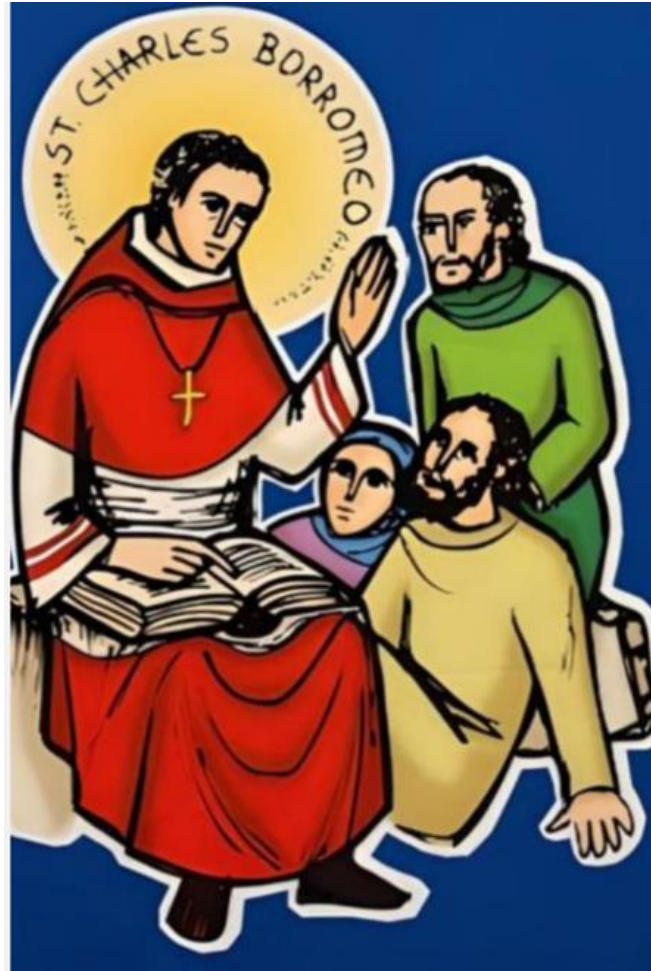


# St Charles Catholic Primary School



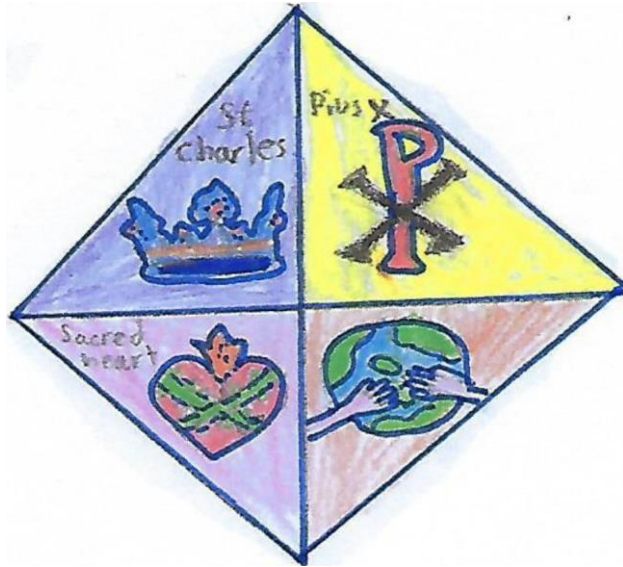
## Behaviour and Expectations Policy

Date policy adopted by the Governing Body: April 2026  
Date policy to be reviewed: April 2028

St Charles Catholic Primary school

# Our Mission Statement

**Love God, Love your Neighbour**



*(Design by Claudia SA - 2020)*

*Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.*

*We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.*

*In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.*

## **Our Principles**

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

## **Positive Behaviour - The School Mission Statement.**

St Charles is a Catholic school, and our behaviour expectations are rooted in the teachings of Jesus: *Love God and Love Your Neighbour*. This message is central to our school community and is reflected in our mission statement, daily prayer, assemblies, RE lessons and the displays around our school.

When managing behaviour, staff are expected to act in line with the teachings of Jesus by showing patience, fairness, compassion and forgiveness. Pupils who make poor choices are given time to reflect, repair relationships and apologise. Staff also provide appropriate support to help prevent repeated behaviour. At all times, children must be treated with dignity—no child should ever feel humiliated or prejudged, and staff must remain consistent and avoid favouritism.

## **Aims of our Behaviour Policy**

This policy provides a framework that supports the aims of St Charles Catholic Primary School and ensures the happiness, safety and learning of every child. It aims to create a calm, purposeful environment where positive behaviour is understood, encouraged and consistently supported.

We achieve this by:

- Promoting a calm, happy and respectful atmosphere across the school
- Helping children become caring, thoughtful and responsible individuals
- Developing pupils' independence, self-discipline and confidence
- Ensuring a consistent approach to behaviour, supported by staff and parents
- Encouraging cooperation and positive relationships between pupils and adults
- Creating a stimulating learning environment where good behaviour is recognised and rewarded
- Working with parents to support children's social, academic and spiritual development
- Making sure staff understand their responsibilities when managing behaviour
- Ensuring pupils know what behaviour is expected and what is unacceptable
- Providing equal opportunities for all pupils to learn and for all adults to carry out their roles
- Rewarding positive behaviour and applying sanctions fairly when needed
- Teaching children how to resolve conflicts sensitively and respectfully

## **Encouraging Positive Behaviour**

At St Charles, we promote positive behaviour by ensuring a consistent, supportive and engaging learning environment. We do this through:

- Clear expectations understood by the whole school community
- Strong attendance monitoring and timely follow-up
- Effective whole-school planning and communication
- Listening to pupils and developing pupil voice (e.g., School Council)
- Teaching and reinforcing class rules
- Helping pupils understand their role and responsibility within the school community
- Developing cooperation, communication and social skills
- Encouraging pride in the school environment
- Maintaining positive, well-organised playtimes and lunchtimes
- Providing stimulating, well-prepared lessons
- Offering a broad, balanced and inclusive curriculum
- Ensuring teaching approaches and learning activities meet pupils' different needs
- Applying rewards and sanctions consistently and fairly

Our approach ensures pupils understand expectations, experience success, and are supported to make positive choices.

### **What Pupils Can Expect at St Charles**

Pupils have the right to:

- Be valued, respected and treated fairly
- Receive support when needed and feel confident sharing worries or ideas
- Learn from mistakes in a safe and encouraging environment
- Be taught in a calm, well-managed classroom
- Learn and play within clear and fairly applied rules
- Access a broad, balanced and appropriately adapted curriculum
- Have special educational needs identified and supported
- Explore and develop their interests and talents

## **What We Expect from Our Pupils**

Pupils are expected to:

- Arrive on time, ready for learning, with homework completed
- Bring the correct equipment
- Show respect for others and behave safely
- Cooperate with staff and peers
- Work hard and try their best
- Follow school rules and routines
- Seek help when needed
- Take responsibility for their own behaviour and learning
- Apologise where appropriate
- Wear full school uniform

## **What Staff Can Expect at St Charles**

Staff have the right to:

- Work in a respectful, safe and professional environment
- Be treated with dignity and free from any form of threat or intimidation
- Access appropriate resources and professional development
- Receive support from senior leaders and relevant external agencies
- Contribute to school policies and express professional views

## **What We Expect from Our Staff**

Staff are expected to:

- Model professionalism and respect at all times
- Dress appropriately in line with school expectations
- Treat colleagues courteously and maintain confidentiality
- Plan well-structured lessons and set/mark homework effectively
- Show enthusiasm for pupils' learning and acknowledge effort and achievement
- Listen to pupils and respond sensitively
- Identify and support individual needs, including SEND
- Communicate concerns about pupils with parents and senior staff
- Report any suspected bullying to the Designated Safeguarding Lead
- Follow up parental enquiries and provide timely feedback

## **What Parents/Carers Can Expect at St Charles**

Parents/carers have the right to:

- A safe, well-managed and stimulating school environment
- Clear, timely information about their child's progress and wellbeing
- Prompt contact if the school has concerns
- Reasonable access to staff
- Opportunities to be involved in decisions affecting their child
- A school equipped with appropriate resources and facilities

## **What We Expect from Our Parents/Carers**

Parents/carers are expected to:

- Ensure their child attends daily and arrives punctually
- Make sure their child is prepared for the school day and completes homework
- Support school rules and encourage positive behaviour
- Show interest in their child's learning and provide space for homework
- Act as positive role models and communicate respectfully with staff
- Attend meetings and support school events
- Provide relevant background information to help the school support their child
- Raise concerns appropriately and promptly
- Keep the school informed of medical, home or contact-detail changes

(See also the appendix: *Abusive/Threatening Behaviour and Assaults on Staff – Statement of Intent*)

## **The Importance of Parental Support**

A strong partnership between home and school is vital to support pupils' academic, social and spiritual development. When parents/carers and staff work together, children flourish and the school community reflects our Gospel values.

Parents/carers are expected to support the school's behaviour decisions. If a concern arises, they should speak first with the class teacher. If further discussion is needed, a meeting with the Head of School or Assistant Head will be arranged at a mutually convenient time.

Where a pupil's parent/carer is also a member of staff, that parent/carer must remain professionally detached during any behaviour investigation involving their child. They may still request a follow-up meeting—outside of teaching time—first with the staff member involved and, if necessary, with the Head of School or Assistant Head.

### **The Importance of Punctuality**

Punctuality is essential for children's wellbeing and learning. Pupils who arrive late can become unsettled, may miss key instructions, and find it harder to start the day calmly and confidently.

The main gates open at 8:50am, and pupils should go straight to their classrooms or to the playground for the daily mile (if appropriate). All pupils must be in class and ready to begin learning by 9:00am. A warning bell sounds at 8:58am.

If a pupil is repeatedly late, parents/carers will receive a letter outlining the school's concerns. If lateness continues, parents/carers will be invited to meet with the Head of School or Executive Headteacher. Continued lateness may be referred to the local authority

### **The Importance of Full Attendance**

Regular attendance is vital for every child's welfare, safety and success. Parents/Carers must ensure their child attends school every day so that they:

- Are safeguarded and properly supervised
- Receive their full entitlement to education
- Make strong academic and social progress
- Benefit from the widest range of future opportunities

As stated in *Working together to improve school attendance (DfE)*

“Schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development.”

### **The Importance of Homework**

Homework plays an important role in reinforcing learning, developing independence, and building organisational skills. It also helps teachers assess progress and prepare pupils for upcoming lessons.

For these reasons, work that is repeatedly missing, late or incomplete may result in appropriate sanctions.

## **Rewards and Praise**

A positive and supportive school environment helps every child reach their full potential. To achieve this, we emphasise the importance of good behaviour and recognise pupils' efforts and achievements.

We use a range of positive strategies to promote good behaviour:

- Creating a calm, orderly and engaging learning environment
- Making behaviour expectations clear so pupils understand what is required
- Teaching the value of good behaviour for learning and for positive relationships
- Encouraging pupils to take responsibility for contributing to a safe and respectful school
- Supporting pupils who experience emotional, social or behavioural difficulties so they can participate fully without disrupting others

Our approach ensures that pupils feel motivated, included and able to learn successfully

## **Rewards and Incentives - EYFS**

Each week, during a 'Well done' assembly, two children from each class, who have been identified as having demonstrated outstanding behaviour (Action Hero) or exceptional class work (Learning Hero), are presented with a special certificate. Their Certificates are displayed in the Hall and their names are written in the School Newsletter to parents.

Across EYFS, the aim is to promote positive behaviour and attitudes to learning through the use of age-appropriate rewards, including stickers, special roles, and certificates.

Staff prioritise positive reinforcement and recognition, ensuring that children understand which behaviours are being praised. Verbal praise is the primary form of reward; it is specific, immediate, and meaningful, supporting children's attitudes and engagement with learning. Children are also introduced to the Zones of Regulation, which staff refer to when supporting them in managing their choices and emotions.

In addition to verbal praise, a range of rewards is used to recognise good effort and behaviour. These include stickers, visual charts, and weekly certificates in Reception. Children who consistently demonstrate positive attitudes may be given special responsibilities, such as line leader or fruit monitor.

In exceptional circumstances, children may be recognised beyond the classroom, for example by being sent to a specific teacher (such as the English lead for excellent writing) or to the Head of School.

## **Rewards and Incentives - KEY STAGE ONE**

All KS1 pupils are placed into a House Team: St Joseph, St Bernadette, St Francis or St Cecilia.

During the week, pupils earn house points for:

- Presenting good work
- Showing good behaviour

House points are totalled each week. The House with the most points:

- Wins a rosette, which is added to the record chart in the hall.

At the end of each half-term the House with the highest overall points for the half term receives an afternoon play.

Each week, during the Gospel Assembly, two children from each KS1 class are recognised:

- Action Hero – for outstanding behaviour
- Learning Hero – for excellent class work

They receive a special certificate, are presented as role models to the Key Stage, and their names are printed in the School Newsletter. Certificates are also displayed in the Hall.

To encourage calm and orderly behaviour after breaks, KS1 uses a 'Steps to Success' reward system.

- Each class that lines up appropriately (quickly, quietly and in a straight line) is rewarded a stepping stone. There are 20 stepping stones for each class to the KS1 castle.
- This allows each class to move one step towards the castle on the display board on the KS1 corridor.
- Classes receive a special reward to be agreed by the class teacher if/ when they reach the castle eg: extra play, golden time.

Daily classroom rewards may include:

- Stickers or stamps
- Golden Time, where pupils choose their own fun activity

Every KS1 class also has a Recognition Board:

- The class chooses a weekly behaviour focus.
- Pupils' names are added when they demonstrate that behaviour consistently.

## **Rewards and Incentives – Key Stage Two**

All KS2 pupils are placed into a House Team: St Joseph, St Bernadette, St Francis or St Cecilia.

During the week, pupils earn house points for:

- Presenting good work

- Showing good behaviour

House points are totalled each week. The House with the most points:

- Wins a rosette, which is added to the record chart in the hall.

At the end of each half-term the House with the highest overall points for the half term receives a reward.

Each week, in the Gospel assembly:

- Two children from each class are chosen:
  - Action Hero – for outstanding behaviour
  - Learning Hero – for exceptional class work
- They are presented to the Key Stage as role models and receive a special certificate.
- Certificates are displayed in the Hall, and their names are shown on the electronic office noticeboard and printed in the School Newsletter.

Every KS2 class has a Recognition Board to promote good behaviour:

- The class agrees a weekly behaviour target.
- Children's names are added to the board once they have achieved and maintained that target.

In KS2, each class can earn a car on a racing track for their lining up at break and lunch time.

- The winning class each week (which ever class has earned the most cars that week) earns an extra football day.
- When a class gets to the end of their racing track they earn extra play.

### **Sanctions and Managing Inappropriate Behaviour**

Whilst most pupils follow our Code of Conduct (Appendix 1), difficulties may arise. To maintain a safe and effective learning environment, staff apply sanctions fairly, consistently and in line with the school's values. We use a stepped approach (See Appendix 2 for KS1 & KS2 and Appendix 3 for EYFS (Nursery and Reception)).

Behaviour is categorised into three levels:

- **Less Serious**
- **Serious**
- **Very Serious**

If behaviour does not improve, or if an incident is **very serious**, one or more of the following sanctions may be used:

## **Internal Isolation**

The pupil works away from their class under supervision for a set period.

## **Partnership School Suspension**

The pupil attends St Mary's Catholic School with a staff member for a set period.

## **Lunchtime Suspension**

Used when behaviour during lunch poses a risk. Parents collect the child and supervise them at home for the duration of the lunch break.

## **Immediate Collection**

For children who are displaying worrying behaviours of concern parents may be asked to come to school and support. An immediate collection may be needed but this will be considered against the DfE 'Suspension and permanent exclusion for maintained schools' guidance.

### **Record Keeping:**

All escalated incidents are recorded in CPOMs and on the pupil's file.

## **Fixed-Term Suspension and Permanent Exclusion**

*(In accordance with DfE guidance)*

### **Fixed-Term Suspension**

The pupil remains at home under parental supervision for a fixed period. The Executive Headteacher may extend the exclusion if necessary. Exclusions exceeding **15 days in a term** must be reviewed by the Governing Body.

### **Work Set**

Appropriate work is provided for all suspension/exclusion periods (except in cases of permanent exclusion).

### **Reintegration**

A reintegration meeting with the family and Executive Headteacher takes place before the pupil returns to school.

### **Permanent Exclusion**

Used only as a **last resort**.

The Executive Headteacher informs the Local Authority and the Governing Body within one day.

**Note:** All exclusion records are kept on file and passed to secondary schools as required.

Please refer to the guidance from the DfE using the link below

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

## **Individual Behaviour Plan (IBP)**

An Individual Behaviour Plan (IBP) may be introduced when a child's behaviour continues to be inappropriate over time and other school sanctions have not been effective. The Head of School may also decide to implement an IBP earlier if it is considered the most appropriate support.

The IBP is created jointly by the pupil, parent/carer, class teacher and Head of School, with involvement from other staff such as the SENCO where needed. The plan:

- Sets clear, achievable behaviour targets
- Specifies how progress will be measured
- Includes rewards for meeting targets
- Identifies sanctions for not meeting targets

The IBP is reviewed regularly and continues for as long as it is beneficial. When all targets are achieved and behaviour improves, the IBP is closed.

If targets are not met and behaviour does not improve, further action may be taken, including the possibility of permanent exclusion.

## **Behaviour and Discipline – Bullying**

*(See also the school's Anti-Bullying, E-Safety and Child Protection policies.)*

Bullying is behaviour by an individual or group that is repeated over time and intentionally harms another person physically or emotionally. It can include:

- Physical, emotional or verbal harm
- Racial, religious, gender-based or homophobic bullying
- Bullying related to SEND, adoption or caring responsibilities
- Cyberbullying via text messages, social media or online platforms

Bullying may be motivated by actual or perceived differences. While ensuring immediate physical safety is a priority, emotional bullying can be equally harmful, and each case is judged carefully. St Charles is committed to creating a school community where bullying is not tolerated. We take all forms of bullying seriously and respond promptly and effectively.

### **Reporting and Recording**

- All bullying concerns must be reported to the Head of School/Executive Headteacher and the Designated Safeguarding Lead (currently the Head of School).
- All confirmed incidents are recorded on CPOMs.
- The Behaviour and Sanctions Grid is used to guide appropriate responses.

### **Communication with Parents/Carers**

- The Designated Safeguarding Lead (currently Head of School) and the Deputy Designated Safeguarding Lead will be involved with all communication with parents/carers
- Parents/carers of the child demonstrating bullying behaviour are informed as early as possible and involved in supporting change.
- Parents/carers of the child experiencing bullying are also contacted to reassure them that the incident has been investigated and appropriate action taken.

## **Support for Pupils**

Children are encouraged to speak to an adult if they feel they are being bullied. They should tell their class teacher first, but may speak to any member of staff they feel comfortable with. Both the child experiencing bullying and the child demonstrating bullying behaviour receive support to ensure the behaviour stops and relationships can be rebuilt where appropriate.

## **Preventing and Responding to Bullying**

To deter bullying and respond effectively, the school:

- Reviews the Anti-Bullying Policy annually
- Supports staff to promote positive relationships and challenge bullying appropriately
- Ensures pupils know that bullying concerns will be handled sensitively and effectively
- Responds quickly to parent/carer concerns and works in partnership with families
- Draws on good practice from other schools and makes use of local authority support and relevant organisations when appropriate

## **Abusive/Threatening Behaviour and Assaults on Staff**

### **Statement of Intent**

St Charles Catholic Primary School values strong partnerships with parents, carers and the wider community. Positive relationships between home and school benefit pupils and support their wellbeing and learning.

While the vast majority of parents and visitors behave respectfully, there are rare occasions when negative behaviour is directed towards staff. This may include aggression, verbal abuse or, in extreme cases, physical intimidation.

Staff are expected to act professionally and attempt to defuse difficult situations, involving senior colleagues where necessary. However, all staff have the right to work without fear of violence, abuse or harassment, and may take reasonable steps to protect themselves if required.

Parents, carers and visitors are expected to behave reasonably towards school staff at all times. The procedures below outline how the school will respond to unacceptable behaviour.

### **Unacceptable Behaviour**

The following examples illustrate behaviour that will not be tolerated (this list is not exhaustive):

- Shouting at staff, in person or over the telephone
- Physically intimidating staff (e.g., standing very close, blocking movement)
- Aggressive hand gestures
- Threatening behaviour
- Shaking or raising a fist towards someone
- Swearing at staff
- Pushing or hitting (e.g. slapping, punching, kicking)
- Spitting
- Racist, sexist or discriminatory comments
- Breaching school security procedures

Such behaviour may result in the incident being reported to the Local Authority (Royal Borough of Kensington and Chelsea) and the Police.

### **Procedure**

When unacceptable behaviour occurs, the Executive Headteacher or senior staff will attempt to resolve the situation through discussion and mediation. If appropriate, the school's Complaints Procedure will be used.

If aggression or intimidation continues, or if there is a serious act of violence, the Head of School/Executive Headteacher may:

- Ban the parent or visitor from the school premises for a set period, or
- Prohibit the parent/carer from communicating with a particular member of staff unless a senior leader is present

Before a ban is issued, the school will:

1. Inform the parent/carer in writing that they are banned from the premises (subject to review) and outline consequences for breaching the ban, including possible legal action
2. Confirm, where relevant, that the incident has been reported to the Local Authority and Police
3. Notify the Chair of Governors
4. Clarify arrangements for drop-off and collection of the pupil, if applicable

## Conclusion

St Charles Catholic Primary School will take firm action where behaviour towards staff is unacceptable or breaches the school's Home-School Code of Conduct or Health and Safety Policy. Our priority is to safeguard staff, protect pupils and maintain a respectful school environment.

## Appendix 1

### SCHOOL CODE OF CONDUCT

*The following code of conduct should be followed by all children.*

- 1** – Respect each other.
- 2** – Be sensible in line.
- 3** – Help others.
- 4** – Be polite.
- 5** – Play safely.
- 6** – Walk in the corridors in between classes.
- 7** – Always try your best.
- 8** – Treat school property with respect.
- 9** – Listen to all adults in school
- 10** – Bring the proper equipment to the right activities, eg. Pencil case
- 11** – When it is wet play, remember the class is not the playground.
- 12** – Treat prefects and play leaders with respect.
- 13** – Respect all adults around the school.
- 14** – Talk quietly in the dinner hall.
- 15** – Always put rubbish into the bins provided.
- 16** – Use recycling bins appropriately
- 17** – Wear the right uniform – Remember no jewellery and long hair should be tied back
- 18** – Be sensible in the toilets.

All pupils are expected to abide by this code of conduct

**Appendix 2**  
**Behaviour and Sanctions Policy (Stepped Approach)**  
**KS1 & KS2**

The school operates a stepped approach to behaviour. This ensures consistency, fairness and proportionality.

Steps are followed in order **unless** behaviour is serious enough to require immediate escalation.

**Step 0: Universal Expectations and Prevention**

Applies to all pupils at all times

Approach:

- Clear routines and expectations
- Positive relationships
- Praise and encouragement
- Non-verbal cues and reminders
- Reasonable adjustments and de-escalation strategies

Support:

- Inclusive classroom practice
- Early identification of needs
- Pastoral awareness

**Step 1: Less Serious incidents-Classroom Reminder**

Examples of behaviour:

- Low-level disruption
- Off-task behaviour
- Calling out
- Minor inappropriate comments

Sanctions / Responses:

- Clear verbal reminder of expectations (Given privately where possible)
- Opportunity to correct behaviour

Support:

- Positive reinforcement
- Clear modelling of expectations

### **Step 2: Less Serious incidents -Reflection (In-Class)**

Examples of behaviour:

- Repeated low-level disruption
- Refusal to follow instructions (initial stage)
- Minor inappropriate language

Sanctions / Responses:

- Short, age-appropriate in-class reflection
- Restorative conversation (focus on impact and choices)
- Reset and return to learning

Support:

- Teacher support and guidance
- Early discussion about behaviour

### **Step 3: Persistent and other incidents- Senior Support and Monitoring**

Examples of behaviour:

- Ongoing disruption despite reminders
- Refusal to follow instructions
- Leaving class without permission
- Cheek, off-hand comments to staff
- Early signs of bullying or conflict
- Minor theft or property misuse

Sanctions / Responses:

- Involvement of Phase Leader
- Possible involvement of Assistant Head / Head of School
- Recorded on CPOMs
- Parental communication
- Morning/lunchtime detention
- Reflection tasks

Support:

- Pastoral support
- Parent meetings
- Behaviour monitoring

#### **Step 4: Serious Incidents**

Examples of behaviour:

- Deliberately throwing objects
- Intentional swearing
- Offensive/racist name-calling
- Bullying behaviour
- Serious challenge to authority
- Repeated refusal to follow instructions
- Leaving class persistently
- Biting (including Nursery)
- Deliberately harming another pupil
- Damaging school or pupil property

Sanctions / Responses:

- Immediate senior leadership involvement
- Full investigation and recording (CPOMs)
- Parents informed
- Internal isolation
- Time out / removal from class
- Possible home suspension
- Partnership school isolation

Support:

- Behaviour Intervention Plan (IBP)
- Family Support Team
- Play Therapist
- Behaviour Outreach Team
- Educational Psychologist
- Pastoral support

### **Step 5: Very Serious Incidents (Immediate Escalation)**

Examples of behaviour:

- Extreme danger or violence
- Serious racial abuse
- Physical abuse or intimidation of staff
- Extreme verbal or physical abuse

Sanctions / Responses:

- Immediate involvement of Head of School/ Executive Head / SLT
- Parents informed urgently
- Partnership school exclusion
- Fixed-term suspension
- Permanent exclusion Used only as a **last resort** (in line with DfE guidance)

Support:

- Multi-agency involvement
- External professionals (e.g. Educational Psychologist)
- Intensive behaviour support

**Appendix 3**  
**Behaviour and Sanctions Policy (Stepped Approach)**  
**EYFS (Nursery and Reception)**

As with the rest of the school, EYFS follows a stepped approach to behaviour to ensure consistency, fairness, and proportionality.

Due to the developmental stage of pupils in EYFS, expectations and responses are adapted to be age-appropriate, supportive, and relational. Staff use their knowledge of child development and the individual child to ensure responses are fair, proportionate and focused on teaching appropriate behaviour.

Steps are followed in order unless behaviour is serious enough to require immediate escalation.

**Step 0: Universal Expectations and Prevention**

Applies to all pupils at all times

Approach:

- Clear, consistent routines
- Positive relationships and secure attachments
- Explicit teaching and modelling of behaviour
- Use of visuals, songs, and repetition
- Praise and encouragement
- Early intervention and redirection

Expected behaviours:

- Kind, cooperative, and engaged
- Follows routines with increasing independence
- Demonstrates listening, turn-taking, and sharing

EYFS Examples:

- Sitting on the carpet with “good looking and good listening” during story time
- Sharing resources (e.g., “You can have a turn next”)
- Joining in with tidy-up routines

Responses:

- Specific praise (e.g., “Great sharing!”)
- Stickers, Dojos, or verbal recognition
- Positive reinforcement to model expectations

### **Step 1: Less Serious Incidents – Gentle Reminder**

Examples of behaviour:

- Occasionally off-task or distracted
- Requires reminders to follow routines
- Minor misuse of learning environment

EYFS Examples:

- Talking while the adult is giving instructions
- Leaving the carpet area or moving around during inputs
- Not engaging in tidy-up time
- Using resources inappropriately (e.g. playing with toys in the book area)

Sanctions / Responses:

- Gentle verbal reminder of expectations (given calmly and positively)
- Modelling the correct behaviour
- Use of visual cues (e.g., “good sitting” prompt, visual timetable)
- Redirection to appropriate activity

Support:

Reinforcement of routines

Adult proximity and guidance

## **Step 2: Less Serious Incidents – Reflection (In-Class)**

Examples of behaviour:

- Repetition of behaviours following reminders
- Behaviour beginning to impact others' learning or play

EYFS Examples:

- Calling out repeatedly after reminders
- Ignoring instructions to tidy up
- Misusing or handling resources carelessly
- Interrupting group activities
- Use of unkind language

Sanctions / Responses:

- Clear warning with choice given (e.g., "You can choose to sit and listen or move to another space")
- Short, age-appropriate time out within the classroom
- Simple restorative conversation (supported by adult)
- Reset and return to learning/play

Support:

- Adult guidance to support understanding
- Reinforcement of expectations

## **Step 3: Persistent and Other Incidents – Senior Support and Monitoring**

Examples of behaviour:

- Persistent behaviours despite support and reminders
- Unsafe or unkind behaviour requiring immediate adult intervention

EYFS Examples:

- Snatching resources and refusing to return them
- Pushing or unsafe behaviour during play
- Throwing objects or deliberate misuse of resources
- Swearing or deliberate unkindness

Sanctions / Responses:

- Time away from activity for reflection (within classroom)
- Time out in another EYFS classroom
- Removal of specific resource
- Adult-led restorative discussion focusing on impact

Support:

- Involvement of Phase Leader / Senior Staff
- Behaviour recorded where appropriate (CPOMs)
- Communication with parents/carers
- Behaviour monitoring

#### **Step 4: Serious Incidents**

Examples of behaviour:

- Behaviour causing harm or significant distress
- Actions that present a risk to safety

EYFS Examples:

- Hitting, kicking, or biting
- Throwing objects at others with intent
- Running away or refusing to stop in unsafe situations

Sanctions / Responses:

- Immediate adult intervention to ensure safety
- Immediate senior leadership involvement

- Removal from situation (with appropriate supervision)
- Restorative conversation (age-appropriate)
- Incident recorded on CPOMs
- Parents/carers informed

Possible outcomes:

Internal isolation (adapted appropriately for EYFS)

Time out / removal from class

Possible home suspension

Partnership school isolation

Support:

- Individual Behaviour Plan (IBP) where appropriate
- Pastoral support and early intervention

### **Step 5: Very Serious Incidents (Immediate Escalation)**

Examples of behaviour:

- Extreme danger or violence
- Repeated serious incidents

EYFS Examples:

- Throwing large furniture (e.g., chairs, tables)
- Significant destruction of the environment (e.g., tipping furniture, damaging displays)

Sanctions / Responses:

- Immediate involvement of Head of School / Executive Head / SLT
- Parents informed urgently
- Full investigation and recording

Possible outcomes:

- Partnership school suspension
- Fixed-term suspension
- Permanent exclusion (used only as a last resort, in line with DfE guidance)
- Support:
- Multi-agency involvement
- External professionals (e.g., Educational Psychologist, Behaviour Support)
- Intensive pastoral and behavioural support