

Emmanuel Junior Academy



‘Be Respectful, Be Courageous, Be Safe’

Behaviour Policy 2026-2027

Last reviewed: September 2026
Next review due: September 2027



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Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school.

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision & Values and Ethos

Emmanuel is a joint Anglican and Methodist School. Our vision is rooted in the Christian call to love God and serve others through lives of compassion, justice and generosity.

We are inspired by the guidance attributed to **John Wesley** to:

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."
— John Wesley*

We seek to nurture a community where every child and adult is encouraged to flourish and to make a positive difference in the lives of others.

Our key biblical text is **Galatians 6:10**: ***"Therefore, as we have opportunity, let us do good to all people."***

This verse reminds us that doing good is not simply an occasional act but a way of life. It calls Christians to recognise opportunities to show kindness, serve others and contribute to the common good. In our school, this shapes our relationships, our curriculum and our commitment to ensuring that every member of our community is valued, supported and encouraged to thrive.

Our vision encourages every member of our school community to recognise that they are created in the image of God and are called to use their unique gifts in the service of others. Through learning, worship, service and everyday interactions, we seek to develop children who are confident, compassionate, **respectful** and **courageous**, and who take responsibility for keeping themselves and others **safe**. We aim to nurture people who notice those in need, act with integrity, build positive relationships and strive to make the world a better place.

'Be Respectful, Be Courageous, Be Safe'

We aim for excellence in all we do and securing outstanding behaviour is part of this drive. We aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential, demonstrating highly positive attitudes to learning.

We strive to be respectful, courageous and safe at all times, understanding that God is with us and these values underpin our expectations of behaviour and are central to our behaviour policy.

Aims and Expectations of our Behaviour Policy

Our behaviour policy aims to:

- Promote and support pupils to demonstrate a high standard of behaviour
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Set out the procedures (culture) to put our vision, aims and ethos into practice
- Create a mutually-respectful environment that encourages and reinforces positive behaviour in line with our values: **'Be Respectful, Be Courageous, Be Safe.'**
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood
- Promote self-esteem, self-discipline and positive relationships
- Develop an enhanced sense of belonging to Emmanuel Junior Academy

Our aims, we believe, are achieved when:

- A school atmosphere is created which is consistent safe and caring. Emmanuel Anglican/Methodist Junior Academy is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.
- All members of the school community are viewed with unconditional positive regard
- Staff use the procedures set out in this policy
- Staff have high expectations and maintain boundaries at all times
- The choice to behave responsibly is placed on the pupil, and pupils learn how to make responsible behaviour choices
- Pupils are provided with excellent role models
- Pupils and parents understand that all behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.
- All children are challenged, inspired and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- All children communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- All children take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children love and recognise the goodness in everyone and make a positive contribution to the ethos of the school.

The school seeks to work in partnership with pupils and parents/carers to maintain high standards of behaviour. The policy, behaviour curriculum, rewards, routines and consequences are communicated to pupils and families in accessible ways.

Parents/carers are expected to:

- support the school's values and behaviour expectations;
- discuss expectations with their child;
- communicate relevant needs or changes in circumstances;
- work with school where additional support is required;
- attend meetings and contribute to agreed plans where appropriate;
- support restorative and reintegration work following incidents.
- Pupils are supported to understand the policy and are encouraged to contribute their views through restorative conversations, pupil voice, behaviour and support-plan reviews, School Parliament and wider school consultation.

Leaders seek the views of pupils, parents/carers and staff when reviewing behaviour practice. Where appropriate, communication and consultation are adapted to meet language, communication, SEND or

accessibility needs.

The policy will be implemented fairly and consistently, with due regard to safeguarding, equality and SEND duties. High expectations apply to all pupils, but the support required to meet those expectations may differ. The school will make reasonable adjustments where required and will consider pupils' communication, cognition, sensory, physical, medical, social, emotional and mental health needs when teaching expectations and responding to behaviour.

Legislation & Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- 🔗 [*Behaviour in Schools - Advice for headteachers and school staff \(February 2024\)*](#)
- 🔗 [*Searching, screening and confiscation at school \(July 2023\)*](#)
- 🔗 [*The Equality Act 2010*](#)
- 🔗 [*Keeping Children Safe in Education 2026*](#)
- 🔗 [*Use of reasonable force and other restrictive interventions guidance \[April 2026\]*](#)
- 🔗 [*Supporting pupils with medical conditions at school \(2015\)*](#)
- 🔗 [*DFE Suspension and Permanent Exclusion Guidance \(updated July 2026\)*](#)
- 🔗 [*Mobile Phones in Schools \[September 2026\]*](#)
- 🔗 *SEND Code of Practice*
- 🔗 *Working Together to Improve School Attendance [updated July 2026]*

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DFE guidance](#) explaining that maintained schools should publish their behaviour policy online

The policy is implemented with due regard to the Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils; the Children and Families Act 2014; the SEND Code of Practice; and safeguarding duties under Keeping Children Safe in Education 2026.

Developing a culture to enable and empower children to make positive behaviour choices

We follow a trauma-informed four stage model based on **protect, relate, regulate** and **reflect**. This is a research-based, proactive approach to supporting the school community to develop a positive and respectful school culture which impacts on pupils' positive attitudes to themselves, to others and to their learning. Central to the implementation of this model is **recognition**: recognition of the children's attitude and emotions, recognition of positive behaviour choices and recognition of negative behaviour choices.

We believe any behaviour is a form of communication and recognise that our responses can shape future actions. Therefore, underpinning our approach to supporting children is the development of positive, meaningful, respectful **relationships**.

We consistently implement the **protect, relate, regulate** and **reflect model** across school to ensure everybody is empowered to make positive behaviour choices and meet our values and behaviour expectations.

We have three basic expectations for all our school community which supplement everything we do in school:

- **Be Respectful** – for example: of ourselves, others, property
- **Be Courageous** – for example: in lessons, in taking risks, in trying hard
- **Be Safe** – for example: on the playground, in class, towards others

The expectations of children are broken down for staff to work on with children in the Policy into Practice Document - Appendix 1:

<u>Be Respectful</u>	<u>Be Courageous</u>	<u>Be Safe</u>
✓ Choose words and actions carefully. ✓ Show friendship, kindness and care. Accept everyone for who they are. ✓ Allow others to work to the best of their ability. ✓ Be fair and be a good sport.	✓ Work to the best of your abilities: aim high and take risks. ✓ Be responsible for your own behaviour, 'focus not fuss'.	✓ Take care of the environment, the school and property. ✓ Keep safe hands and feet ✓ Be in the right place at the right time.

The school teaches a behaviour curriculum. Expectations and routines are explicitly taught, modelled, practised and revisited at the beginning of each academic year, following holidays, when pupils join in-year and whenever monitoring identifies a need. This includes classroom routines, movement around school, collective worship, playtimes, lunchtimes, transitions, educational visits, use of technology and how pupils report concerns.

All staff have a responsibility to implement this policy consistently. Appropriate information and training are provided to permanent staff, temporary and supply staff, support staff, office staff, midday supervisors, volunteers and other adults working with pupils.

As part of induction, staff are made familiar with:

- the school's values and behaviour expectations;
- the taught behaviour curriculum;
- Protect, Relate, Regulate and Reflect;
- agreed routines and shared language;
- recognition and reward systems;
- reminders, warnings and logical consequences;
- de-escalation and emotional regulation approaches;
- reasonable adjustments for pupils with SEND;
- recording and reporting arrangements;
- safeguarding and escalation procedures;
- arrangements for requesting senior leadership support.

Leaders provide continuing professional development where monitoring, pupil need or changes in guidance identify a need. They monitor consistency through behaviour records, learning walks, staff discussions, pupil voice, parent/carer feedback and analysis of incidents.

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make positive behaviour choices is by ensuring we put procedures in place to enhance their state of emotional well-being. To do this, we believe children need to feel safe and protected in school and they need to gain a sense of belonging through understanding how they relate to others and others relate to them. Children also need developed strategies to regulate their emotions and they need to be able to recognise and reflect on the impact of their behaviour choices and the resulting consequences.

To embed this approach and meet the needs of all pupils, we have incorporated a tiered approach to the

implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required. To see a detailed breakdown of the strategies used across the whole school, small group and individual approaches see Appendix 3

To help children feel safe and protected, Emmanuel Anglican/Methodist Junior Academy staff will:

- Ensure all children have clarity and consistency over the boundaries and behaviour expectations.
- Ensure all children have clarity over the logical consequences related to different behaviour choices.
- Ensure consistent routines are applied each day.
- Ensure all pupils experience shame-free classrooms

To gain a sense of belonging, Emmanuel Anglican/Methodist Junior Academy staff will:

- Ensure positive relationships are built with all children and all children are viewed with unconditional positive regard.
- Put strategies in place to meet the needs of all children during each part of the day.
- Identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours.

To support children to develop strategies to regulate their emotions, Emmanuel Anglican/Methodist Junior Academy staff will:

- Implement the zones of regulation
- Use a common language to label emotions
- Support children to develop a toolkit for regulating their emotions

To support the children to reflect on the impact of their behaviour choices, Emmanuel staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice.
- Use restorative approaches, with a shared vocabulary, to help the children to reflect on their behaviour choice and the resulting consequences.

To see a detailed breakdown of the approaches taken and the shared language used, see Appendix 2

Consistency of response to both positive and negative behaviour choices: logical consequences

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise – verbal and non-verbal, informal and formal, public and private, addressed to individuals and groups.

The other following rewards are also utilised by staff to promote good behaviour choices:

- 🌸 Name on the 'Blue Door' - *pupils who consistently demonstrate the school values and respond positively to reminders are recognised through the half-termly celebration.*
- 🌸 Stickers
- 🌸 Verbal praise shared with parents/carers, or via a message on Class Dojo
- 🌸 House points with termly rewards for children in the winning house.
- 🌸 Headteacher's Award
- 🌸 Star of the Day certificates - *each day, the 'Star' will be entered into a half-termly prize draw.*
- 🌸 Gold Award – *Do All The Good You Can Certificate* celebrated in Celebration Worship weekly
- 🌸 Reading Award Certificate – *to celebrate reading at home*
- 🌸 Weekly 'Thank you time' rewards decided by the class teacher for children remaining on the blue door.

Staff will not assume that all pupils can meet expectations in exactly the same way without appropriate adaptation. Reasonable adjustments may modify how an expectation is taught, supported or responded to, while maintaining high expectations for safety, respect and learning.

Before deciding upon a consequence, staff will consider the behaviour, its impact, the pupil's individual circumstances, the support already provided and whether a reasonable adjustment is required. A reasonable adjustment may modify how an expectation is taught, supported or responded to, but it does not remove the school's responsibility to maintain safety, protect learning and uphold high expectations.

Where behaviour may indicate abuse, neglect, exploitation, harmful behaviour, unmet need or another safeguarding concern, staff will follow the Safeguarding and Child Protection Policy and report the concern to the DSL or a deputy. A behavioural response will never replace an appropriate safeguarding response.

The use of praise is outlined in Step 1 of the Policy into Practice documents

Step 1 <i>Positive Behaviour Shown</i>	When Behaviour is good you can: ✓ We promote what we praise! Give lots of praise: this can be public, verbal and non-verbal and should be specific and make reference to the statements listed under being respectful, courageous and safe'. ✓ 'Well done, you are in the right place at the right time', 'I like the way you showed focus, not fuss' Place the child's name on the blue door as soon as possible- make this well-earned! ✓ Give a House point: acknowledge the reason ✓ Give a Star of the Day certificate ✓ Ask a senior leader to come and see work or to praise the child. ✓ Nominate them for the Headteacher Award for Celebration Assembly. ✓ Send a positive Dojo message home
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Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to be put in place in response to negative behaviour choices and to protect the security and stability of the school community.

An agreed hierarchy of consequence is in place and pupils and parents/carers are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Assistant Headteachers/Headteacher, in consultation with the staff, feels that the sanctions are not working for a

particular pupil. Continued attention is drawn to the expectations and consequences in order to keep them in the minds of the school community.

The guidance for the stages needs to be used if there are negative behaviour choices. These are outlined in Steps 2 and 3 of the Policy into Practice document (Appendix 1):

Step 2 <i>Negative Behaviour Shown (Levels 1 and 2)</i> <i>(see Appendix 4)</i>	Remind	Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive (This should, in most cases, quickly lead to a child refocusing on learning).
	Warn	- If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will stay in 5 minutes of their playtime to pay back learning time lost and reflect on behaviour choices. The child's name should be moved to the 'Thinking Strip' (If behaviour improves, leave for 5-10 minutes and then acknowledge the good choice made and return the name to the blue door. - Staff supervising breaktimes and lunchtimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.
	Consequences	1: If behaviour continues following the warn, calmly and discretely move the child's name to the grey door signifying that the child will lose playtime or 'Thank you Time'. (If behaviour improves, leave for 5-10 minutes and acknowledge the good choice made) 2: Use the strategies outlined in regulate and complete any lost learning during playtimes - All children should be clear on the reason for the consequence. A restorative conversation should take place and children allowed a fresh start in the subsequent session.
Step 3: Refer on for behaviours at Level 3,4 and 5 <i>(see Appendix 4)</i>	If a more serious incident occurs (See overview for Level 3+ behaviours), or strategies used does not improve the situation, the Learning Mentor, Assistant Headteachers or Headteacher are called for and the child is removed from the session (or break time) so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with the teacher where appropriate: - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom) - Complete their learning out of the classroom - Remain in at break/lunch supervised centrally - If the behaviour occurs during break time, the child will remain inside during their next break. - Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase)	
Serious Incidents	More serious incidents are referred immediately to the Learning Mentor, Assistant Headteachers or Headteacher. These include the following: persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet)	

The school has trained staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach training supports staff to prevent, de-escalate and safely respond to situations involving risk. No restrictive intervention is risk-free; staff must use only lawful, necessary and proportionate interventions, applying the minimum force for the shortest necessary time and prioritising the safety and dignity of everyone involved.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group punishment should be avoided as it breeds resentment
- Consequences which are humiliating or degrading should never be used
- Consequences should be applied quickly and pupils left in no doubt as to why a consequence has been administered and how they can improve behaviour
- The consequence should not be out of proportion to the offence. If in doubt, please check with the Assistant Headteachers/Headteacher/Learning Mentor.

When discussing behaviour incidents with children (using a restorative approach) it is important that all adults talk to them with a quiet, calm and non-confrontational voice, using the strategies set out in the reflect part of our behaviour support model, using the shared language for restorative discussions set out in Appendix 2.

Behaviour Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
• Failure to follow instructions first time • Distracting others from their learning • Refusal to begin or continue an agreed task • Disruption that prevents others from learning • Not listening • Work avoidance • Not staying on task • Using unkind words	• Repeated breaches of the school rules • Inappropriate use of language (including swearing) • Targeted Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on Child abuse • Physical Assault/Physical Aggression • Verbal abuse/verbal aggression • Threatening behaviour (including spitting /scratching/nipping) • Fighting • Sexual misconduct - sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent • Racist, sexist, homophobic or discriminatory behaviour • Theft • Vandalism - damage to property including school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises • Inappropriate or dangerous items used to inflict harm • Smoking/Vaping • Off-site behaviour - where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See Anti-Bullying Policy)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This can include generative AI risks and financial scams.

Details of our school's approach to preventing and addressing bullying, along with our school's approach to bullying through our school's Anti-Bullying Strategy, can be accessed on the school website here: [Policies](#).

Off-site and Online Behaviour

The school may respond to behaviour away from the school premises where this is reasonable and proportionate, including behaviour:

- while a pupil is taking part in a school-organised or school-related activity;
- while travelling to or from school;
- while wearing school uniform or otherwise identifiable as a pupil at the school;
- that threatens another pupil, member of staff or member of the public;
- that could adversely affect the orderly running or reputation of the school;
- that has repercussions for the safety, welfare, relationships or learning of members of the school community.

This may include online behaviour that takes place outside the school day but affects pupils or staff within school. Online incidents may involve bullying, harassment, threats, discriminatory behaviour, sharing harmful material, impersonation, misuse of images or other conduct that creates a safeguarding or behaviour concern.

Where off-site or online behaviour raises a safeguarding concern, staff will follow the Safeguarding and Child Protection Policy and refer the matter to the DSL or a deputy. Where there may have been criminal behaviour or a significant risk of harm, the school will consider involving the police and other relevant agencies.

Any behavioural consequence will be lawful, reasonable and proportionate and will take account of the circumstances, evidence available, safeguarding considerations and the pupil's individual needs.

The Department for Education behaviour guidance includes specific provisions concerning behaviour outside school, online incidents and suspected criminal behaviour.

Mobile Phones in School

Our school is a mobile phone-free environment. Therefore, our school prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Children are not allowed to have mobile phones with them on-site. This also includes outside of the normal school day (such as on educational visits/trips and residential).

The purpose for this is to allow us to establish calm, safe and supportive environment conducive to teaching, and keeping children safe in education. Our expectations follow the Department for Education guidance as

outlined here: [Mobile Phones in Schools \[2026\]](#)

Any exception will be agreed by the Headteacher on an individual basis, normally only where required to support a pupil's medical needs, disability, SEND or another exceptional safeguarding need. The exception and associated safeguarding arrangements will be recorded and reviewed.

When referring to mobile phones, for the purpose of this policy, it also includes other smart technology with similar functionality to mobile phones (for example with the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video – such as smart-watches, tablets or personal computer devices)

If a parent/carer feels that their child needs to bring a mobile phone to school, (for example for travelling to and from school), we have clear guidelines and expectations as follows:

- Children in Years 5 and 6 may bring a mobile phone only if it is essential (for example, if they walk home independently).
- Wherever possible, we ask that mobile phones remain at home.

Devices are brought onto the school site at the owner's risk. The school will take reasonable care of devices handed in under the agreed procedure but cannot guarantee against accidental loss or damage. This wording does not limit any responsibility the school may have where loss or damage arises from negligence.

If a child does bring a phone into school, the following procedures must be followed:

- Phones must be switched off upon arriving on the school site (e.g. at the school gate).
- Phones must be handed to their class teacher switched off as soon as the child enters the classroom. These are placed in a zip-locked bag and an adult in the class takes this to the school office to be stored securely after the register has been taken.
- Children attending Breakfast Club must hand their phone into the school office upon arrival at school.
- Children attending after school clubs will collect their phone from the school office when leaving at the end of the club.

If the expectations above are not followed, we reserve the right to ask that pupils do not bring mobile phones into school.

If a child is found to be in possession of a mobile phone (or similar device) whilst on school site, the Senior Leadership Team, or staff authorised by them, may search a pupil or their possessions where there are reasonable grounds to suspect the pupil is in possession of a prohibited item, in line with the [DfE guidance on searching, screening and confiscation](#). Where there are reasonable grounds and the relevant legal conditions are met, the Headteacher or an authorised member of staff may search for and confiscate a device in accordance with the school rules and DfE searching guidance. The mobile phone will be stored securely by a member of the Senior Leadership Team and will be handed to the child's parent/carer at the end of the school day.

By following the above expectations, this ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. By pupils handing in their mobile phones to staff at the start of the school day, this allows all pupils to feel safe on their journey to and from school, while removing digital distraction for the entirety of the school day.

To enable staff to challenge pupils to meet the school expectations around mobile phone use, and effectively enforce the prohibition of mobile phones throughout the school day, our staff do not use their own mobile phone (including for personal reasons) in front of pupils throughout the school day. This expectation is also written into our school's [Safeguarding and Child Protection Policy](#) and Staff Code of Conduct.

We ensure that all staff, pupils and parents are familiar with the policy, how it is implemented and any sanctions for breaching it. This is shared at the start of each school year (or upon joining our school in-year) and at regular intervals with all pupils and parents so they understand and meet the expectations of behaviour relating to mobile phones along with the consequences and sanctions. Staff are shared this information as part of their induction to school.

Our parents/carers have an important role in supporting our school's policy on prohibiting the use of mobile phones. Our parents/carers are asked to reinforce and discuss our expectations around mobile phone use at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment. Where parents/carers need to contact their child during the school day, they must contact the school office on 0114 2483048.

Child-on-Child abuse, harmful behaviour, harassment and sexual violence

All reports of child-on-child abuse, harassment, violence or harmful behaviour will be taken seriously, recorded and responded to promptly. Such behaviour will never be dismissed as banter, an inevitable part of growing up or “just having a laugh”. The school will follow Keeping Children Safe in Education 2026 and its Safeguarding and Child Protection Policy, with the DSL or a deputy leading or advising on the safeguarding response.

The school will always assume that sexual harassment and sexual violence are taking place and will be vigilant at all times. It is not confined to any particular groups. Senior staff have appropriate training in this area and will always assess risk factors in keeping children safe.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. The school will **always** take concerns/incidents of this nature seriously and the school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will always act to protect our pupils. The school uses Keeping Children Safe in Education and the government report on Sexual Violence and Harassment in Schools to support its work in this area.

Behavioural consequences may be appropriate, but these will operate alongside and will never replace safeguarding assessment, risk management, support for affected pupils and work to prevent recurrence.

Confiscation, Searching and Screening

Searching, screening and confiscation will be undertaken in accordance with the Department for Education’s guidance: [Department for Education’s guidance on searching, screening and confiscation](#). Only the headteacher or members of staff authorised by the headteacher may conduct a search without consent where the relevant legal conditions are met.

Before any search, staff will consider the pupil’s age, needs, SEND, communication needs, safeguarding context and any risk of harm. Searches will be conducted respectfully, proportionately and with appropriate safeguards. The DSL or a deputy will be informed where a search reveals a safeguarding concern or where the circumstances indicate that the pupil may require support. Searches will be conducted by authorised staff in accordance with the safeguards set out in the DfE guidance, including requirements concerning the staff conducting and witnessing the search.

Searches, the reasons for them, items found and subsequent action will be recorded where required or where leaders judge this necessary. Parents/carers will be informed in accordance with the DfE guidance.

Items discovered will be managed in accordance with statutory guidance. Depending on the item and circumstances, this may include returning it to a parent/carer, retaining it, disposing of it safely, transferring it to the police or taking safeguarding action. Illegal or dangerous items will not routinely be returned to pupils.

Where an electronic device is lawfully searched, retained or examined, staff will follow the DfE guidance concerning data on electronic devices and involve the DSL or police where safeguarding or criminal concerns arise.

Restrictive Interventions, Including Reasonable Force

The school seeks to minimise the need for restrictive interventions through positive relationships, reasonable adjustments, early identification of need, clear routines, de-escalation, emotional regulation support and individual planning.

There are circumstances in which trained and authorised staff may use reasonable force or another restrictive intervention where this is lawful, necessary and proportionate, including to prevent significant harm, injury, serious damage to property or serious disruption. Restrictive intervention is a safeguarding measure and must never be used as punishment.

Any intervention must use the minimum degree of force for the shortest necessary period while protecting the safety and dignity of everyone involved. Staff must consider the pupil’s age, needs, communication, SEND, medical conditions and individual risk assessment. Where a pattern of risk is known, leaders will consider a Positive Handling Plan or other individual safety plan in consultation with staff, parents/carers, the pupil and

relevant professionals.

All significant incidents involving force will be recorded as soon as practicable in accordance with the Department for Education's statutory guidance. Parents/carers will be informed as soon as practicable on the day of the incident unless an exception in the statutory guidance applies. Leaders will ensure that appropriate physical and emotional support is offered to the pupil and staff involved and that the incident is reviewed to identify learning, adjustments or further support.

Leaders will monitor restrictive-intervention information for frequency, patterns, disproportionate use, repeat incidents and impact on pupils with SEND and other vulnerable groups. Relevant information will be reported to DSAT and the Local School Board through established safeguarding and governance arrangements.

At Emmanuel Anglican/Methodist Junior Academy, staff are trained in positive handling by Team Teach trainers.

Incidents of physical intervention must:

- Always be used proportionately, when there is a clear need to maintain the safety of children or property. Restraint is about safeguarding not a behaviour practice.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the headteacher and parents
- Be recorded on CPOMS by a member of the Senior Leadership Team

Further information about our school's approach to physical intervention can be found here: [Physical Intervention Policy](#)

Suspension and Permanent Exclusion

When might exclusion be used?

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.'

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Department for Education, July 2026.

Suspension (Previously called Fixed Term Exclusion):

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.

Only the Headteacher, or the person formally acting as Headteacher, may suspend or permanently exclude a pupil. Assistant Headteachers may investigate incidents, gather evidence and advise the Headteacher, but they do not make the formal exclusion decision unless formally acting as Headteacher.

The following are examples;

- 🔊 Repeated failure to comply with a reasonable request from a member of staff.
- 🔊 Verbal abuse of staff, other adults or children.
- 🔊 Repeated use of inappropriate or abusive language in school, in the school grounds, on the way to or home from school.
- 🔊 Failure to comply with the consequences of behaviour that does not meet the school's expectations.
- 🔊 Wilful damage to property.
- 🔊 Repeated bullying.
- 🔊 Violence towards another child or towards an adult.
- 🔊 Repeated fighting.
- 🔊 Discrimination related to a protected characteristic, particularly if repeated
- 🔊 Theft.
- 🔊 Persistent defiance or disruption in the classroom.
- 🔊 Other serious breaches of school rules.
- 🔊 Sexual violence, language or harassment

Before deciding to suspend or permanently exclude, the Headteacher will establish the facts on the balance of probabilities and consider all relevant evidence. The Headteacher will consider whether the behaviour policy

was applied fairly and consistently, whether reasonable adjustments were required, whether unmet SEND or other needs may have contributed, and whether suspension is lawful, reasonable, fair and proportionate.

The pupil will be given an opportunity to express their view, taking account of age, understanding and communication needs. Where appropriate, leaders will consult the DSL, SENCo, social worker and Virtual School Head before making or reviewing decisions, without delaying urgent action required to keep people safe.

The school will not use informal or unofficial exclusions. Pupils will not be sent home for disciplinary reasons unless a formal suspension has been issued in accordance with statutory guidance. Where a suspension is used, the school will plan reintegration, including appropriate pastoral support, review of triggers and unmet needs, reasonable adjustments, restoration of relationships and arrangements for missed education.

The school and trust will meet their statutory responsibilities for setting and marking work during a suspension and for arranging suitable full-time education from the required day where applicable.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

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

- ❶ in response to a serious breach or persistent breaches of the school's behaviour policy; and
- ❷ where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Department for Education, July 2026.

In exceptional circumstances, a first or one-off incident may result in permanent exclusion where the statutory test is met. Any decision will be made solely by the Headteacher, or the person formally acting as Headteacher, following a fair investigation and consideration of all relevant evidence and circumstances.

Similarly, if a pupil is vulnerable to exclusion, support must be put in place. This may include the following:

- ❶ Daily discussion with a member of the senior leadership team or trusted adult
- ❷ An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- ❸ An individual risk assessment
- ❹ Support at lunchtime and playtime
- ❺ Classroom based support e.g. small group or 1-1 support from a teaching assistant
- ❻ Home – school behaviour chart/records
- ❼ External advice sought and strategies implemented
- ❽ SENCo to liaise with parents regarding support/interventions/'My Plan' if appropriate
- ❾ FIS referral or use of FCAF

For further information about our approach to suspensions and exclusions, please refer to [DSAT's Suspension and Exclusion Policy](#).

Off-site Direction and Managed Moves

Any off-site direction or managed move will be undertaken only in accordance with current statutory guidance and DSAT procedures.

Off-site direction may be considered where education at another setting would support an improvement in a pupil's behaviour. It will not be used as a means of informally excluding a pupil or removing a pupil from the school roll.

Where off-site direction is considered:

- the intervention will be in the pupil's best interests;
- clear objectives and intended outcomes will be established;
- the views of the pupil and parents/carers will be considered;
- the suitability and safety of the provision will be checked;
- attendance, safeguarding, education and well-being will be monitored;
- the arrangement will be reviewed regularly;
- there will be clarity about the planned duration and reintegration arrangements.

A managed move will be voluntary and agreed by all relevant parties. It will include appropriate information sharing, safeguarding arrangements, transition planning, review arrangements and consideration of the pupil's SEND and wider needs.

No arrangement will amount to unlawful exclusion, coercive removal or off-rolling. The pupil will remain on the school roll unless and until a lawful admission to another school has been completed.

Monitoring and Evaluation

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions: Senior Leadership Team
 - Referral to outside agencies
 - Interim Reviews
 - Annual Reports
 - Behaviour Plans
 - Interviews/phone calls/letters to parents
 - Attendance/Punctuality
 - Medical information
 - Direct observation of pupil behaviour in/out of lessons
 - Records of incidents on CPOMs

Rewards and all consequences more serious than informal verbal warnings will be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working.

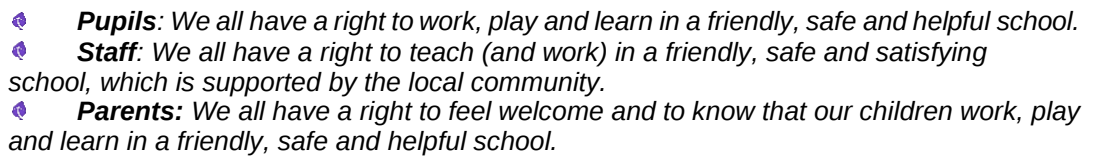
Leaders will monitor the implementation and impact of this policy using appropriate information, including:

- behaviour incidents;
- rewards and recognition;
- classroom removals and internal removals;
- detentions and loss of social time;
- bullying and perceived bullying;
- prejudice-related and discriminatory incidents;
- restrictive interventions;
- suspensions and permanent exclusions;
- attendance and punctuality;
- pupil, staff and parent/carers voice;
- the impact of individual and small-group support.

Information will be analysed by relevant pupil characteristics, including sex, race/ethnicity, disability and SEND, disadvantage, age and social-care status, while maintaining confidentiality. Leaders will act where information indicates disproportionate impact, repeated incidents, inconsistent implementation or unmet need.

The Headteacher will report relevant behaviour information to DSAT and the Local School Board through established governance arrangements. This will include information about serious incidents, bullying, discrimination, suspensions, permanent exclusions, restrictive interventions, repeat classroom removal and the impact of support for vulnerable pupils.

The Local School Board and DSAT will use this information to provide support and challenge, monitor equality and safeguarding responsibilities, and evaluate whether the policy is being implemented fairly and effectively.



IMPLEMENTATION OF POLICY

Work with children to explore and understand the expectations and how they link to the three rules:		
Be Respectful ✓ Choose words and actions carefully. ✓ Show friendship, kindness and care. Accept everyone for who they are. ✓ Allow others to work to the best of their ability. ✓ Be fair and a good sport	Be Courageous ✓ Work to the best of your abilities: aim high and take risks ✓ Be responsible for your own behaviour, 'focus not fuss'.	Be Safe ✓ Take care of the environment, the school and property. ✓ Keep safe hands and feet. ✓ Be in the right place at the right time.
Step 1 Positive Behaviour Shown	When Behaviour is good you can: ✓ We promote what we praise!: Give lots of praise: this can be public, verbal and non-verbal and should be specific and make reference to the statements listed under being respectful, courageous and safe'. ✓ 'Well done, you are in the right place at the right time', 'I like the way you showed focus, not fuss' Place the child's name on the blue door as soon as possible - make this well-earned! ✓ Give a House point: acknowledge the reason ✓ Give a star of the day certificate ✓ Ask a senior leader to come and see work or to praise the child. ✓ Nominate them for the Headteacher Award for Celebration Assembly. ✓ Send a positive Dojo message home	
Step 2 Negative Behaviour Shown (Levels 1 and 2) (see appendix 4)	Remind	• Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive (This should, in most cases, quickly lead to a child refocusing on learning).
	Warn	• If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will stay in 5 minutes of their playtime to pay back learning time lost and reflect on behaviour choices. The child's name should be moved to the 'Thinking Strip' (If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made and return the name to the blue door. Staff supervising breaktimes and lunchtimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.
	Consequences	• 1: If behaviour continues following the warn calmly and discretely move the child's name to the grey door signifying that the child will lose playtime or 'thank you time'.(If behaviour improves leave for 5-10 minutes and acknowledge the good choice made) • 2: Use the strategies outlined in regulate and complete any lost learning during playtimes All children should be clear on the reason for the consequence. A restorative conversation should take place and children allowed a fresh start in the subsequent session.

Step 3: <i>Refer on for behaviours at Level 3,4 and 5 (see appendix 4)</i>	If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the Learning Mentor, Assistant Headteacher or Headteacher are called for and the child is removed from the session (or break time) so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with teacher where appropriate: - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom) - Complete their learning out of the classroom - Remain in at break/lunch supervised centrally - If the behaviour occurs during break time, the child will remain inside during their next break. Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase).
Serious incidents	More serious incidents are referred immediately to the Assistant Headteacher or Headteacher. These include the following: Persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet).

Level 3-5 Behaviours are recorded on CPOMs.

KEEP THE EXPECTATIONS HIGH: WE PROMOTE WHAT WE PRAISE

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Meet our school expectations and listen to teachers' advice
- Be aware of the consequences to be used if expectations are not met
- Be appreciative of their environment and care for it

We expect all adults:

- To treat every member of the school community with unconditional positive regard
- To create a positive climate with realistic expectations
- To emphasise the importance of being valued and appreciated as an individual within the group
- To promote, through example, our school values.
- To use language reflecting the school values when responding to all behaviour.
- To provide a caring and effective learning environment
- To encourage relationships based on kindness, respect and understanding of the needs of others
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- To show appreciation of the efforts and contribution of all
- To enhance the sense of belonging to Emmanuel in everyone

Appendix 2: Actions to implement protect, relate, regulate, reflect and our shared language

To help children feel safe and protected Emmanuel staff will:

- Meet and greet the children into the classroom each day
- Use the children's names
- Clear routines are established for each day and presented through visual timetables
- Provide shame-free classrooms where any negative behaviour choice is dealt with quietly and discretely
- Carry out Zones of Regulation check ins using classroom displays and follow up conversations using the language prescribed in zones of regulation
- Provide consistent end of the day routines providing a positive end to the day through a shared recital of the school poem
- Provide an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.
- All classrooms have a dedicated 'safe space' which children can access

To gain a sense of belonging, Emmanuel staff will identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours. These strategies may include:

- Use of PACE approach
 - playfulness
 - acceptance
 - curiosity
 - empathy
- Use of language to exemplify how we relate to each other through showing empathy (WINE)
 - *I wonder*
 - *I imagine*
 - *I have noticed*
- Remind children about expectations and warn about possible consequences if negative behaviour choices continue
- The use of humour and distraction
- Planned opportunities to access alternative activities
- Use sensory or movement breaks
- Consider a change of adult

To support children to develop strategies to regulate their emotions, Emmanuel staff will:

- Implement the zones of regulation
 - Use a common language to label emotions using the zones of regulation
 - Support children to develop a toolkit for regulating their emotions
 - Provide calm responses
 - Use safe spaces

To support the children to reflect on the impact of their behaviour choices, Emmanuel staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice
- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
 - Can you tell me what happened?
 - What were you thinking/feeling/experiencing at the time?
 - Can you tell me who has been affected by this?
 - In which way?
 - What can be done to make things right?
- Follow up interventions

Appendix 3: A tiered approach to supporting with behaviour

To embed our approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

Our whole school approach includes:

- The whole school culture of protect, relate, regulate and reflect model
- The consistent expectation that all members of the school community reflect our values of being respectful, courageous and safe
- The consistent use of recognition of positive behaviour choices
- The consistent use of the remind, warn and consequence as a recognition of negative behaviour choices
- The delivery of whole school collective worship to focus on embedding the protect, relate, regulate and reflect model and the school values/expectations
- Daily reflection/prayer
- The whole school delivery of the Jigsaw curriculum
- Use of safe spaces in all classrooms
- Use of reflection spaces in all classrooms

Where children are identified as needing additional support for their behaviour, we employ small group support to facilitate the protect, relate, regulate and reflect model. To develop the children's emotional understanding and social communication we deliver a number of small group interventions following consultation with the SENCo.

These include:

- Meet and greet sessions at the start of the day and reflection time at the end of the day.
- Lunch club
- Lego therapy
- Socially speaking
- Mighty minds
- Zones of regulation group work

The school acknowledges that a small minority of children may for whatever reason, lack the maturity or self-discipline to behave in a way that meets the school's expectations. For these children, neither rewards nor consequences may be sufficient to support them or protect other children from their actions. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed, in order to establish the next steps and form a partnership of support. Where this is the case, children are provided with bespoke individual support following consultation with the SENCo.

This support may include:

- Collaborative solutions plans
- Behaviour reports
- Individual zones of regulation
- Individual learning mentor sessions
- Positive handling plans
- Referrals to outside agencies
- Assessment systems such as Boxall profiles are carried out
- Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour logs or books, use of Class Dojo and informal discussions with parents.

BEHAVIOUR ON ARBOR and CPOMS: GUIDE TO CATEGORIES AND LEVELS

Table 1: There are 5 categories of Behaviour. Level 1 and 2 behaviours are recorded by the class teacher and reported to the Assistant Headteachers/Headteacher at the end of each week. Levels 3, 4 and 5 are recorded on CPOMS.

Level 1	Lower-level behaviours beyond a remind and warn within a lesson or social/unstructured time. Child is usually compliant once they have had their name moved to the 'Thinking Strip' Usually managed by class based staff.
Level 2	Level 2 behaviours tend to be disruptive to learning or begin to cause upset and harm. They are usually not of a repetitive nature. The child usually accepts the consequence when their name is moved to the grey door. (usually loss of thank you time or loss of a whole break time if incident is non class based), and once given they modify their behaviour quickly. Usually managed by class-based staff and on occasion with support of Learning Mentor or Assistant Headteacher. Pupils will always have reasonable time to eat, drink and use the toilet. Staff will consider the pupil's age, SEND, medical needs, communication needs, transport arrangements and individual circumstances. Detentions will be supervised, proportionate and used consistently. They will not be humiliating or degrading. Where learning time has been lost, pupils may be supported to complete or revisit learning. Restorative discussion and a fresh start will follow where appropriate.
Level 3	Behaviours become increasingly disruptive, upsetting or cause harm (physical and emotional). They are often repeated in nature and a child is failing to modify their behaviours. These incidents always involve senior staff, either at the time or following the incident, when notified on CPOMS or by the member of staff.
Level 4	These incidents are very serious: often involving significant physical or emotional harm, either due to their severity or the repeated nature of the actions. Children often show a level of anger or have failed to modify behaviours towards others- bullying and discrimination always fall within these levels. These incidents always involve SLT members at the time.
Level 5	

- **The vast majority of behaviours shown and recording of behaviours will be within Levels 1 and 2 and dealt with by class-based staff.**
- There is always a context to behaviours. The likely actions and sanctions, outlined in Table 3, act as a guide. Discretion is used, dependent upon context, level of provocation, actions following an incident, level of harm etc.
- All behaviours will also be explored for SEND difficulties and appropriate work undertaken, alongside decisions on consequences.
- Any behaviour causing significant harm to children or adults will escalate to a Level 4-5 behaviour and dealt with accordingly.
- When behaviours are at Levels 4-5, risk assessments/safety plans are used, if required, to mitigate risks to individuals. Any incident within a category linked to sexualised behaviour is referred immediately to the AHTs or HT.
- Behaviours at Levels 4 and 5 leave children at risk of suspension or exclusion.
- When Internal Exclusions are given, the SLT member making this decision logs it on CPOMS.
- Behaviours at Levels 3, 4 and 5 require a CPOMS report. It is agreed with SLT, who is the best person to record the incident.
- If recording an incident on CPOMS the following headings are used:
 - *Location in school:*
 - *Adults dealing with the incident:*
 - *Adults involved with the incident:*
 - *Children involved:*
 - *What took place: (eg: Non-Compliance – use Behaviour Type below)*
 - *Description of the incident:*
 - *Consequences and follow up actions:*

Table 2: Overview Chart of Behaviours to log.

Behaviour Type	Level 1	Level 2:	Level 3: Referral for Learning Mentor/SLT	Level 4: Referral for SLT involvement	Level 5: SLT involvement
Non-Compliance	Non-Disruptive Non-Compliance	Disruptive Non-Compliance	Persistent Non-Compliance	Refusal/defiance	Prolonged Refusal/defiance
Disruption	'Low level' disruption	'Low level' disruption	Persistent 'Low level' disruption	Unresolved persistent 'Low level' disruption	
Unkindness	Unkindness to other children	Repeated unkindness to others			
Bullying/Perceived Bullying			Bullying	Ongoing Bullying	Prolonged Bullying behaviour
Swearing, threatening language and/or verbal abuse			Swearing/threats/ Inappropriate language to child	Swearing/threats/ Inappropriate language to adult or within school building or repeated	Repeated Swearing/threats/ Inappropriate language
Online Behaviours			Online Incident	Cyber Bullying	
Damage to property	Potential Low-level damage to property	Low-level damage to property		Damage to more valuable resources accompanied by aggression/anger	Higher level deliberate damage to high value equipment
Violence and aggression	'Low Level' Violence and aggression	Repeated 'Low Level' Violence and aggression	Violence and Aggression: Fighting	Violence and Aggression to a child	Serious Violence and aggression to child Violence and Aggression to adult
Discrimination				Racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Repeated racist/sexualised comments or actions targeted to a child judged to be because of discrimination
Who Informed?	Teacher discretion	<i>All incidents where a child is moved to the grey door will be reported weekly. Leaders will identify patterns/trends.</i>	Automatic: Shelly White/Jess Berrow Then, Sarah Taylor (LKS2)/Rebecca Cottam (UKS2)	Automatic: Shelly White/Jess Berrow Then, Sarah Taylor (LKS2)/Rebecca Cottam (UKS2)	Automatic: Sarah Taylor (LKS2)/Rebecca Cottam (UKS2) Then, Mark Backhouse
Parent/carers informed	Teacher discretion	Yes	Yes: Meeting where possible by teacher/AHT.	Yes: Meeting where possible, led by AHTs or SENCo	Yes: Meeting led by Headteacher
Sanctions	Verbal Reminders Restorative Conversation Rehabilitative Task Time Out	Verbal Reminders Restorative Conversation Rehabilitative Task Time Out	Time Out	Internal Suspension/ Suspension	Internal Suspension/Suspension/ Permanent Exclusion

