



Behaviour Policy

September 2026

Review date: September 2027

Approved by: Ickford Learning Trust Board

Applies to: all pupils, staff, parents/carers, volunteers and visitors

1. Purpose and status of this policy

Ickford School is committed to providing a happy, high-achieving, inclusive and nurturing environment in which every child can learn, flourish and feel safe. Positive behaviour reflects the values of the school, readiness to learn and respect for others. Behaviour is taught explicitly so that pupils understand what is expected, why it matters and how they can make positive choices.

This policy sets out the school's expectations for behaviour, the rewards and responses used when behaviour is inappropriate, and the arrangements for safeguarding, equality, SEND, searching, restrictive interventions, suspension and permanent exclusion.

The policy applies to behaviour in school, on school visits and activities, on school transport arranged by the school, and to behaviour outside school where the school is permitted to act, including behaviour which affects the orderly running of the school, threatens the safety or wellbeing of another member of the school community, or could adversely affect the reputation of the school.

This policy should be read alongside the school's Child Protection Policy, Anti-Bullying and Harassment Policy, SEND Policy, Equality Policy, Online Safety/Acceptable Use arrangements, Attendance Policy, Complaints Policy and relevant Trust policies and procedures.

2. Legislation and statutory guidance

This policy has been reviewed with regard to the legal and statutory framework applicable to schools in England, including:

- Education Act 1996.
- Education and Inspections Act 2006, including the statutory power to use reasonable force and the statutory requirements concerning recording and reporting significant incidents involving force.
- Equality Act 2010 and the Public Sector Equality Duty.
- Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Department for Education: Behaviour in schools: advice for headteachers and school staff.
- Department for Education: Searching, screening and confiscation in schools.
- Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).
- Department for Education: Restrictive interventions, including use of reasonable force, in schools (April 2026).
- Keeping Children Safe in Education 2026.
- Other relevant Department for Education guidance and legislation in force at the time of an incident.

Where legislation or statutory guidance is amended, the school will follow the current legal requirements even if this policy has not yet been formally reissued.

3. Aims

- To ensure that the whole school community has high expectations of behaviour.
- To establish a consistent, fair and supportive approach to behaviour across the school.
- To create a safe, calm and happy environment in which effective teaching and learning can take place.
- To promote kindness, respect, determination and honesty.

- To teach pupils the knowledge, language, social skills and self-regulation strategies they need to behave well.
- To reinforce positive behaviour rather than relying primarily on punishment.
- To distinguish between everyday low-level behaviour and serious misbehaviour and to respond proportionately.
- To recognise that behaviour may be influenced by age, development, SEND, disability, communication needs, emotional needs, safeguarding concerns or other individual circumstances.
- To work constructively with parents and carers when behaviour is persistent, concerning or serious.
- To ensure that behaviour systems comply with equality and safeguarding duties.

4. School values and expectations

Ickford School's four key values are Kindness, Respect, Determination and Honesty. These values are reinforced through assemblies, the curriculum and everyday school life.

Pupils are expected to:

- Be kind and considerate to others.
- Treat pupils, staff, visitors and property with respect.
- Listen carefully and follow reasonable instructions.
- Be ready to learn and allow others to learn.
- Use appropriate language and manners.
- Take responsibility for their actions and make amends when appropriate.
- Move around the school safely and sensibly.
- Use technology and the internet safely and responsibly.
- Tell an adult when they or another person may be unsafe or experiencing harm.
- Show determination and honesty, including when things have gone wrong.

Staff are expected to model these behaviours consistently. Adults should use calm, respectful and age-appropriate language, establish clear boundaries and avoid humiliating or shaming pupils.

5. Teaching and promoting positive behaviour

Good behaviour is taught, modelled, practised and reinforced. The school will use classroom routines, assemblies, PSHE, relationships education, pastoral support, restorative conversations and pupil voice to develop pupils' understanding of behaviour and relationships.

Staff will seek to prevent poor behaviour by establishing predictable routines, clear expectations, positive relationships, engaging learning, appropriate classroom management and early intervention.

Where a pupil's behaviour indicates an unmet need, staff will consider what may be contributing to the behaviour and whether additional support, assessment or reasonable adjustment is required.

6. Rewards and recognition

High expectations are fundamental to the school's approach. Good behaviour is expected in its own right; rewards are used to recognise effort, improvement, kindness, responsibility and positive choices rather than to make pupils behave well only for a reward.

- Specific verbal praise and positive feedback.

- Recognition by the Headteacher or Deputy Headteacher.
- The Golden Book, read during Celebration Assembly; pupils mentioned receive a House Point.
- Certificates for sustained positive behaviour or improvement.
- Consideration of behaviour and positive contribution when selecting the weekly Headteacher's Award.
- Age-appropriate praise and encouragement in EYFS, including good listening, sharing, cooperation and playing together.
- Verbal or written positive feedback to parents.

7. Minor and serious misbehaviour

The school distinguishes between low-level or minor behaviour and serious misbehaviour. The examples below are illustrative rather than exhaustive. Staff will consider the context, age, development and individual circumstances of the pupil.

7.1 Examples of low-level or minor behaviour

- Not being on task after a reminder.
- Talking when required not to during lessons or assemblies.
- Being in classrooms without permission during break times.
- Poor manners or disrespectful language.
- Not wearing the correct uniform.
- Forgetting required reading records or homework.
- Running in corridors or classrooms.
- Disrespect towards lunchtime supervisors or other staff.
- Disrupting lunchtime or playtime.
- Dishonesty or failure to take responsibility for an action.

7.2 Examples of serious misbehaviour

- Physical aggression or violence towards another person.
- Threatening behaviour or serious verbal abuse.
- Swearing or abusive language where serious or directed towards another person.
- Bullying or serious harassment.
- Discriminatory, racist, sexist, homophobic, biphobic, transphobic or disability-related abuse.
- Persistent or serious disruption of teaching and learning.
- Serious or persistent refusal to follow reasonable instructions.
- Serious misuse of computers, tablets, phones, smart devices or the internet.
- Vandalism or significant damage to property.
- Theft or possession of stolen property.
- Possession or use of a prohibited or otherwise dangerous item.
- Behaviour that creates a serious risk of harm to the pupil or others.
- Serious incidents occurring outside school where the school is entitled to take action.
- Any other behaviour which, in the professional judgement of the Headteacher, constitutes serious misbehaviour.

8. Responding to behaviour

Responses will be proportionate, predictable, fair and age-appropriate. The school will seek to combine accountability with teaching, repair and support.

- Reminder of the expected behaviour and an opportunity to correct it.
- Specific verbal correction and explanation of the expected behaviour.
- Change of seat or temporary removal from an activity where appropriate.
- A short, supervised period of reflection during part of a break where proportionate.
- Restorative conversation, apology or other appropriate repair.
- Loss of a responsibility where appropriate.
- Supervised work in another classroom for a limited period where behaviour is significantly affecting others.
- Referral to the Headteacher or Deputy Headteacher.
- A behaviour report card or other monitoring arrangement for an agreed period.
- Parent/carer contact where behaviour is persistent, recurring or serious.
- Individual behaviour support, pastoral intervention or other targeted support.
- Suspension or permanent exclusion only where lawful, necessary and proportionate and in accordance with the current statutory guidance.

Sanctions will not be used as a means of humiliation or physical punishment. Physical punishment is prohibited.

Where a pupil is removed from a classroom, the school will ensure that the arrangement is supervised and that the pupil continues to receive appropriate education.

A pupil will not routinely lose an entire break or lunchtime. Any supervised reflection during break will be proportionate and will take account of the pupil's need for physical activity, fresh air, food, hydration and toileting.

9. Restorative practice

Where appropriate, staff will use restorative questions after an incident:

1. What has happened?
2. What were you thinking or feeling at the time?
3. Who has been affected by what happened?
4. What needs to be done to make things right?
5. How can we do things differently in the future?

Restorative practice does not replace sanctions where a sanction is necessary. It is intended to support reflection, accountability, repair and improved relationships.

10. SEND, disability and individual circumstances

The school has high expectations for all pupils while recognising that some pupils may need additional support, adaptations or reasonable adjustments to achieve those expectations.

When responding to behaviour involving a pupil with SEND or a disability, staff will consider whether the pupil was able to understand the rule or instruction, whether they were able to act differently, whether the behaviour may have arisen from an unmet need or disability-related difficulty, and whether reasonable adjustments are required.

The school will consider communication, sensory, social, emotional, medical and developmental needs, as well as safeguarding factors and other relevant circumstances.

- Reasonable adjustments will be made where required by the Equality Act 2010.
- Where behaviour is persistent or presents significant concern, the school will consider whether additional assessment or support is needed.
- Where appropriate, behaviour support plans will be developed with the pupil, parents/carers and relevant professionals.
- Where a pupil has an identified risk of requiring restrictive intervention, an appropriate risk assessment and proactive prevention/de-escalation plan will be considered.
- Behaviour support plans will be reviewed following significant incidents and periodically to establish what is effective.

The school will not discriminate against a pupil because of disability or SEND, and a pupil will not be sanctioned solely because the school has failed to provide appropriate support or reasonable adjustments.

11. Equality and protected characteristics

The school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations. Behaviour systems will be applied without unlawful discrimination.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school will consider the relevance of these characteristics to pupils and the circumstances of each incident.

Discriminatory behaviour will not be tolerated. This includes racist, sexist, homophobic, biphobic, transphobic, disability-related or religion/belief-related abuse and discriminatory behaviour online.

The school will take concerns seriously, investigate proportionately, record incidents appropriately, support those affected and take educational, pastoral and/or disciplinary action where appropriate.

12. Bullying and harassment

Bullying is addressed in the Anti-Bullying and Harassment Policy. The school recognises that bullying may be physical, verbal, relational, discriminatory or online. A single serious incident may require an immediate safeguarding or disciplinary response even if it does not meet the school's definition of bullying.

All allegations of bullying will be taken seriously and investigated in accordance with the relevant policy. The school will seek to protect pupils from further harm and will provide appropriate support.

13. Online behaviour and internet misuse

Pupils are expected to use school technology, the internet and online platforms responsibly. Misuse may include accessing inappropriate material, attempting to bypass filtering or monitoring, bullying or harassing others online, sharing images or information inappropriately, damaging systems or using technology to facilitate unsafe or illegal behaviour.

Where online behaviour affects the school environment or another pupil's safety or wellbeing, the school may take action within its lawful powers, including where the behaviour occurred outside school.

Parents/carers will be informed where appropriate. Safeguarding concerns will be referred to the Designated Safeguarding Lead and, where necessary, to external agencies or the police.

14. Mobile phones and smart devices

Ickford School expects pupils to comply with the school's rules concerning mobile phones and smart devices. Devices are prohibited by pupils. If there is a breach of this school rule, the phone will be confiscated in accordance with the school's legal powers and procedures. Searches will only be undertaken where the legal requirements for searching are met.

15. Searching, screening and confiscation

The school will follow the Department for Education's Searching, Screening and Confiscation guidance. Headteachers and authorised members of staff have statutory powers to search pupils and their possessions where there are reasonable grounds to suspect that the pupil has a prohibited item.

The statutory prohibited items are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, including the pupil.

The school rules may also identify additional items which pupils are prohibited from bringing to school and for which a search may be permitted in accordance with the DfE guidance. Examples may include mobile phones or smart devices where these are prohibited by the school's published rules.

A search may be carried out without consent where the statutory conditions are met. Staff must follow the legal requirements concerning the sex of the person conducting the search, the presence of a witness, the circumstances in which a search may be conducted urgently, and what pupils may be required to remove. Pupils will not be required to remove clothing other than outer clothing as permitted by the guidance.

Reasonable force may be used to search for legally prohibited items where permitted by law. Reasonable force must not be used solely to search for an item prohibited by the school rules but not legally prohibited.

Searches will be recorded in accordance with the school's procedures. Records will include, as appropriate, the date, time and location, pupil, staff involved and witness, item searched for, reason for the search, items found and action taken. Where a search raises a safeguarding concern, the DSL will be informed in accordance with the Child Protection Policy.

Confiscated items will be dealt with proportionately and in accordance with the school's legal powers and the DfE guidance. Illegal or dangerous items may be referred to the police. Parents/carers will be informed where required or appropriate.

16. Serious incidents and management

Where serious misbehaviour occurs, the Headteacher or Deputy Headteacher will determine the appropriate response. The response may include investigation, parent/carers contact, restorative work,

additional support, a behaviour support plan, a risk assessment, a sanction, or consideration of suspension or permanent exclusion.

Staff must provide factual notes about serious incidents, including what happened, relevant witnesses, actions taken and any immediate safeguarding concerns.

Where appropriate, the school will consider whether an incident indicates an underlying safeguarding concern, unmet SEND, disability-related need, bullying, harassment, exploitation or other vulnerability.

17. Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions and will be used in accordance with the current statutory guidance. The July 2026 DfE guidance applies to academies and is effective from 26 July 2026.

A suspension is a temporary exclusion for a defined period. A pupil may be suspended for one or more fixed periods, subject to the statutory maximum of 45 school days in any one school year.

A permanent exclusion is when a pupil is no longer allowed to attend the school unless reinstated. It should only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The Headteacher will follow the statutory procedures for deciding and notifying suspensions and permanent exclusions. This includes notifying parents/carers and the Local Authority without delay and notifying the pupil's social worker and/or Virtual School Head where applicable.

The Academy Trust Board will fulfil its statutory responsibilities concerning consideration of reinstatement, representations, reviews and any independent review process, as applicable. The precise role of the Board will be exercised in accordance with the current statutory guidance and the Trust's scheme of delegation.

The school will not use informal or unofficial exclusions. Any disciplinary removal from school which meets the legal definition of exclusion will be recorded and managed as a suspension or permanent exclusion.

During suspension, the school will ensure that work is set and marked for the first five school days. Where a suspension extends beyond five school days, the school will work with the Local Authority to ensure suitable full-time education from the sixth school day, in accordance with the statutory framework.

The school will consider the pupil's age, SEND, disability, safeguarding needs, individual circumstances and the impact of any reasonable adjustments when making decisions. A pupil will not be permanently excluded solely because they have SEND or a disability.

Where suspensions become frequent, the school will review whether additional strategies or support are required and whether suspension alone is an effective response.

Where a suspension or permanent exclusion is cancelled, the school will follow the statutory requirements for notification, reinstatement and recording.

18. Behaviour outside school

The school may sanction behaviour outside school where permitted by law and where the behaviour affects the orderly running of the school, threatens the safety or wellbeing of another member of the school

community, or could adversely affect the reputation of the school. This includes behaviour on school trips, activities and transport and relevant online behaviour.

The school will act proportionately and will consider whether the behaviour falls within its lawful disciplinary jurisdiction.

19. Restrictive interventions and reasonable force

The school recognises that restrictive interventions can have a significant impact on pupils, staff and families. Prevention, positive relationships, early support and de-escalation are the preferred approaches.

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force means using no more force than is necessary for the least amount of time, taking account of the circumstances.

Reasonable force may be used to prevent or stop a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils at the school, subject to the legal framework.

Force must never be used as a punishment. Staff must not use force in a way that affects a pupil's airway, breathing or circulation, including pressure to the neck or abdomen. Any intervention must stop as soon as it is safe to do so.

Staff should consider whether a less restrictive strategy could be effective, whether intervention is likely to reduce rather than escalate risk, the pupil's age and size, SEND or disability, medical needs, vulnerabilities and relevant equality considerations.

Ordinary appropriate physical contact, such as first aid, guiding or escorting, comforting a distressed pupil, or demonstrating an activity, is not automatically a restrictive intervention. Staff should exercise professional judgement and follow safeguarding requirements.

The school does not operate a blanket 'no contact' policy. Staff must be able to make appropriate physical contact where necessary to protect pupils and others.

Where a pupil is known to be at increased risk of requiring restrictive intervention, the school will consider an individual behaviour support plan and risk assessment, involving the pupil, parents/carers and relevant professionals where appropriate.

20. Recording and reporting use of force, restraint and seclusion

From April 2026, schools have statutory requirements concerning the recording and reporting of significant incidents involving the use of force and the recording and reporting of seclusion and restraint.

Every significant incident in which a member of staff uses force must be recorded as soon as practicable, and staff should endeavour to complete the record on the same day.

The record should include, as a minimum:

- Names of the pupil and staff directly involved.
- Relevant needs or circumstances, including SEND/disability and SEN status where applicable.
- Date, time, location and approximate duration.
- What led up to the incident, known or possible triggers and preventative/de-escalation strategies used.

- The type and degree of force used, where applicable.
- Why the use of force was considered necessary.
- Any injuries and medical treatment.
- Any post-incident support.

Parents/carers must be informed of each significant use of force as soon as practicable and the school should endeavour to do so no later than the same day, subject to the statutory exceptions where notification would be likely to cause serious harm.

Seclusion, where it meets the DfE definition, is a safety measure rather than a disciplinary sanction. It may only be used where necessary to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil must be supervised, the space must be safe, and the pupil should be allowed to leave as soon as the immediate risk has reduced. Seclusion incidents must be recorded and reported in accordance with the current statutory requirements.

Following a significant incident, the school will consider the wellbeing of the pupil, staff and witnesses, provide medical attention where necessary, review what happened and consider whether the pupil's support plan or risk assessment should be amended.

21. Behaviour records, CPOMS and data

Significant behaviour incidents are recorded using CPOMS. Safeguarding concerns will be recorded and managed in accordance with the Child Protection Policy.

Records will be factual, objective, proportionate and handled in accordance with data protection requirements.

The school will monitor behaviour information to identify patterns, recurring concerns, safeguarding issues and the effectiveness of interventions. Where appropriate, leaders will analyse behaviour data by relevant pupil groups, including pupils with SEND and disability, to identify any evidence of disproportionate impact or unmet need.

The Headteacher and Deputy Headteacher will determine which records need to be retained as part of the pupil's behaviour record, subject to legal, safeguarding and data protection requirements.

22. Parent and carer partnership

Parents and carers are expected to support the school's behaviour expectations and to work constructively with staff when concerns arise.

- The school will communicate expectations clearly.
- Parents/carers will be contacted where behaviour is persistent, recurring or serious, or where their involvement is needed to support a pupil.
- Meetings will focus on understanding behaviour, identifying appropriate support and agreeing clear next steps.
- Where behaviour may indicate SEND, disability or safeguarding concerns, the school will consider whether additional assessment or support is required.
- Parents/carers should communicate respectfully with school staff. Concerns about sanctions or behaviour management should be raised through the school's Complaints Policy where necessary.

23. Staff responsibilities

All staff are responsible for modelling the school's values and applying the behaviour policy consistently and fairly.

- Teachers and teaching assistants establish clear expectations and respond to behaviour calmly and consistently.
- Lunchtime supervisors and other staff apply the same core expectations and report significant concerns.
- The SENCO supports staff in considering SEND, reasonable adjustments and behaviour support.
- The DSL considers safeguarding implications and ensures relevant concerns are managed through safeguarding procedures.
- The Headteacher provides strategic leadership, ensures the policy is implemented, monitors behaviour and makes decisions about serious sanctions, suspension and permanent exclusion in accordance with statutory requirements.
- The Academy Trust Board provides appropriate oversight, including monitoring behaviour information and fulfilling its statutory responsibilities concerning exclusions and the use of restrictive interventions.

24. Pupil voice and participation

Pupils should have appropriate opportunities to express their views about behaviour, relationships and safety through class discussion, circle time, school council, pupil surveys and conversations with staff. Pupil voice will be considered when reviewing behaviour systems and identifying improvements.

25. Monitoring, evaluation and review

The Headteacher and senior leaders will monitor the implementation and effectiveness of this policy through behaviour records, pupil and parent voice, staff feedback, safeguarding information, attendance, exclusion/suspension information and analysis of behaviour patterns.

The school will consider whether behaviour systems are applied consistently and fairly and whether any group of pupils experiences disproportionate consequences. Where concerns are identified, leaders will take appropriate action.

The policy will be reviewed annually or sooner where legislation, statutory guidance or the school's circumstances change.

26. Equalities statement

The school has considered the impact of this policy on equality and its implications for pupils with protected characteristics as part of its commitment to the Public Sector Equality Duty. The school will have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school will make reasonable adjustments where required and will monitor the impact of behaviour procedures to ensure that they do not unlawfully disadvantage pupils with protected characteristics.

27. Summary

Ickford School believes that positive relationships, clear expectations, consistent routines and strong teaching of behaviour create the conditions in which children can thrive. Behaviour is a shared

responsibility. Every adult in the school community should model Kindness, Respect, Determination and Honesty.

The school's approach combines high expectations with empathy, appropriate accountability, restorative practice and support. Where behaviour is serious, the school will act decisively and proportionately to maintain a safe, calm and supportive environment while meeting its duties in relation to safeguarding, SEND, equality and the law.

Appendix 1 – Behaviour incident record: minimum information

For significant incidents, staff should provide factual information covering on CPOMS:

- Pupil name and class.
- Date, time and location.
- Adults and pupils directly involved and relevant witnesses.
- What happened, using objective language.
- What happened immediately before the incident and any known triggers.
- Strategies or de-escalation approaches attempted.
- Behaviour displayed and impact on others.
- Action taken and any sanction or restorative response.
- Parent/carer contact, where applicable.
- Safeguarding concerns and whether the DSL was informed.
- Any injury, medical attention or first aid.
- Any follow-up or support required.

Appendix 2 – Significant use of force / restrictive intervention record

Where a significant incident involving force occurs, the record must be completed as soon as practicable and should include the statutory minimum information set out in the current DfE guidance. Staff should record:

- Names of pupil and staff directly involved.
- Relevant SEND, disability or other needs/circumstances.
- Date, time, location and approximate duration.
- What led up to the incident and any known or potential triggers.
- Preventative and de-escalation strategies used.
- Why force was considered necessary.
- Type and degree of force used.
- Any injuries and medical treatment.
- Post-incident support.
- Date and method of parent/carer notification.
- Any review of the pupil's behaviour support plan or risk assessment.

Appendix 3 – Key policy links and references

- **Behaviour in schools – Department for Education:**
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **Searching, screening and confiscation in schools – Department for Education:**
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- **Suspension and permanent exclusion – Department for Education, July 2026:**
<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>
- **Restrictive interventions, including use of reasonable force, in schools – Department for Education, April 2026:** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- **Keeping children safe in education 2026 – Department for Education:**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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Our Consequences



Step 1	Step 2	Step 3	Step 4	Step 5
<i>Behaviour including but not limited to:</i> Talking out of turn Calling out Distracting others Not following instructions Low-level disruption	<i>Behaviour including but not limited to:</i> Repeated Step 1 behaviours Refusal to follow instructions Not showing the school values Provocation of negative behaviours	<i>Behaviour including but not limited to:</i> Repeated Step 2 behaviours Being rude or talking back Telling lies Deliberate defiance Inappropriate physical contact Compromising health and safety of yourself and/or others	<i>Behaviour including but not limited to:</i> Repeated Step 3 behaviours Vandalism Swearing Bullying (of any sort) Theft Dangerous or aggressive behaviour Discrimination, including racist, sexist or homophobic behaviour	<i>Behaviour including but not limited to:</i> Repeated Step 4 behaviours Physical assault Violent conduct Posing a safety risk to yourself and/or others Sharing illegal content Malicious allegations against staff Other serious misbehaviour identified in the behaviour policy
Consequences	Consequences	Consequences	Consequences	Consequences
<i>Including but not limited to:</i> Redirect from the behaviour Reminder of expectations: Caution: "I have reminded you, if you continue to Y then the consequence will be..."	<i>Including but not limited to:</i> <u>10 minute</u> consequence at break or lunchtime. Class teacher shares these steps and consequences with the child	<i>Including but not limited to:</i> Refer to SLT Longer single consequence, such as a missing lunchtime club, which is logical, restorative, educational and purposeful. Communication with parents. Record onto CPOMS	<i>Including but not limited to:</i> Record onto CPOMS Longer term consequence, such as missing after school clubs. Internal exclusion* Parents invited to meeting with class teacher and Deputy HT or HT	<i>Including but not limited to:</i> Record onto CPOMS. Internal exclusion Suspension** (3 x internal exclusions) Parents invited to meeting with Headteacher.
When applying consequences, staff must use professional judgement and give due consideration to circumstances and children's individual needs. * Internal exclusion must be approved by the Headteacher. **Suspension can only be authorised at the discretion of the Headteacher				