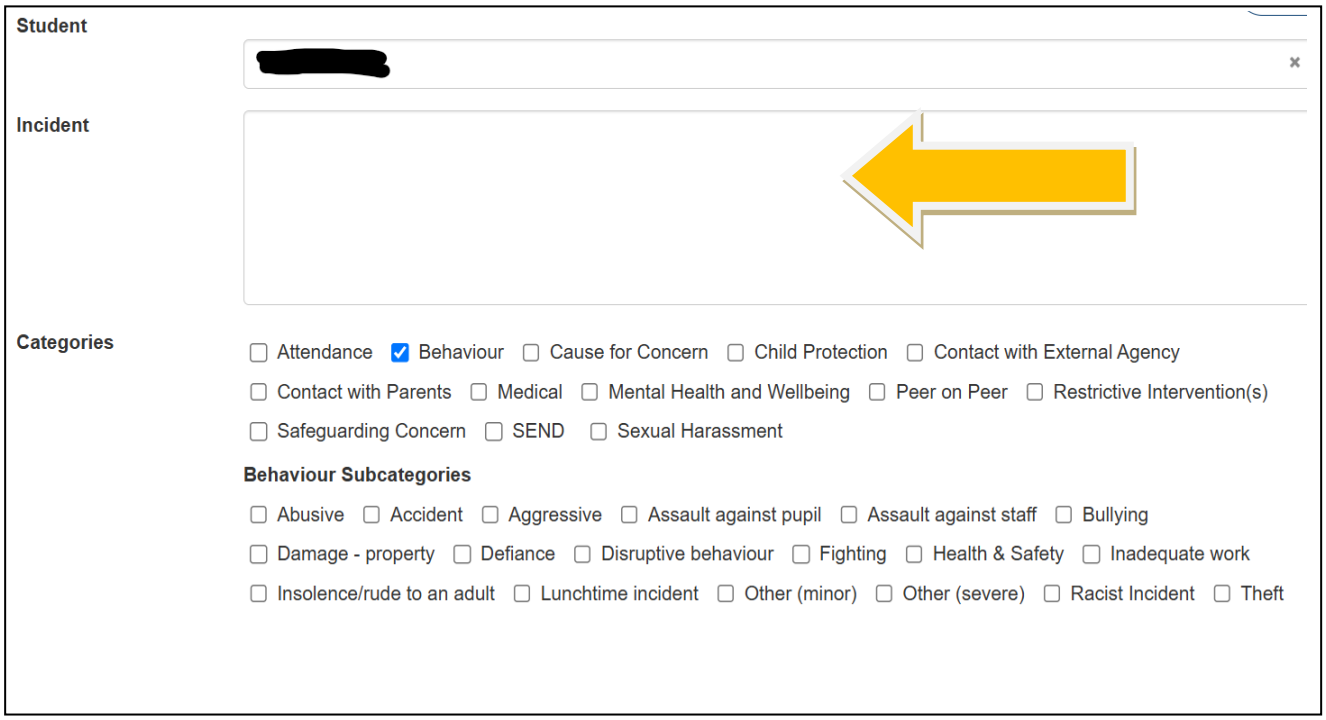


The following sub-categories of 'Behaviour' will appear:



Select the sub-category using appendix 2 if required.

Write an account of the incident:



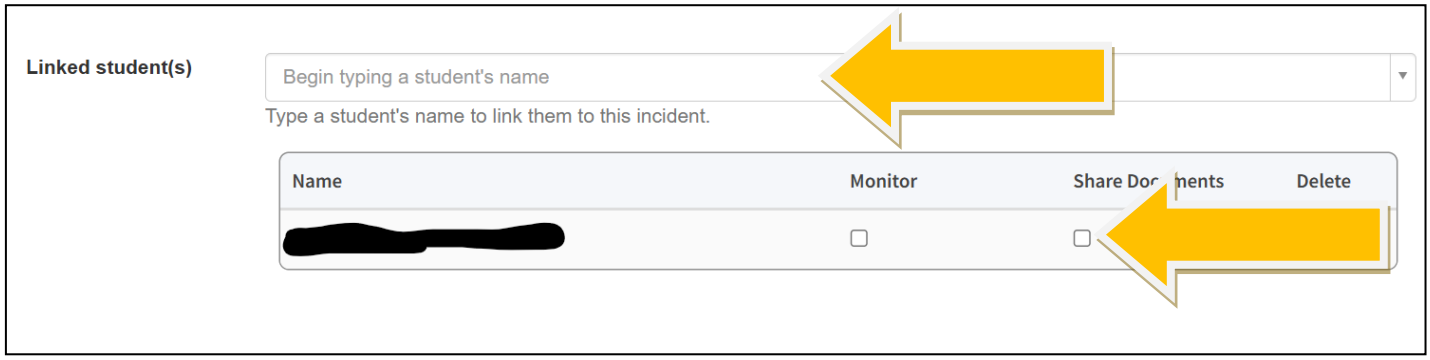
Please include the following:

- What happened
- Names of other children involved
- Likely triggers for the behaviour
- Actions taken
- Names of staff involved

Example [Behaviour – Aggressive]

James was angry after Steve [other child involved] ran into him by accident in the playground [trigger], witnessed by Miss Bennet. James began pushing Steve and shouting at him and bit him, leaving no mark. James given time out and dojo point removed. [Action taken] Miss Bennett will speak to parents after school. [Action taken]

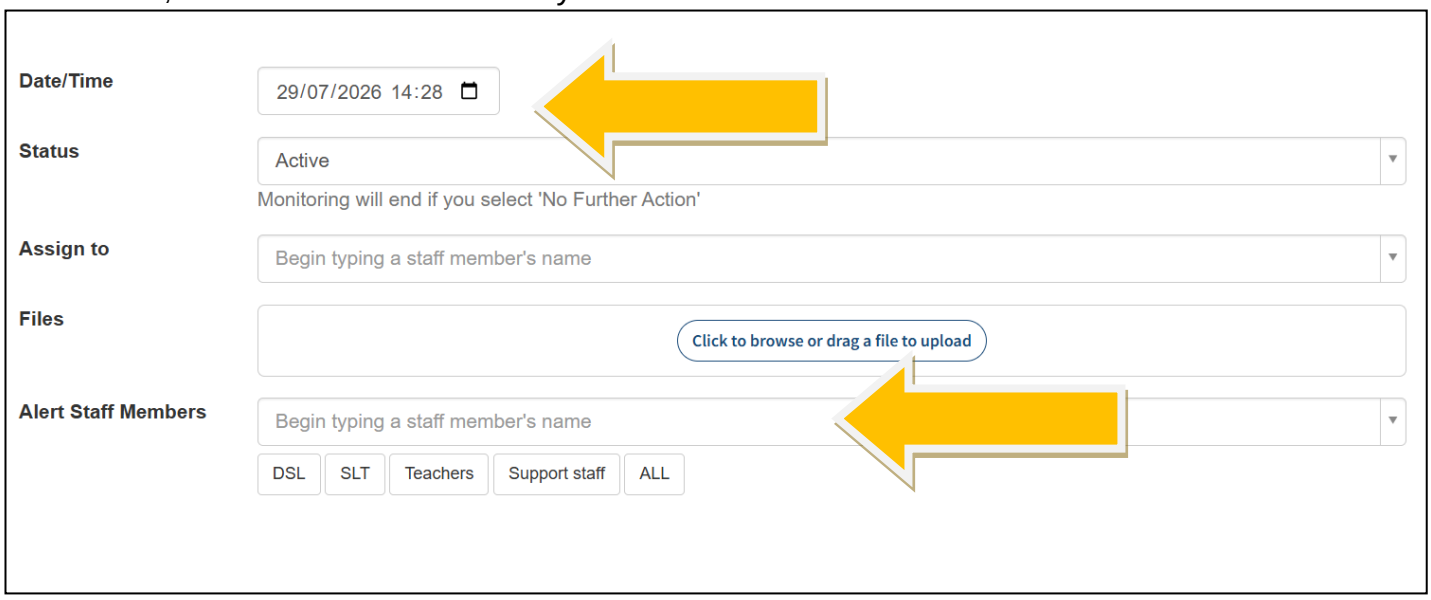
If the incident involved other children **but they were not at fault such as Steve in the example above**, type their name into 'Linked student(s)' and select their name and then click on 'Share Document'. This puts a record of the incident under their name but does not assign a behaviour incident to them.



If the incident involved other children **and they were also at fault e.g., if Steve had bitten James back,** instead of 'Share Documents,' click on 'Monitor'. This assigns a behaviour incident to the other child(ren).



Add the date and time. Leave the Status as 'Active'
Alert Staff Members by typing in their name and selecting their names when they appear. As DSL and DDSL, Steve and James will always be alerted.



Appendix 2 – definitions of behaviour - staff have requested definitions of behaviour and suggestions as to what stage of behaviour they are likely to constitute. Level 3 behaviours should be recorded on CPOMS.

Behaviour	Definition	Likely level/stage
Abusive	Language or behaviour intended to insult, degrade or cause distress to another person. This includes offensive gestures, written messages, or verbal comments.	1 3 – if swearing or repeated on several occasions (in which case could be bullying – level 3) 3 – if to an adult.
Accident	An unintentional incident resulting in injury, damage or disruption, with no deliberate intent to cause harm.	N/A – may be recorded if e.g., gathering evidence for OT.
Aggressive	Behaviour that is hostile, forceful or threatening in nature, which may include physical actions (pushing, shoving) or verbal threats, but falls short of actual assault.	3
Assault – Pupil	Physical violence or attack by one pupil on another, including hitting, kicking, biting or other forms of physical harm.	3/5 depending on level of force used.
Assault – Staff	Physical violence or attack by a pupil on a member of staff, including hitting, kicking, spitting or other forms of physical contact intended to harm.	3/5 depending on level of force used.
Bullying	Repeated, intentional behaviour intended to hurt, intimidate or harm another person. This can be physical, verbal, emotional or online (cyberbullying), and involves an imbalance of power.	3/4
Damage – Property	Deliberate destruction, defacement or harm to school property, another person's belongings, or the school building/grounds.	4 – if reversible 5 if irreversible and is done to expensive equipment £100+
Defiance	Deliberate refusal to follow instructions or comply with reasonable requests from staff, showing open resistance to authority.	3
Disruptive behaviour	Behaviour that prevents effective teaching and learning from taking place, including calling out, making noise, or distracting others.	1/3 – depending on repetition or behaviour
Fighting	Physical altercation between two or more pupils involving mutual aggression, punching, kicking or wrestling.	3/4 depending on repetition
Health & Safety	Behaviour that puts the pupil themselves or others at risk of harm, such as running in corridors, climbing on furniture, or misusing equipment.	3/5 depending on severity
Inadequate work	Work that falls significantly below the expected standard for the pupil's ability, showing lack of effort or engagement.	1/2 (May come under defiance if continues and therefore level 3)
Insolence/Rude to an adult	Disrespectful, rude or contemptuous behaviour towards staff, including eye-rolling, tutting, or dismissive comments.	3
Lunch time incident	Any behavioural incident that occurs specifically during the lunch break period, which may not fit other categories.	Depends on behaviour
Other (minor)	A minor behavioural incident that doesn't fit into the standard categories but doesn't warrant serious concern (e.g., forgetting PE kit, minor uniform infringement).	Depends on behaviour – likely 1
Other (severe)	A serious behavioural incident that doesn't fit into the standard categories but requires significant intervention or follow-up.	Depends on behaviour – likely 3 or above
Racist Incident	Any incident which is perceived to be racist by the victim or any other person. This includes racist language, gestures, graffiti, or behaviour targeting someone's ethnicity, nationality, or cultural background.	4 or above
Theft	Taking someone else's property without permission, with the intention of keeping it or depriving the owner of it.	3

Appendix 3: Levels of behaviour and sanctions.

Level/ Stage	Behaviour	Reported to:	Possible Sanctions	Person administering sanction
1	• Calling out • Not lining up (inside and outside in their class group) • Work avoidance • Disturbing others learning • Swinging on chair	Class teacher	• Warning • Relocate within the classroom • Miss a minute of golden time • Time out • Dojo points	Classteacher
2	• Continuous work avoidance	Year group/Phase leader	• Miss a part of the morning break time. • Miss a part of the lunchtime break • Time out in another class • Dojo points	Phase leader/year group leader
3	• Rude to an adult • Fighting • Swearing • Spitting • Verbally abusive to an adult • Bullying • Defiance • Stealing • Biting an adult or child • Accessing inappropriate sites online or Apps • Unsafe behaviour – putting self/others at risk	Class Teacher, Year group & Phase leader/SMT member	• Meeting with parent/s • Sent to linked class/given a time out • Put individual on report/behaviour chart • Dojo points removed • Reflect on the ZOR and techniques to support self-regulation.	Phase leader/year group leader / SLT member with Classteacher DHT
4	• Reversible damage to school property. • Use of racially abusive language • Use of abusive language or words • Consistent repetition of Level 3 behaviour – especially violent/unsafe behaviours including online • Bringing in a mobile phone/similar device into school without prior permission of HT/DHT.	Deputy Head	• Clean up area • Pay/reimburse cost for damages. • Parents informed • Set up a PSP/CAF/TAF. • Apology to victim of behaviour (depending on the age & competencies of the child written/verbal) • Dojo points removed • Reflect on the ZOR and techniques to support self-regulation. • Period of isolation i.e., working away from their class in another area of the school	With Classteacher/ Phase leader/year group leader /DH
5	• Continuous bullying with the intent to victimise an individual with intent! • Irreversible damage e.g. to expensive equipment in excess of £100. • Deliberately setting off the fire alarm. • Fighting resulting in serious injury requiring external medical attention. • Deliberate assault on a member of staff or peer • Serious breach of the Health & Safety at Work the detriment of other staff & pupils.	Deputy Head/HT	• Meeting the parents • Suspension (DH in HT absence)/ period of isolation • In addition to the above, Dojo points removed. • Reflect on the ZOR and techniques to support self-regulation.	DH /HT
6	As above but implications more serious/ repeated following an evaluation of measures taken to prevent reaching this point.	HT	• Permanent exclusion.	HT

NB: These behaviour and related sanctions need to be employed flexibly taking account of the circumstances and the specific needs of the individuals involved (Any protective characteristics or SEND needs).