POSITIVE BEHAVIOUR POLICY

Prior Park Paragon

Policy Owner	**Applies to**	**Superseded documents**
Deputy Head, Pastoral	Prior Park Paragon	Positive Behaviour Policy v6
Associated documents	**Review frequency**	**Legal Framework**
Anti-Bullying Policy Mental Health and Wellbeing Policy Exclusions Policy Teaching and Learning Policy Safeguarding Policy SEND Policy Equality, Diversity and Inclusivity Policy Positive Handling Policy (inc. Restrictive Interventions)	Every year (unless the legislation/regulations update before this time) **Implementation date** 1 September 2026	Latest version of KCSIE Working Together to Safeguard Children

Contents:

1	Introduction
2	Policy Statement
3	Aim of the Policy
4	Purpose of the Policy
5	Safeguarding
6	The Prior Park Values
7	Relentless Routines
8	Playtime Supervision
9	Roles and Responsibilities
10	A consistent approach
11	Promoting Positive Behaviour inc. Paragon Path and House Points
12	Celebrating continued Positive Behaviour and Paragon Values
13	Giving every child the chance to shine
14	Dealing with poor behavioural choices
15	Stepped classroom support plan
16	Steps and sanctions for continued poor behavioural choices
17	Children with SEND
18	Corporal punishment
19	Use of reasonable force
20	Supply Teachers, Children and Volunteers
Appendix A	Further information for staff when implementing sanctions

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	Deputy Head Pastoral and DSL (Mrs S James) and Head of Compliance (Miss E Wickham)
Date last reviewed:	August 2026
Approved by Trustees:	Approved by Senior Leadership team
Date last approved:	30 August 2026
Date for next approval:	August 2027

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and Prior Park Paragon (PPP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park Gibraltar (PPG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity – Generosity – Courage.

2. Policy Statement

Prior Park Paragon is committed to creating an environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the 5 school values of: Honesty, Kindness, Compassion, Aspiration and Self-belief.

Our behaviour system is based on children being able to make good choices, for which they are recognised and praised. We encourage our children to reflect on the way they behave by modelling and celebrating those children who make the appropriate choices and by discretely addressing children who make inappropriate choices. We guide children into making the right choice at the time and in the future. We believe that children respond well to praise and positive encouragement to choose appropriate behaviour, and we have a wide range of incentives and rewards in place. All staff praise the children who make the correct choices for their behaviour and follow the Prior Park Values.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach, to supporting their behaviour, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Consistent expectations are important, and all members of staff must be proactive in the implementation of this policy. They should encourage all children to make good behaviour choices in class and elsewhere in the school. Good behaviour should be the expectation rewarded with praise and instilling intrinsic motivation.

This policy has been written with recognition of the pedagogical thinking from Paul Dix: 'When the adults change, everything changes'.

3. Aims of the policy

- To provide a safe, comfortable and caring environment where good relationships are nurtured and optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- All adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments
- To not give learners excessive attention and priority for poor conduct
- To ensure that excellent behaviour is a minimum expectation for all
- To help children take control of their behaviour and be responsible for the consequences of it.

4. Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' or 'naughty' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise and share what expected behaviour looks like
- Recognise and share what making not good behavioural choices looks like
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions
- Recognise the importance of relational practice with all children.

All staff must adhere to this policy. This policy relates to the whole school, including the Early Years Foundation Stage.

5. Safeguarding

If any pupil's behaviour gives staff cause that a child is suffering, or is likely to suffer, significant harm or is a Safeguarding cause for concern, they should follow Prior Park Paragon's Safeguarding Policy and report their concerns to the DSL, as per the policy.

In all cases, staff will consider whether behaviour may be linked to safeguarding concerns and respond in line with the Safeguarding Policy where necessary.

6. Prior Park School Values

'Prior Park School Values' are a set of values/rules which are the cornerstone of everything we promote throughout all Prior Park Schools. These are the values that every member of our community models and shows and will make our children exemplary members of the community. These values/rules are as important as academic achievement.

Prior Park Schools Values:

- **Curiosity** - grows from our commitment to *ambition* and *self-belief*, encouraging children to ask questions, explore ideas and develop a lifelong love of learning.

- **Generosity** - reflects and deepens our values of *kindness* and *compassion*, supporting children to think of others, act with empathy and contribute positively to our school community.
- **Courage** - connects with *honesty* and *self-belief*, helping children to be brave in their learning, take risks, stand up for what is right and persevere when things feel challenging.

Together, these values are developmentally appropriate for our primary children, supporting them to become confident, thoughtful and respectful individuals who are ready to thrive both in school and beyond.

Recognition of children demonstrating our school values is central to our Positive Behaviour Policy. All members of the school community are encouraged to recognise and celebrate these behaviours. For example, a child may be recognised for showing generosity through kindness to others, or for demonstrating courage or curiosity in their learning or play. We actively promote a culture in which positive choices aligned to our values are acknowledged, praised and celebrated by all.

7. Behaviour expectations in and around school – relentless routines

We have relentless routines to ensure consistency of expectations during 'unstructured times'. These routines are followed by all members of our community and ensure clear guidance of the expectations.

- ***Wonderful walking*** – all children are to walk in their lines, one behind the other on the left-hand side of the path/stairs as they move around the school. Children should move with purpose around the school, walking not running, and should demonstrate this whether an adult is with them or not
- ***Lovely lining up*** – all classes to line up in a set order every time they are asked to line up by any member of staff
- ***Terrific transitions*** – staff members take responsibility for the class they have been teaching and lead them to their next session/lesson in a quiet and orderly manner. If staff are moving on to teach another class, they cannot leave the current class until the next teacher has arrived.

In every classroom from Reception to Year 6, there is a *Relentless Routines Rewards* chart. Each time a class is recognised for consistently demonstrating these routines around the school, it is recorded on the chart. Once the chart is complete, the class and their teacher agree on a class reward. This may include additional playtime, a film afternoon, a popcorn party, or an outdoor activity such as time in the woods. This choice is agreed collaboratively within each class.

8. Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. To ensure that each child has an enjoyable playtime where they feel safe and secure, the importance of full and active supervision at these times cannot be stressed enough.

Staff on playtime supervision will:

- Praise any child for following the Prior Park Values
- Support children if they are making the wrong choices in a coaching, supportive way
- Ensure any hot drink is in a lidded beaker
- Not leave the playground until the member of staff taking over the duty has arrived, and you've handed over any issues to be aware of
- Ensure 2 members of staff are on duty at any time
- Staff on playtime duty should be quickly identifiable for the children by wearing a hi-viz jacket

- When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate
- Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision
- Staff taking a class to the playground should not leave them unless there is a member of staff on duty.

9. Roles and responsibilities

All staff and members of the school community:

- Meet and greet children at the start of the day/lesson
- Recognise children who are following the schools' values
- Give more time to the positives – *name and fame, not name and shame*
- Use the 'Classroom stepped support plan' (see section 13 below) for children not doing as they've been asked
- Staff to model the behaviours we want to see, at all times
- Staff to listen to children and value what they have to say
- Build relationships with children based on mutual trust and respect
- See the positive in all children and treat each child the same
- Never walk past or ignore children who are failing to meet expectations
- Always redirect the children's behaviour by referring to the Prior Park Schools Values of
    - Curiosity, Generosity and Courage
- Model the school values in their everyday conduct
- Praise in public, reprimand in private
- Class teachers will ensure that behavioural concerns, incidences and outcomes at step 5 or above (see section 15) are logged on CPOMS – including actions and outcomes.

Role of Deputy Head, Pastoral:

The role of the DHP is not to deal with behaviour issues in isolation, rather they are there to stand alongside colleagues to support, guide, model and show a unified consistency.

- The DHP will support all staff in supporting and promoting positive behaviour
- The Deputy Head, Pastoral will support all staff in promoting positive behaviour consistently throughout the school
- The DHP will review records on CPOMS to look for patterns and links which will inform Personal, Emotional, Spiritual Development (PSED) topics and staff training
- The DHP will support colleagues when escalating concerns and implementing a pastoral support plan or further support as necessary
- Support colleagues in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

Role of the wider Leadership Team:

- Be a highly visible presence around school throughout the day
- Ensure that they model and promote the schools' behavioural values throughout the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, Paragon Path, Friday positive news, positive postcards, You've Been Spotted Board.

Role of Head:

- The Head will support and guide all staff in ensuring they are following the school's positive behaviour policy
- The Head will be kept informed of any child on escalating sanction by the DHP
- The Head will make the final decision of a suspension or exclusion in consultation with the DHP, class teacher, and child's parents.

10. A Consistent Approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes/children well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion.

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- To genuinely like and respect them
- To be calm and constant in their daily interactions.

Adult strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour.

11. Promoting Positive Behaviour

On a day-to-day basis, we praise, value and reward children for good behaviour in a variety of ways:

- Staff verbally congratulate children ensuring they link it to the value they are recognising
- Children move their name up a step on the 'Paragon Path'
- Staff may send a child to Deputy Head, Pastoral or Head of school to reinforce praise.
- All staff to be consistent in their approach to behaviour
- Staff to ensure all good behaviour is recognised and praised
- Staff to be proactive in supporting and reporting children who are struggling with aspects of school
- If children continually demonstrate their good choices and Paragon Values, an additional recognition may be made – see below.

We also understand that for some children following our behaviour expectations are difficult due to their additional needs/developmental level. In these cases, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

The Paragon Path



We use 'The Paragon Path' from Squirrels to Year 3 and it is a way that we recognise individual children's good choices in line with the Prior Park Values – this is not for whole class rewards, more an individual recognition.
Every week, each child starts at the beginning of the path on step 1. They then move their name forward a step, maximum of one step at a time, if recognised for good behaviour and following the Paragon Values.

The names are reset at the end of the week or if a child reaches point 10.

When they reach point 10, a child receives the intrinsic reward that they have excelled that week in demonstrating the Prior Park Values. The class teacher may contact the child's parent by putting a note in their Diary or sending home an email. Each class will keep a tally of how many children have reached point 10 that week and challenge themselves to increase their target the following week. Class teachers may choose to set a class reward if a certain number of children reach point 10 the following week.

The Paragon Path may be used to specifically focus on one aspect of the Prior Park Values that a particular class needs extra support in achieving. This is up to the class teacher to decide in discussion with the DHP.

Other school staff, specialist teachers and other children can also recognise individuals for demonstrating our values and they can suggest they move up a space.

Paragon Path recognises children demonstrating our Values and good behaviour.
Examples are:

- *Being a kind friend*
- *Helping a friend*
- *Good listening*
- *Showing respect*
- *Having good table manners*
- *Being polite*
- *Sharing*
- *Being positive*
- *Showing forgiveness*
- *Being honest*

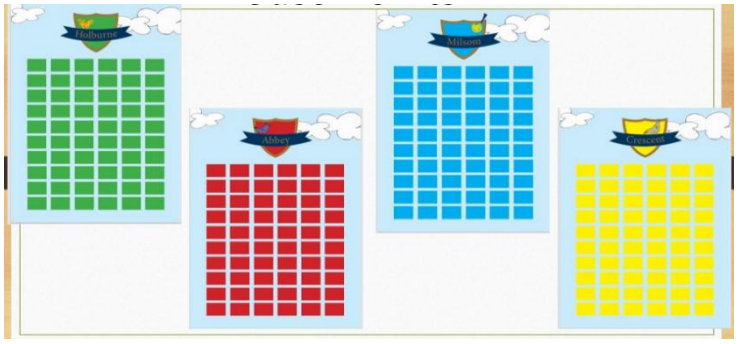
House Points

Every child in the school from Reception to Year 6 is placed into one of our four houses; Abbey, Holbourne, Milsom and Cresent. The children collectively collect points for their house through academic effort or demonstrating skills of The Paragon Wheel. These House Points will be added by the child to their house chart, displayed in each classroom one for each house, by drawing a mark, smiley face, tick etc, with a dry-wipe marker.



Each time a child is awarded a House Point, as well as recording on the weekly tally charts in the classroom, the children will also be awarded a 'House Point Token', which is to be added to the 'House Token Totem' in the school hall. Each class will determine their own way to add the tokens which may be collected in class and added weekly to the 'Token Totem'. The 'House Token Totem' will be a visual representation of how the child's house points are contributing to the whole house total and will be gathered throughout the school year.

Staff need to be aware that House Points are awarded for the effort that goes into academic achievement, not the outcome.



Each week the House Points will be added up and a winning cup awarded to the House with the greatest number of points. At the end of each half term, the House with the most points will be awarded the House Cup.

When awarding a child with a house point, the member of staff must make sure they are explicit in telling the child why they have been awarded it. For example, *I am so pleased to see you working collaboratively*; *Thank you for working so well independently on your project; Even though you found that tricky, you showed great perseverance and made good progress.*

Criteria for house points (academic)

- *Working hard*
- *Working independently*
- *Neat presentation*
- *Working well in a team*
- *Challenging themselves*
- *Showing creativity*
- *Being persistent*
- *Showing resilience*
- *Being curious*
- *Working systematically*

12. Celebrating Continued Positive Behaviour and Paragon Values

The school believes that recognising and celebrating positive behaviour reinforces expectations and supports a culture of respect, inclusion, and belonging.

On a day-to-day basis, staff will actively notice and recognise children who demonstrate the Prior Park Values and ensure they are praised accordingly. These approaches are designed to promote intrinsic motivation, confidence, and a strong sense of belonging within the school community.

In addition, the school provides a range of opportunities to celebrate children who go 'above and beyond' in their behaviour and consistently embody what it means to be a Paragon child. Staff will ensure that these recognition opportunities are applied fairly, consistently, and inclusively across all groups of children.

These are:

You've been spotted - Throughout the year, children will be recognised on the 'You've Been Spotted' board. This celebrates those who act as positive ambassadors for the school and consistently demonstrate the Prior Park Values (for example, holding doors open for others or offering help to peers).

Children's names, alongside the reason for recognition, will be displayed on the board in the hall for the duration of the term. At the end of the term, children may take their card home.

Children who are 'spotted' will also be recognised through an invitation to attend a 'Hot Chocolate Friday' with the Deputy Head (Pastoral).

Positive news Friday – Each week, teachers will make positive contact with the parents or carers of at least one child. This may take the form of a phone call, positive postcard, email, or face-to-face conversation, highlighting the child's positive behaviour and contribution to the Prior Park Values.

Head's Awards - These awards recognise academic effort, progress in skills from the Paragon Wheel, or consistent demonstration of the Prior Park Values.
Each week, class teachers and specialist teachers will select one or two children who have particularly excelled. During the relevant key stage assembly, the teacher will explain the reasons for the award, and the children will be presented with a special sticker by the Head.

Above and beyond badge – At the end of the academic year, children who staff feel have fully embodied the Prior Park Values throughout the year are awarded with a special 'Above and Beyond' badge to wear on their blazers. This will highlight the children who the others should look up to as role models for our values. These badges can be awarded to any child from Reception to Year 6.

13. Giving every child the chance to shine

At Prior Park Paragon, we are committed to promoting inclusive opportunities that enable every child to thrive and be recognised across all areas of school life. We believe that every pupil should feel seen, valued, and celebrated — whether through a Head's Award, a sporting achievement, a music certificate, or a Paragon Wheel recognition.

Staff are expected to actively seek and celebrate each child's strengths, contributions, and progress — academically, socially, creatively, and emotionally. A record of pupil recognition should be maintained on the school system to ensure visibility and equity.

Where staff identify a child who has not yet received meaningful recognition, they are expected to take proactive steps to support that pupil in accessing opportunities to shine. This may include adapting provision, offering encouragement, or identifying areas where the child can contribute and be celebrated.

This approach is central to our behaviour policy and reflects our whole-school commitment to fostering a culture of belonging, pride, and personal growth.

14. Dealing with poor behavioural choices

This section outlines the school's graduated approach to supporting behaviour, from early intervention through to more formal responses where required.

Despite the proactive work undertaken to promote positive behaviour, there will be occasions when children do not meet the school's expectations, make inappropriate choices, or demonstrate a lack of consideration for others.

We recognise that, just as positive experiences can lead to positive feelings and behaviour, negative experiences may lead to heightened emotions and less positive behavioural responses.

At Prior Park Paragon, the fundamental aim of behaviour management is to support children in understanding how their behaviour affects others and to take responsibility for their actions. While external consequences (such as loss of privileges) may reduce unwanted behaviour in the short term, our priority is to develop children' internal discipline and long-term self-regulation.

We are committed to a consistent, transparent, and supportive approach to responding to behaviour. All responses to escalating behaviour are designed to help children reflect, learn, and make improved choices.

Where appropriate, staff will also support peers in understanding why particular responses have been used. For example, children will be helped to understand that strategies such as ignoring certain behaviours are purposeful and intended to de-escalate situations, rather than allow behaviour to go unaddressed.

Staff will seek to understand the underlying causes of behaviour and provide appropriate support, recognising that behaviour is a form of communication.

15. Stepped Classroom support plan

When children make inappropriate behavioural choices, staff responses should be consistent, calm, and predictable. The Stepped Classroom Support Plan (see Appendix A) provides a clear framework to support children in recognising and correcting their behaviour.

These steps should be applied with consideration to the age, needs, and individual circumstances of the child.

The steps are:

Step	
1	Reminder – non-verbal
2	Reminder - verbal
3	Warning
4	Last chance

Where a child does not respond to the stepped classroom support plan, or where behaviour is more serious, a 'mistake' will be recorded

Any conversations or sanctions about poor behavioural choices should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Need to be in proportion to the offence.

Process of a repair time:
Teacher to sit calmly with the child following the lesson, or at a convenient time when emotions are not involved and discuss the behaviour with the child. Explore the impact on others, why they acted in that way and how they could have reacted in a different way.

This stage is to help the child develop internal discipline and understand the consequences of their behaviour – including why they did not make the right choice.

Example script to use for a repair time:
What happened?
What did you do? Link to behaviours How did you feel?
How did this make other people feel? Why did this happen?
What should we do to put things right?
How can we do things differently next time?

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.

16. Consequences for continued poor behavioural choices – Mistake:

At Prior Park Paragon, we recognise that making mistakes is a natural part of children's development. We view these moments as important opportunities for reflection, learning, and growth. Our approach is grounded in the belief that children should be supported to understand their behaviour, take responsibility, and make positive changes.

The 'Mistake' system provides a clear and consistent framework for responding when a child continues to make inappropriate behavioural choices, particularly where the Stepped Classroom Support Plan has not resulted in improvement, or where behaviour is more serious in nature.

A 'mistake' is used to formally acknowledge that a behaviour has not met expectations and requires further reflection and support. It is not intended as a punishment, but as part of a structured process to help children recognise the impact of their actions, repair any harm caused, and make better choices moving forward.

Mistakes are recorded on CPOMS to ensure accurate tracking, support communication between staff, and allow patterns of behaviour to be identified early.

Application of the Mistake System:
Mistakes are applied consistently and proportionately, taking into account:

- the severity of the behaviour
- the frequency of incidents
- the age and individual needs of the child
- any relevant contextual factors

Staff will clearly and calmly communicate to the child when a 'mistake' is being given and explain the reason for this. Wherever possible, this will be done discreetly to preserve dignity and maintain positive relationships.

Each 'mistake' is accompanied by a restorative conversation ('repair time'), ensuring that the focus remains on reflection, understanding, and improvement rather than sanction alone.

Levels of Mistake:

Consequence:		Behaviour which would generate:	Action
M1	Mistake 1	Persistent off task behaviour Ignoring instructions Inappropriate behaviour Not listening to the teacher's first warning	Inform child of why they have been given an M1 and the next steps Staff member to log on CPOMS
M2	Mistake 2	First instance of inappropriate language Repeated M1 Deliberately overly physical contact Rudeness to staff Unkindness	Inform child of why they have been given M2 and the next steps Staff to log on CPOMS Repair conversation to take place with the teacher who gave the M2
M3	Mistake 3	Continuing to swear Refusing to follow instructions Repeated disruption to learning Bullying or being unkind on purpose Damaging school property Saying offensive or hurtful things Harassment or threats	Inform child of why they have been given M3 and the next steps Staff to log on CPOMS All major incidences of anti-social behaviour to be reported to DHP. Child to have repair time with DHP and parents to be informed.

Accumulation of Mistakes:
Mistakes are accumulative and if a child is unable, or unwilling, to adapt their behavioural choice and they accumulate 2 or more 'mistakes' in a week, then the following will take place:

Number of mistakes	Action
2 in a week	The child will miss part of their playtime to have a restorative conversation with their class teacher. This will all be logged on CPOMS
3 in a week	The child will miss part of their lunchtime to have a restorative conversation with the Deputy Head, Pastoral. This will all be logged on CPOMS
4 in a week	The child's parents will be informed and invited in for a conversation with the class teacher and DHP. A behaviour card will be developed and agreed to support the child to improve their behavioural choices.

Serious Behaviour Incidents
Some incidents are of such a serious nature that they require an immediate response beyond the school's stepped classroom support plan and Mistake system. In these circumstances, an appropriate consequence will be determined by the Head and/or Deputy Head (Pastoral), taking into account the nature of the incident, the impact on others, the age and needs of the child, and any relevant contextual factors.

Examples of serious behaviour incidents include, but are not limited to:

- Any form of bullying
- Vandalism
- Sexual harassment
- Offensive language or behaviour relating to a protected characteristic
- Intimidation
- Damage to, or theft of, property or equipment
- Physical aggression
- Serious defiance
- Behaviour that places the safety or wellbeing of others at risk

All serious behaviour incidents will be investigated thoroughly and managed using a restorative approach wherever appropriate. The school will seek to support children in understanding the impact of their actions, repairing relationships, and making positive choices moving forward.

Consequences may include:

- A restorative meeting with the Deputy Head (Pastoral) and/or Head
- Parental contact or a parent meeting
- A behaviour report card or behaviour support plan
- Loss of privileges, including playtime or lunchtime activities
- Repairing or contributing to the restoration of damaged property, where appropriate
- Internal reflection time
- Suspension or exclusion in accordance with the PPS Exclusions Policy where necessary

All serious behaviour incidents and actions taken will be recorded on CPOMS and monitored by the Deputy Head (Pastoral).

Monitoring and Oversight

As giving of 'Mistakes' are recorded on CPOMS, this can be monitored by class teachers and overseen by the Deputy Head (Pastoral) to ensure consistency, fairness, and a supportive approach across the school. Patterns of behaviour will be reviewed regularly to identify children who may require additional support or intervention.

Staff will always apply professional judgement, using their knowledge of individual children to ensure that responses are appropriate, proportionate, and inclusive.

Suspension or Exclusion

The suspension or exclusion of a child should be implemented as a last resort, when the safety and/or education of the child or their peers is put at risk as a result of the behaviour of an individual. This could be for persistent behaviours displayed over a period of time to which there is no attempt to improve or for one off incidents.

Suspension may take three forms:

- Neutral suspension – not disciplinary and used to enable an unimpeded investigation and may also be taken for the wellbeing of the pupil by separating them from immediate school pressures
- Disciplinary suspension – with the agreement of their parents, a child is removed from school to enable a situation to receive the support they require. This will be recorded as a serious sanction
- Fixed term exclusion – in the case of a significant misconduct, a child may be removed from the school for a fixed period as a warning of the need to reassess their behaviour. A fixed term exclusion will be typically followed up with a return to school with a behaviour contract and failure to adhere to the agreed behaviours may result in a permanent exclusion.

The decision to suspend or exclude will never be taken lightly and the Head will make this, in consultation with the DHP, class teacher, the parents and the Chair of Trustees.

Refer to the PPS Exclusions Policy

17. Children with SEND

Reasonable adaptations and expectations should be made for children with SEND so that all children's behavioural achievements are recognised.

In very rare occasions, a child with SEND may require reasonable force to keep them, and others, safe.

Refer to *PPP Positive Handling Policy* for further information.

18. Corporal punishment

All staff shall ensure that corporal punishment is not given to any child by others in contact with the children or working at the school.

No member of staff will threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

19. Use of reasonable force

Physical intervention or reasonable force should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances.
Any occasion where physical intervention or reasonable force is used to manage a child's behaviour should be recorded on CPOMS and parents should be informed about it on the same day. *See also the Positive Handling Policy*.

20. Supply Teachers, Children and Volunteers

Supply teachers, children and volunteers are expected to uphold our behaviour policy as a member of our school community. This will be provided during induction, and any questions can be directed to the Deputy Head, Pastoral.

Appendix A

Stepped classroom support plan – to support children's behaviour in class

Step		Action	Example of script
1	Reminder – non-verbal	'drive by', removing an object, standing next to the child as teacher talks, placing hand on their shoulder to regain attention	
2	Reminder - verbal	A reminder of the school rule or the requirement delivered privately. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. Teacher to return and follow up after a few minutes and praise the positive behaviour.	I noticed you chose to … (noticed behaviour) This is a REMINDER that we need to be …… You now have the chance to make a better choice. I'll come back so you can show me you've made the right choice.
3	Warning	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Reminder of the requirement. Give the child take up time to show they can make the right choice	Despite me reminding you, I've noticed that you've chosen to continue doing …. This is your final reminder that you need to ……. You now have the chance to make a better choice. I'll come back so you can show me you've made the right choice. Think carefully about your next step.
4	Last chance	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Teacher to follow up with the child after the lesson – privately and this step must be carried out if promised.	I noticed you chose to continue … (noticed behaviour) You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the classroom for a little while until you feel ready to reengage. Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.