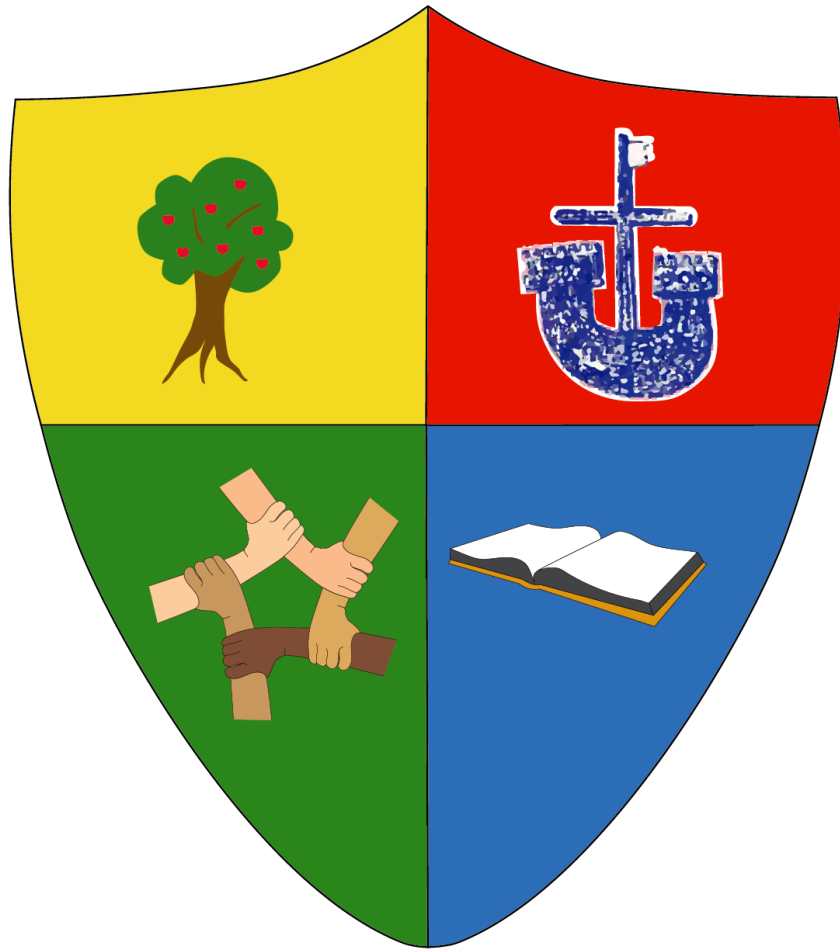




Thames View Primary School

Behaviour and Relationships Policy

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Contents

Section 1 – Purpose of this Policy	4
Section 2 – Our Vision and Ethos	4
Our Approach to Behaviour	4
Section 3 – Aims	4
Section 4 – Behaviour Principles	5
Section 5 – Roles and Responsibilities	6
Section 6 – Teaching Expected Behaviour	7
Behaviour Expectations Matrix	8
Section 7 – Recognition and Rewards	9
Effective Praise	10
Key Principle	10
Section 8 – Responding to Behaviour	10
Visual Behaviour Supports	11
Section 9 – Behaviour Response Process and Colour Cards	11
Using the Colour Card System	12
Determining Consequences	12
Section 10 – Responding to Serious Behaviour	13
Immediate Response	13
Investigation	14
Consequences	14
Recording and Communication	14
Restoration	14
Serious Behaviour Process	15
Section 11 – Reasonable Adjustments and SEND	15
Supporting Pupils with Additional Needs	16
Supporting Positive Behaviour	16
Section 12 – Bullying, Discrimination and Prejudice-Related Incidents	16
Bullying	17
Discrimination and Prejudice-Related Behaviour	17
Responding to Concerns	17
Supporting Pupils	18
Our Response	18
Appendix 1 – Thames View Behaviour Response Processes	19

Everyday Behaviour	19
Serious Behaviour	19
Bullying and Discrimination	19
SEND and Additional Needs	19
Our Shared Approach.....	19
Appendix 2 – Colour Card System.....	20
Blue – Excellent Behaviour or Learning	20
Green – Meeting Expectations.....	20
Yellow – Behaviour Needs to Change	21
Red – Further Adult Response Required.....	21
Returning to Green	21
Using the Colour Card System Consistently	22
Appendix 3 – Examples of Consequences.....	22
Appendix 4 – Restorative Questions.....	23
Appendix 5 – Recording, Reporting and Escalating Behaviour	23
Recording Behaviour on Arbor.....	23
Writing Effective Behaviour Records	24
Recording Principles.....	24
Recording Safeguarding Concerns on CPOMS	25
Informing Parents and Carers	25
Staff Responsibility and Escalation	26
Lunchtime Behaviour Incidents	26
Behaviour Monitoring.....	26
Risk Assessments	27
Considering External Agency Support.....	27
Recording, Reporting, Escalating - At a Glance.....	27

Section 1 – Purpose of this Policy

At Thames View Primary School, we are committed to creating a safe, calm and inclusive environment where every child can learn, thrive and achieve their potential.

This policy sets out our shared expectations for behaviour and explains how we promote positive relationships, recognise success and respond fairly and consistently when behaviour falls below our expectations. We combine high expectations with appropriate support, recognising that children may need help to regulate their emotions, understand the impact of their behaviour and make positive choices.

Section 2 – Our Vision and Ethos

At Thames View, every child belongs, achieves and thrives through an ambitious curriculum that inspires confident, curious and responsible Global Citizens.

Our ethos is rooted in belonging, ambition and care. Our values of **Respect, Responsibility and Resilience** guide everything we do, creating a safe, calm and nurturing environment where every child is known, valued and supported to thrive.

We combine high expectations with positive relationships and appropriate support. Children are taught to understand their choices, learn from mistakes and develop the confidence, curiosity and responsibility to make positive decisions for themselves.

Through our curriculum and wider school life, we prepare pupils to become thoughtful Global Citizens who contribute positively to their community and the wider world.

Our Approach to Behaviour

Our approach to behaviour reflects the school's wider ethos of belonging, ambition and care.

Positive behaviour is taught, modelled and reinforced. We maintain high expectations while recognising that children may need different levels of support to meet them successfully.

Through these expectations, we help pupils develop the respect, responsibility and resilience needed to become confident Global Citizens who contribute positively to their community and the wider world.

Section 3 – Aims

The aims of this policy are to:

- create a safe, calm and inclusive learning environment where every child can succeed
- establish a consistent approach to behaviour across the school
- promote positive relationships and explicitly teach the behaviours and routines that enable successful learning
- encourage children to take responsibility for their behaviour and understand the impact of their choices

- recognise and reinforce positive behaviour, learning and attitudes
- respond to behaviour fairly, consistently and proportionately, using appropriate consequences where required
- provide appropriate support and reasonable adjustments while maintaining high expectations for all.

Section 4 – Behaviour Principles

At Thames View Primary School, we believe that positive behaviour is fundamental to successful learning and to the wellbeing of every member of our school community. The following principles underpin our approach to behaviour.

Positive relationships

Positive relationships are at the heart of effective behaviour management. Every child should feel known, valued and respected by the adults who work with them. Staff will build positive relationships with pupils while maintaining clear professional boundaries and high expectations.

Behaviour is taught

Children are not born knowing how to behave in every situation. We explicitly teach, model and reinforce the behaviours, routines and social skills that enable children to learn successfully and contribute positively to school life.

High expectations for all

We have high expectations of every child, regardless of age, background or additional need. Expectations remain consistent, while the support provided to help children meet those expectations may differ.

Consistency

Children thrive when expectations are predictable. All staff will respond to behaviour calmly, fairly and consistently, using agreed school systems and professional judgement to ensure children experience a consistent approach across the school.

Behaviour is communication

We recognise that behaviour can communicate an unmet need, difficulty or emotion. Staff will seek to understand the reasons behind behaviour, particularly where behaviour is repeated or significantly different from a child's usual presentation. Understanding behaviour does not remove accountability, but it helps us provide appropriate support.

Regulation before resolution

Where a child is dysregulated, our first priority is to ensure safety and support emotional regulation. Meaningful conversations and investigations take place when the child is calm enough to reflect and engage.

Accountability and consequences

Children are expected to take responsibility for their behaviour. Where behaviour falls below expectations, appropriate and proportionate consequences will be applied. Consequences are

intended to help children learn, repair harm and make better choices in the future, rather than simply punish.

Restoration

Following an incident, children will be supported to repair relationships, restore trust and successfully return to learning. Restorative conversations are used to promote reflection, rebuild relationships and strengthen our school community.

Partnership with families

Positive behaviour is most effectively supported when school and home work together. We value open, honest and respectful communication with parents and carers, working in partnership to support every child's success.

Fairness and Investigation

We are committed to responding to behaviour fairly, consistently and objectively. We seek to understand behaviour before deciding how to respond. Children will always be given the opportunity to share their account of events, alongside the views of others involved where appropriate.

Understanding the reasons for behaviour informs our response but does not remove personal responsibility or the need for appropriate consequences. Decisions are made on the balance of probabilities, taking account of the available information, the context of the incident and the school's behaviour expectations.

Section 5 – Roles and Responsibilities

All Staff

All members of staff are responsible for promoting positive behaviour and maintaining high expectations throughout the school. Staff will:

- build positive, respectful relationships with pupils
- model the behaviour, language and attitudes expected of children
- teach and reinforce the school's behaviour expectations and routines
- respond to behaviour calmly, consistently and fairly
- use the school's agreed behaviour systems, including visual behaviour supports, appropriately and consistently
- recognise and celebrate positive behaviour
- investigate behaviour incidents thoroughly before determining an appropriate response
- record behaviour incidents in line with school procedures
- work collaboratively with colleagues, parents, carers and external agencies to support pupils where appropriate.

Senior Leaders

Senior leaders will:

- promote a consistent approach to behaviour across the school

- support staff in managing behaviour effectively
- monitor behaviour patterns and trends to identify areas for improvement
- ensure that behaviour incidents are investigated fairly and appropriately
- provide guidance, coaching and professional development for staff
- work with families and external agencies to support pupils with additional behavioural needs
- make decisions regarding suspension and permanent exclusion in accordance with statutory guidance.

Pupils

Pupils are expected to:

- demonstrate the school's values of Respect, Responsibility and Resilience
- follow adult instructions first time whenever it is safe to do so
- treat others with kindness, courtesy and respect
- take responsibility for their behaviour and actions
- engage positively in restorative conversations when required
- contribute to a safe and inclusive learning environment.

Parents and Carers

We believe that positive partnerships between home and school are essential in supporting children's behaviour and wellbeing.

Parents and carers are expected to:

- support the school's Behaviour Policy and Behaviour Expectations
- work positively with school staff to resolve concerns
- communicate respectfully with members of the school community
- inform the school of any significant circumstances that may affect their child's behaviour or wellbeing
- reinforce the importance of respectful behaviour both in and outside school
- attend meetings where additional support or intervention is required.

Behaviour is everyone's responsibility. Consistency across the school helps children feel safe, understand expectations and make positive choices. Every adult has a responsibility to reinforce our values and respond to behaviour in a calm, respectful and professional manner.

Section 6 – Teaching Expected Behaviour

At Thames View Primary School, we believe that positive behaviour is taught, modelled and reinforced every day. We do not assume that children automatically know how to behave in every situation. Instead, we explicitly teach the behaviours, routines and social skills that enable all pupils to learn successfully and contribute positively to our school community.

Our behaviour expectations are aligned to our school values.

Respect	Responsibility	Resilience
Listen to others	Be ready to learn	Keep trying
Use kind words	Look after equipment	Learn from mistakes
Respect differences	Follow instructions	Ask for help

Staff establish clear expectations from the beginning of each academic year and revisit them regularly throughout the year. Behaviour expectations are modelled, practised and reinforced through classroom teaching, assemblies, collective worship, PSHE, playtimes and everyday interactions.

Children are taught what our values of **Respect, Responsibility and Resilience** look like in different situations, including:

- in the classroom
- around the school
- during assemblies
- at playtimes and lunchtimes
- on educational visits
- when representing the school in the community
- when using technology and communicating online.

Where children find aspects of behaviour more difficult, adults provide additional teaching, coaching and opportunities to practise the expected behaviour. This may include modelling, visual supports, structured routines, social stories, restorative conversations or targeted interventions.

We explicitly teach children how to:

- show respect to others through their words and actions
- listen attentively and follow instructions
- move safely and calmly around the school
- work independently and collaboratively
- ask for help appropriately
- manage emotions and respond to challenges positively
- resolve disagreements respectfully
- take responsibility for their actions
- repair relationships when mistakes have been made.

Behaviour Expectations Matrix

To ensure expectations are clear and consistent across the school, pupils are explicitly taught what Respect, Responsibility and Resilience look like in different contexts. These expectations are modelled, practised and reinforced throughout the school day.

Area	Respect	Responsibility	Resilience
Classroom	Listen to others	Be ready to learn	Keep trying

Area	Respect	Responsibility	Resilience
Corridors	Walk calmly	Keep left	Follow instructions
Playground	Include others	Play fairly	Solve problems calmly
Dining Hall	Good manners	Tidy up	Try new foods respectfully
Assemblies	Listen quietly	Join in appropriately	Show self-control

Section 7 – Recognition and Rewards

At Thames View Primary School, we believe that recognising positive behaviour is one of the most effective ways of encouraging children to make positive choices. Staff actively notice, acknowledge and reinforce behaviours that reflect our values of Respect, Responsibility and Resilience.

Recognition is used to reinforce the behaviours and attitudes that help children succeed, rather than simply rewarding outcomes or achievements. Wherever possible, praise is specific so that children understand exactly what they have done well and are encouraged to repeat those behaviours.

Positive behaviour, learning and attitudes should be recognised and celebrated consistently across the school. Recognition helps pupils understand what successful behaviour looks like and reinforces the behaviours and attitudes that we want to see.

Recognition and rewards may include:

Verbal Recognition

Staff should provide specific, meaningful praise and feedback. Wherever possible, pupils should be told what they have done well so that they understand which behaviour, attitude or aspect of their learning is being recognised.

Blue Cards

Blue cards may be awarded to recognise behaviour, learning or attitudes that provide an excellent example to others. Staff should explain clearly what is being recognised.

House Points

House points may be awarded to recognise positive behaviour, good learning and positive attitudes.

Celebration Assembly Certificates

Certificates are awarded during Celebration Assemblies in both Key Stage 1 and Key Stage 2 to recognise pupils for good learning, behaviour and attitudes.

Golden Tickets

Each week, one pupil from every class may receive a Golden Ticket in recognition of their positive contribution to school life.

Golden Ticket recipients are invited to have hot chocolate with the Principal or Vice Principal and receive a book to keep.

Class-Based Rewards

Teachers may use additional class-based rewards to recognise positive behaviour, learning and attitudes. These may include:

- stickers
- activity privileges
- prizes or other rewards determined by the class teacher.

Class-based rewards may vary according to the age and needs of the pupils.

Effective Praise

Praise is most effective when it is:

- immediate
- genuine
- specific
- linked to the school's values
- focused on effort, improvement and positive choices.

Recognition should be used consistently across the school and should celebrate effort, kindness, perseverance, improvement and positive contributions to the school community as well as academic success.

Our aim is to help children develop intrinsic motivation so that, over time, they make positive choices because they understand the value and impact of those choices, rather than solely to receive rewards.

Key Principle

Rewards and recognition should be used to reinforce and celebrate positive behaviour, learning and attitudes. They should support pupils to understand the school's expectations and values, rather than simply rewarding compliance.

Section 8 – Responding to Behaviour

At Thames View Primary School, we are committed to responding to behaviour in a calm, fair and consistent manner. Our responses are designed to help children understand the impact of their behaviour, learn from their mistakes and make positive choices in the future.

Whenever behaviour falls below our expectations, staff will seek to:

- maintain the safety and wellbeing of everyone involved
- remind children of the expected behaviour
- provide opportunities for children to regulate and make better choices
- investigate incidents fairly where appropriate
- apply proportionate consequences when required
- restore relationships and support children to return successfully to learning.

Staff respond professionally and avoid confrontation, recognising that calm adults help children regulate their emotions more effectively.

Where behaviour requires a response, we aim to follow the principles below:

1. Remind

Children are reminded of the expected behaviour using calm, clear and consistent language. Staff will provide opportunities for children to correct their behaviour independently wherever possible.

2. Support

Where appropriate, staff may use strategies such as visual behaviour supports, movement breaks, emotional regulation strategies, or quiet conversations to help children make positive choices.

3. Investigate

Where behaviour continues or an incident is more serious, staff will establish the facts before deciding how to respond. Children will be given the opportunity to explain what has happened, alongside the views of others involved where appropriate.

4. Consequence

Where behaviour has fallen below expectations, an appropriate and proportionate consequence will be applied. Consequences are intended to support learning, promote accountability and maintain the safety and wellbeing of the school community.

5. Restore

Following any consequence, staff will support children to repair relationships, reflect on their behaviour and successfully return to learning.

Visual Behaviour Supports

To help children recognise and reflect upon their behaviour, Thames View Primary School uses a visual colour card system.

The colour cards provide children with clear, consistent feedback about whether their behaviour is meeting the school's expectations. They are intended to support self-regulation, reflection and positive behaviour change.

The colour cards are not consequences in and of themselves. Instead, they act as visual indicators that help children understand when they need to make a different choice. Where behaviour improves, children are encouraged to return to positive behaviour and continue learning successfully.

Where behaviour continues to fall below expectations, or where an incident is sufficiently serious, staff will investigate the incident and determine an appropriate response in line with this policy.

Section 9 – Behaviour Response Process and Colour Cards

Stage	Purpose	Adult Response
Expected Behaviour	Behaviour meets school expectations.	Recognise, praise and reinforce positive behaviour.
Reminder	Behaviour begins to fall below expectations.	Calm reminder of the expected behaviour. Give the child an opportunity to make a better choice.
Visual Reminder	Behaviour continues despite a reminder.	Move the child's colour card as a visual prompt. Explain the expected behaviour and allow time for reflection and improvement.
Further Response	Behaviour continues or becomes more serious.	Investigate the incident where appropriate. Apply a proportionate consequence and record or inform parents where required.
Serious Incident	Behaviour places others at risk or is significantly below expectations.	Immediate leadership involvement. Investigation. Appropriate consequence, including internal suspension or suspension where necessary.

Every behaviour incident should follow the same core principles:

Remind → Support → Investigate → Consequence → Restore

Using the Colour Card System

Thames View uses a visual colour card system to provide pupils with clear feedback about their behaviour. Colour cards are visual supports and are not consequences in themselves.

Blue recognises an excellent example of behaviour, learning or attitude.

Green indicates that behaviour is meeting expectations.

Yellow indicates that behaviour needs to change.

Red indicates that further adult response is required.

Any consequence is determined separately and proportionately in response to the behaviour itself. Full guidance is provided in Appendix 2.

Determining Consequences

Consequences are not determined by the colour card itself.

When deciding upon an appropriate consequence, staff will consider:

- the nature and seriousness of the behaviour
- the age and stage of development of the child
- any relevant SEND or reasonable adjustments
- whether the behaviour was deliberate or impulsive
- previous incidents or patterns of behaviour
- the impact on others
- whether the child has taken responsibility and engaged in restorative actions.

- Consequences may include:
- completing missed learning at break or lunch time.
- repairing or replacing damaged property
- missed social time
- parent or carer communication
- leadership involvement
- internal suspension
- suspension, where appropriate and in line with statutory guidance.

Following any consequence, children will be supported to restore relationships and return positively to learning.

The purpose of the Behaviour Response Process is not simply to change behaviour in the moment, but to teach children the knowledge, skills and self-regulation needed to make positive choices independently over time.

Section 10 – Responding to Serious Behaviour

While the vast majority of behaviour incidents can be resolved through positive relationships, clear expectations and proportionate responses, there are occasions when behaviour requires an immediate or more significant response.

The safety and wellbeing of pupils, staff and visitors will always be our first priority.

Serious behaviour includes, but is not limited to:

- physical assault or violence towards another pupil or adult
- behaviour that places the safety of others at risk
- deliberate damage to property
- discriminatory behaviour, including racist, sexist, homophobic, biphobic, transphobic or disability-related incidents
- bullying
- sexualised behaviour or sexual harassment
- possession of prohibited items
- leaving supervision or the school site without permission
- behaviour that significantly disrupts learning despite repeated support and intervention.

Immediate Response

Where serious behaviour occurs, staff will:

- ensure the immediate safety of all those involved
- seek support from senior leaders *where required*
- allow those involved time and space to regulate if necessary
- separate pupils where appropriate
- preserve the integrity of any investigation.

Investigation

Following a serious incident, the school will carry out a fair and proportionate investigation by SLT.

This may include:

- speaking to those involved
- obtaining witness accounts
- reviewing CCTV where available
- considering previous patterns of behaviour
- considering the age, understanding and individual needs of those involved.

Decisions will be made on the balance of probabilities and will take account of all available information.

Consequences

Following investigation, an appropriate consequence will be applied.

This may include:

- loss of playtime
- loss of privileges
- internal suspension
- suspension
- permanent exclusion in the most serious cases or where there have been persistent breaches of the Behaviour Policy.

Consequences will always be proportionate, lawful and in line with statutory guidance.

Recording and Communication

Serious incidents will be:

- recorded using the school's agreed recording systems
 - shared with parents or carers as appropriate
 - monitored by senior leaders to identify patterns and determine whether further support or intervention is required.
-

Restoration

Following any serious incident, the school will work with the child and their family to support a successful return to learning.

This may include:

- restorative conversations
- reintegration meetings
- behaviour targets
- additional pastoral support
- referrals to external agencies where appropriate.

Our aim is always to help children understand the impact of their behaviour, repair relationships where possible and successfully reintegrate into school life.

Serious Behaviour Process

Where behaviour presents a significant concern, staff should follow the school's agreed response:

Make Safe → Regulate → Investigate → Decide → Consequence → Restore

Behaviour motivated by prejudice or discrimination against a protected characteristic will always be taken seriously. Such incidents will be investigated thoroughly, recorded appropriately and responded to in accordance with this policy and the Equality Act 2010.

Section 11 – Reasonable Adjustments and SEND

At Thames View Primary School, we recognise that some pupils require additional support to meet our behaviour expectations. We are committed to making reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), medical needs or other identified vulnerabilities, enabling them to participate fully in school life.

Reasonable adjustments are intended to help pupils access the same high expectations as their peers. They do not remove expectations for positive behaviour or prevent appropriate responses where behaviour falls below those expectations.

Adjustments will be tailored to the individual child and may include:

- adapted communication strategies
- visual timetables, prompts or behaviour supports
- sensory or movement breaks
- planned regulation opportunities
- alternative workspaces where appropriate
- additional processing time
- personalised behaviour or support plans
- access to trusted adults
- adapted transitions or routines.

Staff will consider the individual needs of each child when responding to behaviour. Where behaviour may be linked to an identified need, staff will seek to understand the underlying cause and provide appropriate support while maintaining clear expectations and boundaries.

For some pupils, behaviour may indicate that additional assessment or intervention is required. In these cases, school staff will work collaboratively with parents, carers and external professionals to identify appropriate strategies and support.

Where appropriate, individual Behaviour Support Plans, Risk Assessments or Positive Handling Plans will be developed and reviewed regularly in partnership with parents and relevant professionals.

Supporting Pupils with Additional Needs

Where behaviour may be linked to an additional need, staff should adopt a graduated approach:

Identify Need → Make Adjustments → Teach → Support → Review

Supporting Positive Behaviour

Where a child experiences ongoing difficulties with behaviour, the school will adopt a graduated approach, which may include:

- increased monitoring
- targeted pastoral support
- restorative work
- personalised behaviour targets
- mentoring or emotional wellbeing support
- involvement of the SENDCo
- referrals to external agencies where appropriate.

Our aim is always to understand barriers to success, reduce the likelihood of repeated incidents and enable every child to experience success within the school community.

We recognise that fairness does not always mean treating every child in exactly the same way. Fairness means providing each child with the support they need to achieve the same high standards, while ensuring the safety, wellbeing and learning of the whole school community remain paramount.

Section 12 – Bullying, Discrimination and Prejudice-Related Incidents

Thames View Primary School is committed to providing a safe, inclusive and respectful environment where every child feels valued and protected. Bullying and discriminatory behaviour are never acceptable and will always be taken seriously.

All reports of bullying or prejudice-related behaviour will be investigated promptly, fairly and sensitively.

Bullying

The school adopts the definition of bullying as:

The repetitive, intentional harming of one person or group by another person or group, where there is an imbalance of power.

Bullying may be:

- physical
- verbal
- emotional
- social
- online (cyberbullying)
- prejudice-related.

Not all friendship difficulties, disagreements or one-off incidents constitute bullying. However, all concerns raised by pupils, parents or staff will be taken seriously and investigated appropriately.

Discrimination and Prejudice-Related Behaviour

The school will not tolerate behaviour that discriminates against or targets an individual because of a protected characteristic.

This includes, but is not limited to:

- racist behaviour or language
- sexist behaviour
- homophobic or biphobic behaviour
- transphobic behaviour
- disability-related discrimination
- discrimination relating to religion or belief.

Such incidents will be investigated thoroughly, recorded appropriately and responded to in accordance with this policy and the Equality Act 2010.

Responding to Concerns

Where bullying or discriminatory behaviour is reported, the school will:

- ensure the immediate safety and wellbeing of those involved
- investigate the concern fairly and objectively
- listen to all parties involved
- inform parents or carers where appropriate
- record the incident using the school's agreed recording systems
- apply appropriate consequences
- provide support for both the person affected and the child displaying the behaviour

- monitor the situation to prevent recurrence.

Where appropriate, restorative approaches may be used once the investigation has concluded and where this is considered to be in the best interests of those involved.

Supporting Pupils

The school recognises that both those who experience bullying and those who display bullying behaviour may require additional support.

Support may include:

- pastoral support
- restorative conversations
- behaviour support plans
- emotional wellbeing support
- referrals to external agencies where appropriate.

Our priority is to ensure that all pupils feel safe, respected and able to participate fully in school life.

Every reported incident will be considered on its own merits. The school will carefully establish the facts before determining whether the behaviour meets the definition of bullying or constitutes a prejudice-related incident.

Our Response

Every report follows the same process:

Report → Investigate → Record → Inform → Consequence → Support → Monitor

Appendices

Appendix 1 – Thames View Behaviour Response Processes

The following processes provide a quick reference for staff. Full guidance is contained within the main Behaviour Policy.

Everyday Behaviour

Remind → Support → Investigate → Consequence → Restore

Use calm reminders and appropriate support to help pupils make positive choices. Where necessary, establish the facts, apply a fair and proportionate consequence and support the pupil to repair relationships and return successfully to learning.

Serious Behaviour

Make Safe → Regulate → Investigate → Decide → Consequence → Restore

Prioritise the safety and wellbeing of those involved. Allow time for regulation where necessary, establish the facts fairly and determine an appropriate response before supporting successful restoration and reintegration.

Bullying and Discrimination

Report → Investigate → Record → Inform → Consequence → Support → Monitor

Take all concerns seriously, establish the facts fairly, record and communicate the incident appropriately, apply any necessary consequence and provide ongoing support and monitoring.

SEND and Additional Needs

Identify Need → Make Adjustments → Teach → Support → Review

Identify potential barriers to success, make appropriate reasonable adjustments, explicitly teach expected behaviours and provide targeted support. Review the effectiveness of support and adjustments regularly.

Our Shared Approach

Clear Expectations → Calm Adults → Fair Responses → Appropriate Support → High Expectations → Successful Reintegration

Our aim is not simply to manage behaviour in the moment, but to help every child develop the knowledge, skills and self-regulation needed to make positive choices independently over time.

Appendix 2 – Colour Card System

The colour card system provides pupils with clear, consistent and visual feedback to help them understand and manage their behaviour.

It is intended to support reflection, self-regulation, positive behaviour change and the recognition of excellent behaviour and learning.

Key Principle

Colour cards are visual behaviour supports. They are not consequences in themselves.

A change of colour provides feedback about a pupil's current behaviour or recognises excellent behaviour or learning. Where behaviour requires a consequence, this will be determined separately, taking account of the individual circumstances of the incident.

Blue – Excellent Behaviour or Learning

A pupil may receive a **Blue card** to recognise behaviour, learning or attitudes that go beyond everyday expectations and provide an excellent example to others.

This may include:

- excellent effort, focus or engagement
- exceptional resilience when facing challenge
- outstanding kindness, respect or responsibility
- a significant positive contribution to the class or wider school
- acting as an excellent role model
- sustained improvement in behaviour, learning or attitude.

Staff should explain clearly what is being recognised.

Green – Meeting Expectations

All pupils begin on **Green**, showing that they are ready to learn and meeting the school's expectations.

Pupils should receive positive recognition for demonstrating **Respect, Responsibility and Resilience**, including through:

- following instructions
- participating positively in learning
- treating others with respect
- taking responsibility for actions and belongings
- showing resilience when learning is challenging

- responding positively to feedback and reminders.

Green is a positive place to be. It represents pupils meeting the expectations of the school.

Yellow – Behaviour Needs to Change

A pupil may move to **Yellow** when their behaviour continues to fall below expectations after a clear reminder and appropriate opportunity to make a better choice.

A Yellow card is not a consequence. It is a visual prompt to reflect, regulate and make a positive change.

The adult should explain the reason for the move, remind the pupil of the expected behaviour, provide support where needed and recognise positive changes.

Examples may include repeated low-level disruption, continuing to distract others, failing to follow a reasonable instruction, inappropriate language or misuse of equipment.

Red – Further Adult Response Required

A pupil may move to **Red** when behaviour continues despite reminders and support, or where an incident requires an immediate further response.

A Red card is not a consequence. It indicates that further adult consideration is required, which may include:

Investigate → Decide → Consequence → Restore

Examples may include persistent disruption, repeated refusal to follow reasonable instructions, significant property damage, physical aggression, serious verbal abuse or threatening behaviour, discriminatory or prejudicial behaviour, leaving a supervised area without permission or other behaviour requiring leadership involvement.

Serious incidents may require investigation before any consequence is determined.

Returning to Green

The colour card system helps pupils recognise when their behaviour needs to change and supports them to return successfully to expectations.

A pupil should return to **Green** when they have demonstrated readiness to do so. This may include regulating their emotions, responding positively to support and demonstrating the expected behaviour.

Staff should acknowledge and reinforce the positive change.

The colour card represents a pupil's current behaviour, not their identity or character.

Using the Colour Card System Consistently

Colour cards should be used calmly and consistently, without unnecessary public attention. Staff should explain expectations, provide appropriate opportunities for pupils to make positive changes and consider individual needs and reasonable adjustments.

The colour card system does not replace professional judgement. Staff should always consider the context, seriousness of the behaviour, age and individual needs of the pupil.

Colour	What it communicates	Adult response
Blue	Behaviour, learning or attitude is an excellent example	Recognise and celebrate the specific behaviour or learning
Green	Behaviour is meeting expectations	Recognise and reinforce positive behaviour
Yellow	Behaviour needs to change	Remind, support and provide an opportunity to make a better choice
Red	Further adult response is required	Investigate where appropriate and determine the next steps

Remember: The colour card is a visual support. It communicates the pupil's current behaviour or provides positive recognition. Any consequence is determined separately and proportionately in response to the behaviour itself.

Appendix 3 – Examples of Consequences

Consequences are intended to provide a proportionate response to behaviour that falls below the school's expectations. They should be applied fairly, taking account of the nature and seriousness of the behaviour, the individual circumstances of the incident and any relevant additional needs or reasonable adjustments.

The examples below are intended as guidance and are not exhaustive. Consequences should not be applied automatically or according to a fixed tariff.

Behaviour	Possible consequences
Low-level disruption	Reminder and opportunity to correct behaviour; where further action is required, completion of missed learning or loss of a proportionate amount of social time
Repeated disruption	Completion of missed learning; loss of a proportionate amount of social time
Failure to follow reasonable instructions	Completion of the required task; loss of a proportionate amount of social time

Behaviour	Possible consequences
Deliberate damage to property	Repairing or contributing towards the repair or replacement of damaged property; loss of a proportionate amount of social time
Inappropriate or disrespectful language	Loss of a proportionate amount of social time
Physical aggression or deliberately causing physical hurt	Loss of social time; internal suspension; suspension where appropriate and in line with statutory guidance
Serious or persistent behaviour	Internal suspension; suspension where appropriate and in line with statutory guidance

Appendix 4 – Restorative Questions

For pupils:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How do you think they feel?
- What needs to happen to put this right?
- What will you do differently next time?

For adults:

- Has everyone been heard?
- Has the behaviour been investigated fairly?
- Is the consequence proportionate?
- Has the child been supported to restore relationships?

Appendix 5 – Recording, Reporting and Escalating Behaviour

This appendix provides guidance for staff on when behaviour incidents should be recorded, communicated, monitored or escalated.

Staff should respond to incidents in accordance with the Behaviour Policy and use professional judgement when considering the individual circumstances of each situation.

Incident → Respond → Record → Inform → Monitor → Escalate where necessary

Recording Behaviour on Arbor

Behaviour incidents requiring a formal school record should be recorded on Arbor as soon as reasonably possible.

Records should be clear, factual and objective. They should enable another member of staff to understand what happened, what was done and what happened next.

Behaviour records may include:

- repeated or significant disruption to learning
 - incidents involving aggression or physical behaviour
 - serious refusal or defiance
 - discriminatory or prejudicial language or behaviour
 - damage to property
 - serious verbal incidents
 - incidents requiring leadership involvement
 - incidents resulting in a significant consequence
 - repeated behaviour indicating an emerging pattern.
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Writing Effective Behaviour Records

Staff should use the following structure:

What → Where → When → Who → Why → Actions Taken

What – Describe the behaviour and actions clearly and factually.

Where – Record where the incident took place.

When – Record when the incident occurred, for example during a lesson, at breaktime or lunchtime.

Who – Record those involved or who witnessed the incident.

Why – Include relevant context or known triggers where appropriate. Do not make assumptions or present opinions as fact.

Actions Taken – Record how the incident was responded to and any outcome.

When recording behaviour, staff should:

- record facts rather than opinions
 - use clear, professional language
 - distinguish between what was seen or heard and what was reported by others
 - avoid labels without describing the behaviour that led to that judgement
 - include relevant context without making assumptions about a child's motivation
 - record actions and outcomes, not simply the behaviour itself.
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Recording Principles

When recording behaviour, staff should:

- record facts rather than opinions
- use clear, professional language
- distinguish between what was seen or heard and what was reported by others
- avoid labels such as "rude", "naughty" or "aggressive" without describing the behaviour that led to that judgement
- include relevant context without making assumptions about a child's motivation
- record actions and outcomes, not simply the behaviour itself.

A good behaviour record should enable another adult to understand what happened, what was done and what happened next.

Recording Safeguarding Concerns on CPOMS

CPOMS is used for safeguarding concerns only.

Where an incident gives rise to a safeguarding concern, staff must follow the school's Safeguarding and Child Protection procedures and record the concern on CPOMS.

Behaviour concerns should not be recorded on CPOMS unless they have a safeguarding element.

Where staff are unsure whether an incident raises a safeguarding concern, they should seek advice from a Designated Safeguarding Lead or member of the safeguarding team.

Informing Parents and Carers

Parents and carers should be informed when an incident is sufficiently significant that they need to be aware of it or where school and home need to work together to support the child.

Where a pupil receives a red card, the class teacher or member of staff leading the incident should contact the pupil's parent or carer on the same day. This should normally be through a telephone call or face-to-face conversation at the end of the school day. The communication should explain what happened, the consequence that was applied and any next steps.

Parents and carers should also be informed about:

- significant or serious behaviour incidents
- physical aggression or behaviour resulting in injury
- discriminatory or prejudicial incidents
- significant damage to property
- repeated behaviour concerns
- behaviour that may require ongoing monitoring or additional support.

Communication should be timely, factual and proportionate.

Staff should not routinely contact parents about every low-level incident. However, repeated low-level concerns should be communicated where they indicate an emerging pattern or require support from home.

Staff Responsibility and Escalation

Teachers and staff are expected to manage routine behaviour incidents in line with the Behaviour Policy. **Behaviour incidents should not automatically be referred to the Behaviour Lead or a member of the Senior Leadership Team simply because a pupil has received a red card.**

Staff should use professional judgement to investigate the incident, determine an appropriate response and communicate with parents where required.

The Behaviour Lead or Senior Leadership Team should be involved where:

- an incident is serious or presents an immediate risk to the safety of pupils or staff
- physical violence or fighting has occurred
- behaviour is significantly beyond the school's normal behaviour response process
- an incident may require a significant consequence
- behaviour is persistent despite appropriate support and intervention
- staff require additional support or guidance.

Where possible, behaviour should be managed at the appropriate level by the member of staff dealing with the incident. Senior leaders provide support and oversight but are not expected to manage every behaviour incident.

Lunchtime Behaviour Incidents

Behaviour incidents occurring at lunchtime should normally be dealt with in the first instance by the adult supervising the pupil at the time.

Following the incident, the adult who dealt with the matter should report the incident to the pupil's class teacher. The class teacher will then determine whether further action is required, including any further consequence. The class teacher must take the lead in communication with parents or carers about the incident.

The adult dealing with the incident in the first instance is responsible for recording the incident on **Arbor**.

More serious incidents should be referred directly to a member of the Senior Leadership Team. In these circumstances, the senior leader will determine the appropriate response and, where necessary, communicate with parents or carers.

Behaviour Monitoring

Behaviour monitoring should be considered where concerns are repeated or a pattern is emerging. This may include reviewing Arbor records to identify patterns, triggers and effective strategies, setting behaviour targets and reviewing progress with the child and, where appropriate, their parents or carers.

The purpose of behaviour monitoring is to identify barriers to success and determine whether additional support or adjustments are required.

Risk Assessments

A behaviour risk assessment should be considered where behaviour presents a foreseeable or ongoing risk to the child or others, including repeated physical aggression, serious or escalating behaviour, injury, persistent attempts to leave supervision or significant property damage.

The assessment should identify risks, known triggers, strategies to reduce risk, appropriate adult responses and actions in the event of an incident. It should be reviewed regularly and following any significant change or serious incident.

Considering External Agency Support

External agency support should be considered where the school's existing strategies and interventions are not sufficient to meet a child's needs.

This may include situations where:

- behaviour is persistent or escalating despite sustained support
- there are concerns regarding underlying additional needs
- specialist advice is required to understand or respond to behaviour
- there is a significant impact on the child's education, wellbeing or relationships
- there is an ongoing risk to the child or others.

Any referral or request for external support should be considered in partnership with parents or carers and relevant school staff, unless safeguarding procedures require a different approach.

Recording, Reporting, Escalating - At a Glance

Situation	Action
Routine or significant behaviour incident requiring a formal record	Record on Arbor
Incident raises a safeguarding concern	Record on CPOMS and follow safeguarding procedures
Significant incident or emerging pattern	Inform parents/carers where appropriate
Serious, persistent or escalating behaviour	Involve SLT
Repeated incidents or an emerging pattern	Begin behaviour monitoring
Foreseeable or ongoing risk to self or others	Consider a behaviour risk assessment

Situation	Action
School-based support is insufficient	Consider external agency support

Key Principle

Recording is not simply an administrative task. Accurate records help the school identify patterns, understand behaviour, assess risk and ensure that pupils receive the right support at the right time.