



# HEADLEY PARK

## PRIMARY SCHOOL

Behaviour Curriculum 2025-2026

Reviewed Annually

### Aims

'Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...'

Source: Tom Bennett

At Headley Park we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

At Headley Park we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed the four school habits: be ambitious, responsible, respectful, safe.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Headley Park are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- Ensure that excellent behaviour is a minimum expectation for all.

### Intent

#### Headley Park Behaviour Principles

At Headley Park we 'make it easy to behave and hard not to' through:

- Having clear and concise habits, routines, rewards and sanctions that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see; and
- Adapting our approaches, where needed, for specific pupils with additional needs.

## Implementation

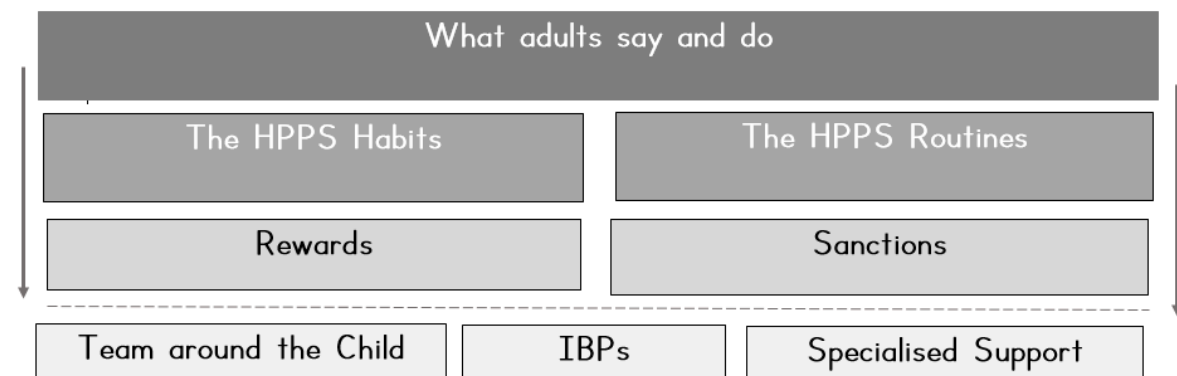
### Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet on the playground.
- Refer to 'ambitious, responsible, respectful and safe' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.



### Headley Park Habits

There are 4 school habits at Headley Park, which we refer to as the 'Headley Park Habits'.

- Be ambitious
- Be responsible
- Be respectful
- Be safe

Our staff are skilled in behaviour management, and teach these habits in a positive and encouraging way. Children are taught the habits from Nursery upwards. At the start of each term, every class completes a lesson on the habits, why they are important and what they look like. Children see the habits displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class

and on the playground.

See the table below for further details of the Headley Park habits.

### School Routines

There are a range of routines that are used across the school in order to support children in following the school habits.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is **easier** for pupils to decide how to behave

Staff practise these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis.

See the table below for further details of the Headley Park routines.

### **Rewards and consequences**

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well.

### Praise and Rewards

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Headley Park we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something we want to normalise.
- When someone has acted as an example we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary (which may also be linked to a recognition board or house point).

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of **over and above** behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when they are connected to a specific behaviour.

See the table below for further detail.

### Sanctions

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of misbehaviour.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent
- They teach and correct a behaviour

Sanctions must **not** be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

### **Primary behaviours**

When giving sanctions and explaining the reasons for them to children, adults focus on the primary behaviour that led to the sanction. Any secondary behaviours can be followed up during a restorative conversation.

For example: A child may be given time in another classroom for repeated irresponsible behaviour. On the way out of the classroom they knock a chair over. The time in the other classroom remains in place for the primary behaviour. Once the child returns to class, an adult would have a restorative conversation focused on the primary behaviour and may decide it is appropriate to unpick the secondary behaviour briefly (*e.g. I noticed you were frustrated with the choice you made to repeatedly call out because you knocked the chair over on your way out. You know that is not a safe choice but thank you for coming back in safely for this discussion about the reason for the time out*).

### **HPPS response to specific behaviour issues**

Most behaviour issues can be responded to by following the rewards and sanctions steps in the table below. However, there are some examples of specific behaviour that will result in a different or more immediate response. This includes:

- Child on child sexual violence or harassment
  - Any reports of sexual violence or harassment between children should be immediately reported to a member of the safeguarding team.
- Online behaviour incidents
  - While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
  - Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.
- Bullying:
  - The [HPPS anti-bullying](#) approach should be followed.
  - Regard given to the [CST anti-bullying policy](#).
- Discriminatory incidents
  - Staff should follow guidance set out in this document:
    - ☰ [Racist incidents and discriminatory language guidance](#)
  - Children use a learning pack with a member of staff

### Behaviour Callout

There may be occasions when classroom staff require immediate support for a behaviour situation. Therefore, to provide support for classroom staff in managing challenging behaviour and to ensure children and staff in class are safe and able to continue with work, teachers can contact leaders by radio throughout the school day. Examples of behaviour that may lead to a call out include:

- Harmful or dangerous behaviour where there is an immediate risk to child or adult safety
- Repeated ignoring of adult instructions
- A pupil leaving a classroom without permission and no other adults available to support

When called, the leader will ask the classroom staff if they would like:

- a) The leader to cover the class while the classroom staff manage the behaviour;
- b) The leader to stay in class and support the child to engage with work; or
- c) The leader to support the child's behaviour directly (which may include removal from the room)

If necessary, Team Teach trained staff will use positive handling techniques **if reasonable, proportionate and necessary** (e.g. if there is a danger to the child or other children) to remove a pupil from the situation.

A callout may result in an internal suspension or suspension from school (see sanction steps).

### Supporting children with specific challenging behaviours

We recognise that a small number of children may find it challenging to uphold the expectations of the school. However, we also recognise that we must maintain these standards in order to prepare children for life beyond Headley Park. As we say to children 'if we let you off, we let you down'. Therefore, the reward and sanctions steps are in place for all children. However, we do recognise that some children may need additional support and reasonable adjustments to help them meet our high expectations. Those in need of tailored support are identified by the behaviour team using the termly behaviour report and staff 'cause for concern' form submissions. It is imperative that the following procedures are followed once a child has been identified and agreed by the behaviour team to ensure that the core principles of the curriculum are maintained.

**Monitoring**

We have a behaviour team made up of support staff, teachers and leaders who monitor the behaviour procedures and provide feedback to staff.

Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

**Student Leadership Team**

Our Student Leadership Team meets to discuss school life, including behaviour, across the school on a regular basis.

### Professional Development

**Staff induction**

All staff receive a full induction when they join the Headley Park team. This includes training around our behaviour curriculum and the habits and routines in place at school.

**Ongoing PD**

Weekly 10-minute PD sessions regularly focus on elements of our behaviour curriculum. This includes the opportunity for the whole staff deliberate practice of key behaviour routines.

**Instructional Coaching**

All teachers receive regular instructional coaching. This may involve a specific focus on our behaviour routines and establishing effective behaviour in the classroom.

### Headley Park Habits

#### Be Ambitious

<b>Why</b>	Ambition is a crucial life skill. It helps us go further in our hobbies, education, jobs and life. An ambitious attitude can lead anyone to achieve anything they set their mind to and can help people overcome challenges.
<b>What this looks like</b>	Being ambitious is about aiming high, giving 100% and having a strong determination to succeed. At school this includes: <ul style="list-style-type: none"> <li>• Knowing what you want to achieve / setting goals</li> <li>• Focusing on the work or activity you are doing and not getting distracted</li> <li>• Taking risks</li> <li>• Making mistakes and learning from them</li> <li>• Talking with people who are different from you and learning new ways of thinking</li> <li>• Competing against yourself and not comparing yourself to others</li> <li>• Keeping going when things might be challenging</li> <li>• Pushing yourself</li> </ul>
<b>Exceptions</b>	NA
<b>Key stories</b>	tbc

#### Be Responsible

<b>Why</b>	People who are responsible are more likely to succeed in school, in the workplace and in the wider world. If we do what we say we will do and accept that our choices and actions have results then people will trust us.
<b>What this looks like</b>	<p>Being responsible is about doing what we are supposed to do and owning our actions. In school this includes:</p> <ul style="list-style-type: none"> <li>• Coming to school with a positive attitude</li> <li>• Paying attention to what is important (our learning) and staying on task</li> <li>• Admitting our mistakes and realising when we are wrong (no excuses)</li> <li>• Taking steps to change something we don't like (rather than complaining)</li> <li>• Being prepared for school, including having: <ul style="list-style-type: none"> <li>○ a reading book</li> <li>○ a reading journal</li> <li>○ homework</li> <li>○ the correct uniform</li> </ul> </li> <li>• Being calm and attentive</li> <li>• Asking an adult for support (if needed, once other strategies have been used)</li> <li>• Being at the right place at the right time, including being on time for school</li> <li>• Going to the toilet during break and lunchtimes</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>• A child who has a severe family situation may not be ready to learn.</li> <li>• Specific children with SEND who may require support or scaffolding.</li> </ul>
<b>Key stories</b>	tbc
<b>Be Respectful</b>	
<b>Why</b>	Everyone is a valued member of the school community and therefore everyone should be treated the same no matter their race, religion, gender, sexuality or disability. People who give respect <i>to</i> others get respect <i>from</i> others.
<b>What this looks like</b>	<p>Being respectful is about caring for and valuing people, things and differences. In school this includes:</p> <ul style="list-style-type: none"> <li>• Listening carefully when other people speak</li> <li>• Following adult instructions</li> <li>• Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people)</li> <li>• Looking after the school environment and property</li> <li>• Speaking to other people at a volume that can be heard, looking at the speaker, using their name</li> <li>• Taking turns, cooperating and sharing with other children</li> <li>• Looking out for each other (finding an adult if someone needs help, asking other children if they would like to play, involving others in games)</li> </ul>

	<ul style="list-style-type: none"> <li>Thinking about what you are going to say and using kind, positive language</li> </ul>
<b>Exceptions</b>	<ul style="list-style-type: none"> <li>Specific children with SEND who may require support or scaffolding</li> </ul>
<b>Key stories</b>	tbc
<b>Be Safe</b>	
<b>Why</b>	Being safe is important so that we don't hurt ourselves or each other. When we are safe we can relax, feel good about ourselves and enjoy our lives.
<b>What this looks like</b>	<p>Being safe is understanding risks and dangers and doing what we know is there to keep us safe. This includes following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally.</p> <p>In school this includes:</p> <ul style="list-style-type: none"> <li>Keeping your hands and feet to yourself / kind hands and feet</li> <li>Using equipment for what it is designed for</li> <li>Sitting where you are asked to in class</li> <li>Telling an adult if there is a problem with another child</li> <li>Moving around the school in a calm and quiet manner (register order, single file, facing forwards with a voice that only someone very close to you would hear).</li> </ul>
<b>Exceptions</b>	NA
<b>Key stories</b>	tbc

<b>Headley Park Routines</b>	
<b>SLANT</b>	
<b>Why</b>	In order to maximise learning, children must pay attention in class. There are 5 key behaviours for learning that should be demonstrated.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>Sit up.</li> <li>Lean forward.</li> <li>Ask and answer questions.</li> <li>Nod your head.</li> <li>Track the speaker.</li> </ol>
<b>Exceptions</b>	There may be specific children with ASD who will not respond to being tracked or tracking.
<b>Tracking</b>	
<b>Why</b>	Everyone has a voice and valuable opinion, everyone matters.

<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult says 'tracking' and names the person who should be tracked ('me' if the adult is the one to be tracked).</li> <li>2. Children turn to face the person speaking.</li> <li>3. Children make regular eye contact.</li> </ol>
<b>Exceptions</b>	<p>Certain children with ASD.</p> <p>Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked.</p>
<b>Signal for Silence</b>	
<b>Why</b>	In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult raises hand.</li> <li>2. Children stop their conversations (voices off, hands free).</li> <li>3. Children raise their hand.</li> <li>4. Adult gives non-verbal praise to children doing the right thing (e.g. thumbs up).</li> <li>5. Adult uses their classroom position and non-verbals to redirect children not following the routine.</li> <li>6. Children track the teacher.</li> </ol>
<b>Exceptions</b>	In EYFS and the hall at lunchtime singing for attention or the use of a sound to gain attention to be used at the same time as a hand up.
<b>Tight Transitions</b>	
<b>Why</b>	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult uses Signal for Silence routine (voices away, hands free). Wait for 100%.</li> <li>2. Adult to show 'one' by holding 1 finger up - children are 'hands free', continue to track the adult.</li> <li>3. Adult to show 'two' by holding 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult.</li> <li>4. Adult to show 'three' by holding 3 fingers up - children move into the line (register order) and continue to track the adult.</li> </ol>
<b>Exceptions</b>	Moving from one small group to another small group may not require a tight transition.
<b>Super Walking</b>	
<b>Why</b>	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult to follow Tight Transitions routine.</li> <li>2. Children line up in register order.</li> </ol>

	<ol style="list-style-type: none"> <li>Adult leads the line (and walks facing the line, checking for compliance).</li> <li>Everyone walks one behind the other</li> <li>Facing forwards.</li> <li>Hands by sides.</li> <li>Without talking.</li> <li>On the left.</li> </ol>
<b>Exceptions</b>	Sometimes small groups will be out of class.
<b>Entering and Exiting Assembly</b>	
<b>Why</b>	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>Children enter in lines Super Walking.</li> <li>Adults enter the hall modelling not talking.</li> <li>Adults lead children into the hall and line children up (children are still standing). <i>Adults should make sure there is room at the edges of the hall.</i></li> <li>Children all <b>stand</b> in a row until the whole class has entered.</li> <li>Adult uses a non-verbal signal (hand palm down, swipe down) and the class sits down.</li> <li>Children sit with crossed legs, calm and silent (hands in laps, no talking).</li> <li>Adults in assembly remind children (redirection) of these expectations with verbal and non-verbal prompts: <ul style="list-style-type: none"> <li><i>'Well done [Name] for sitting calmly and silently'</i></li> <li><i>'[Name] you know the expectation, thank you for sitting without talking'</i></li> <li><i>If needed, use the correction script and move to a time out.</i></li> </ul> </li> <li>Children track the adult leading assembly.</li> <li>Timetabled adults to stay in assembly, sit facing the children, not the front, modelling expectations and supporting behaviour.</li> </ol>
<b>Exceptions</b>	Some children with need may need to enter the hall differently.
<b>Freeze</b>	
<b>Why</b>	During play and lunch, adults need to be able to gain the attention of children quickly and safely. At the end of break and lunch play, children need to quickly be ready to go back to class.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>An adult will blow the whistle and put their hand up.</li> <li>Children <b>freeze</b>, stand still, stop talking and put one hand up.</li> <li>An adult will say <i>'5 minutes left, time to go to the toilet if you need it.'</i></li> <li>Or, an adult will say <i>'Time to line up, walk to your lines.'</i></li> </ol>
<b>Exceptions</b>	Some children may be inside at break or lunchtime.

Praise and Rewards				
Praise/Reward	Example behaviour	Why?	What? (Actions / Scripts)	When?
Immediate verbal praise	Expected behaviours linked to the school habits (see above).	Personal recognition to reinforce expected positive behaviour.	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced. <i>'Well done to this table who I can see have chairs tucked in and are tracking me'</i>	Daily
Recognition board	Expected behaviours linked to the school habits (see above).	Public display of pupils demonstrating behaviours in the classroom.	<p>A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours. The behaviour being focused on should be set either <b>daily</b> or <b>weekly</b> and should be linked to the habits.</p> <p>Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate).</p> <p>The focus of recognition boards should be discussed explicitly with children daily.</p>	Daily

House points	Consistent, maintained examples of expected behaviour linked to the school habits in one session or across sessions.	<i>Community</i> reward for <b>over and above</b> expected behaviour and learning.	House points should be given <b>one at a time</b> (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained.  They are collected in class using tick lists displayed somewhere in the classroom and collated weekly by Year 6 children. At the end of every two terms the house with the most points receives a reward.	Daily
Postcards home	Consistent, maintained examples of expected behaviour linked to the school habits in one session or across sessions. This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour or well-being of others in the process.	Personal reward for <b>over and above</b> expected behaviour and learning.	A member of staff can choose to write a postcard home for a child who shows <b>above and beyond</b> expected behaviour. This should have a clear explanation and description of the behaviour (linked to the school habits).	Daily
Praise assemblies	Specific examples of behaviour and learning from across the week that link specifically to the Headley Park habits.	Public recognition of children who demonstrate and 'live' the HPPS habits.	We are Headley Park award given each week by the adults in each class.	Weekly (Friday)

Always Tea	Consistent, maintained examples of expected behaviour linked to the school habits over weeks.	Recognition for those children who <b>always</b> make the right choice.	One child from each class will be selected each term to have tea with the Headteacher (hot chocolate, healthy snacks).	Once a term
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Sanction Steps					
Step	Why? (Example behaviours)	How? (Strategies)	What? (Adult actions / scripts)	Who?	When?
Correction	An incident of not-showing a HPPS habit or routine.	Use <b>rapid public correction, private individual corrections</b> . Make corrections <b>descriptive and directive, name expected actions</b> and give <b>take up time</b> .	Use <b>rapid public correction</b> (e.g. <i>Jason, tracking the speaker, thank you</i> )  Give <b>private individual corrections</b> (e.g. once all children are working, crouch next to relevant child and have a private conversation - <i>Tom, when I am talking, I need you silent so that you understand what to do next</i> )  Make corrections <b>descriptive and directive</b> (state what a child needs to do differently, why it's important and end with a thank you - <i>Jess, you shouted out. This stopped other children from learning. You know one of the school habits is to be respectful. We use hands up to answer a question to show their voice matters. Thank you for listening.</i> )  <b>Name expected actions</b> (name the observable action you want a child to take - <i>Jack, put your pencil down and track me</i> )  Follow corrections with <b>take up time</b> (give pupils 15-30 seconds after a correction to do the right thing. Check for compliance and thank them with a thumbs up, nod, etc)	Adults in class / SMSA	If low level behaviour is repeated, following opportunities for redirection
Time in with adult (5 minutes)	Second incident of not showing the HPPS habits or routines  OR  Rudeness to an adult	Issue a <b>rapid sanction</b> and pupils will miss up to 5 minutes of playtime to <b>complete work</b> and/or complete a <b>restorative conversation</b> .	Issue a <b>rapid sanction</b> (using 'name, behaviour, sanction' - <i>Josh, repeated talking, time in with adult at break</i> )  Be <b>descriptive and directive</b> and give the pupil time to <b>complete work</b> (e.g. <i>I noticed you were finding it difficult to work independently in silence. The Headley Park habit 'be responsible is about doing what you are supposed to do. That's what I made very</i>	Adults in year group / SMSA	At break or lunchtime in the classroom or with an adult in the playground

			<p>clear at the start of the lesson. Do you remember yesterday when you were excellent at that? That's who I need to see today. Thank you.)</p> <p>Hold a brief <b>restorative conversation</b> when the child returns (choose from some of these prompts - <i>What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?</i>)</p> <p><b>Log incident on CPOMS - time in with an adult</b></p>		if they are on duty
Removal from the classroom or playground until the end of the lesson.	Physical behaviour towards a peer or adult OR Continual ignoring of adults instructions OR Repeated incidents of not showing the HPPS habits or routines (following a sanction)	Issue a <b>radio call</b> to request behaviour support. Leaders <b>remove</b> child from class or playground. Leaders support children in completing work.	Issue a <b>rapid sanction</b> (using 'name, behaviour, sanction' - <i>Josh, that is a physical behaviour, removal from playground</i> )  Staff <b>radio</b> to request behaviour support or walk child to the small hall (if behaviour occurs at lunchtime)  At end of lesson leader walks child back to class. At end of lunch leader walks child back to line for handover.  Class teacher <b>welcomes child back</b> to class following sanction.  Class teacher <b>informs family</b> at end of the day.  <b>Log incident on CPOMS - removal from class or playground</b>		
Time in in an office	Discriminatory language OR Intimidating behaviour towards others OR	Issue a <b>rapid sanction</b> and the pupil has time away from their year group at break or lunchtime. Leaders <b>call home</b> to inform parents.	Issue a <b>rapid sanction</b> (using 'name, behaviour, sanction' - <i>Josh, intimidating behaviour, time in with a leader at break</i> )  Hold a <b>restorative conversation</b> to discuss the incident (choose from some of these prompts - <i>What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do</i>	Leadership team	At the next break or lunchtime opportunity

	<p>Absconding the classroom</p> <p>OR</p> <p>Deliberate damage to school property</p>		<p><i>things differently in the future?)</i></p> <p>Leaders on duty (timetabled) <b>call home</b> to inform the child's parents of the behaviour and the consequence.</p> <p><b>Log incident on CPOMS.</b></p> <p>See discriminatory language policy for detailed stepped response.</p>		
<p>Suspension (Internal or external)</p>	<p>Serious disruption to learning or the smooth running of the school (eg: tipping tables, throwing objects, attempting to abscond the site)</p> <p>OR</p> <p>Continued serious disruption to the learning or smooth running of the school (eg: behaving in a way that puts others at risk of harm)</p> <p>OR</p> <p>Bringing prohibited items in to school</p>	<p>Leaders will issue an <b>internal suspension</b> and the pupil spends time out of class completing <b>independent work</b>. An <b>external suspension</b> will follow the CST suspension policy.</p>	<p>Teachers provide <b>independent work</b> for the child to complete for a set amount of time decided by a leader (work should be able to be completed without adult input).</p> <p>Leaders on duty (timetabled) <b>call home</b> to inform the child's parents of the behaviour and the consequence.</p> <p><b>Log incident on CPOMS.</b></p> <p>Children may be removed from trips and other activities depending on the severity.</p>	<p>Leadership team</p>	<p>As required</p>