

Approved by:		**Date:** November 2026
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1. Introduction & Vision

At St. Helen's, we prepare our pupils for the adventures life brings. By fostering respect, curiosity, and teamwork, we aim to nurture individuals who will contribute positively to their community and the wider world.

Our vision is rooted in Christian principles, inspired by Matthew 7: 25-27:

"The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundations on the rock."

Our vision

Our school, together with family, church and community, offers a stable rock for learning resilience and aspiration as we travel through life. We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in its fullness. We believe that all pupils have the right to learn, play and grow in a supportive, caring and safe environment. This includes classrooms, corridors, worship, breaktimes, lunchtimes, visits, clubs and all other times when pupils are representing their school.

Praise is central to our culture. Children should be noticed for doing the right thing, celebrated for their efforts and encouraged to make positive choices. Adults have a responsibility to model the behaviour we expect, teach routines clearly, recognise positive behaviour frequently and **guide** pupils when they need support.

Children learn to make positive choices. These choices are taught, practised and reinforced through the consistent framework set out in this policy. Where behaviour falls below our expectations, adults will respond calmly, fairly and consistently. The purpose of any consequence is to protect the right of all pupils to learn and feel safe, while helping the pupil to reflect, repair and make better choices in the future.

This policy is rooted in high expectations, positive relationships and consistency. It is designed to help every member of staff understand the steps they must follow, so that pupils experience a clear and predictable approach across the whole school.

2. Aims

This policy aims to:

2.1 Set out a clear and consistent approach to behaviour, relationships, rewards and consequences across the whole school.

2.2 Ensure that pupils, staff, parents, carers and governors understand the behaviour expectations at St. Helen's.

2.3 Make clear that our expectations apply in classrooms, corridors, collective worship, breaktimes, lunchtimes, clubs, visits, residentials, journeys to and from school and whenever pupils are representing the school.

2.4 Promote a positive culture where praise is used frequently and consistently to recognise pupils who demonstrate our school rules, routines and values.

2.5 Protect the right of all pupils to learn, play and feel safe and the right of all staff to teach and work in a calm, orderly environment.

2.6 Define behaviour that falls below our expectations, including low-level disruption, unsafe behaviour, bullying, discrimination, sexual harassment and serious incidents.

2.7 Set out a graduated response to behaviour, so that staff know the steps they must follow to ensure pupils experience a predictable and consistent approach.

2.8 Ensure that behaviour is recorded, monitored and analysed accurately, so that leaders can identify patterns, support pupils and communicate effectively with parents and carers.

2.9 Ensure that consequences are applied privately, fairly and proportionately.

2.10 Support pupils to reflect, repair relationships and make better choices in the future.

2.11 Recognise that some pupils may need reasonable adjustments, additional support or an individual plan in order to meet the high expectations set out in this policy.

3. Legislation, statutory guidance and linked policies

3.1 This policy is based on current legislation and statutory guidance relating to behaviour, safeguarding, equality, SEND and exclusions.

3.2 It should be read alongside:

- Department for Education guidance, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Department for Education guidance, Searching, Screening and Confiscation (July 2023)
- Department for Education statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (July 2026)
- Department for Education guidance, Restrictive Interventions, including the Use of Reasonable Force, in Schools (April 2026)
- Keeping Children Safe in Education (September 2025)
- Working Together to Safeguard Children (March 2026)
- The Equality Act 2010
- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice (January 2015)
- The Education and Inspections Act 2006
- The Education Act (2002, 2006 and 2011)
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

3.3 This policy complies with our funding agreement and articles of association.

3.4 This policy should also be read alongside the following school and Trust policies:

- Child Protection and Safeguarding Policy
- Suspensions and Permanent Exclusions Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy
- Equality Policy
- Complaints Policy
- Data Protection Policy
- Staff Code of Conduct

3.5 Any future changes to relevant legislation or statutory guidance will be applied where required.

4. Definitions

4.1 For the purpose of this policy, positive behaviour means behaviour that supports learning, safety and positive relationships. At St. Helen's, pupils are expected to be Ready, Respectful and Safe.

4.1.1 Being Ready means being *prepared* for learning, play, worship and all parts of school life.

4.1.2 Being Respectful means treating adults, other pupils, property and the school environment with care.

4.1.3 Being Safe means making choices that protect the wellbeing, dignity and safety of everyone in our school community.

4.2 Our Everyday Expectations make Ready, Respectful and Safe visible in daily school life. They are the routines pupils are taught, reminded of and praised for following. They include moving calmly around school, listening carefully, speaking politely, showing good manners, presenting themselves and their learning with care, looking after property and following adult instructions first time. **This is what we do here.**

4.3 Behaviour that falls below our expectations includes any behaviour that disrupts learning, affects safety, damages relationships or does not reflect our school rules.

4.4 Low-level disruption may include:

- Calling out or talking when an adult or pupil is speaking
- Distracting others from learning
- Not following instructions
- Refusing to begin or complete learning
- Moving around the classroom without permission
- Swinging on chairs or using furniture unsafely
- Poor presentation or lack of care with learning
- Making unkind or inappropriate comments
- Disrupting lines, transitions, collective worship or assemblies
- Running inside school or moving around school unsafely
- Rough play or unsafe behaviour at breaktime or lunchtime
- Not following routines in the dining hall, playground or shared areas
- Repeated low-level disruption is treated seriously because it affects the right of others to learn, play and feel safe.

4.5 Serious behaviour may include:

- Repeated breaches of the school rules
- Persistent disruption after adult support and consequences have been applied
- Refusal to follow reasonable adult instructions
- Verbal abuse or swearing towards another pupil or adult
- Physical aggression, fighting or deliberately hurting others
- Bullying, including online bullying
- Prejudiced or discriminatory behaviour, including racist, sexist, homophobic, biphobic, transphobic, faith-based or disability-based incidents
- Sexual harassment, sexual violence or harmful sexualised behaviour
- Online behaviour that causes harm, distress or disruption to the school community
- Theft or deliberate damage to property
- Possession, use or sharing of prohibited items
- Leaving a classroom, area or school site without permission
- Behaviour that poses a risk to the safety of the pupil, other pupils, staff or the wider school community

4.6 The examples above are not exhaustive. Staff and leaders will consider the context, severity and impact of behaviour when deciding the appropriate response. Where behaviour may indicate a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy.

4.7 Bullying, discriminatory behaviour, sexual harassment and child-on-child harm are treated as serious behaviour and are addressed in Section 11 of this policy.

4.8 Some pupils may require reasonable adjustments or additional support in order to meet the expectations in this policy. This does not mean that unsafe or disruptive behaviour is ignored. It means that adults will consider the pupil's individual needs while maintaining high expectations and protecting the safety and learning of others.

5. Roles and responsibilities

5.1 The Local Governance Body

5.1.1 The local governance body is responsible for approving this policy and monitoring its effectiveness.

5.1.2 The local governance body will hold the Headteacher to account for the implementation of this policy, including the consistency of rewards, consequences, recording, monitoring and communication with parents and carers.

5.1.3 The local governance body will receive information about behaviour patterns, suspensions, permanent exclusions, bullying, discriminatory incidents, serious incidents and the support in place for pupils whose behaviour is causing concern.

5.2 The Headteacher

5.2.1 The Headteacher is responsible for the implementation and review of this policy.

5.2.2 The Headteacher will ensure that the school environment supports positive behaviour, calm routines, clear expectations and a culture of praise.

5.2.3 The Headteacher will ensure that staff are trained to apply the policy consistently, including during lessons, transitions, collective worship, breaktimes, lunchtimes, clubs, visits and all other times when pupils are representing the school.

5.2.4 The Headteacher, supported by the Deputy Headteacher and other leaders as appropriate, will monitor behaviour information through Arbor and use this information to identify patterns, provide support, evaluate the effectiveness of the policy and report to the local governance body.

5.2.5 The Headteacher is responsible for decisions relating to suspension and permanent exclusion, in line with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.

5.2.6 The Headteacher will ensure that the school has a clear graduated approach to behaviour support. This includes the use of Ready, Respectful, Safe Monitoring Cards where pupils meet agreed behaviour thresholds or where patterns of concern indicate that closer monitoring and support are required.

5.3 The Deputy Headteacher

5.3.1 The Deputy Headteacher is responsible for supporting the Headteacher with the day-to-day implementation of this policy.

5.3.2 The Deputy Headteacher will support staff to apply the policy consistently across the school, including during lessons, transitions, collective worship, breaktimes, lunchtimes, clubs, visits and other times when pupils are representing the school.

5.3.3 The Deputy Headteacher will monitor behaviour records on Arbor, identify patterns and support staff to respond where pupils, classes or groups require additional guidance, intervention or support.

5.3.4 Where pupils meet agreed behaviour thresholds, or where a pattern of concern is identified, the Deputy Headteacher will oversee the use of a Ready, Respectful, Safe Monitoring Card. This will be used as an early intervention to help pupils understand their targets, receive regular adult feedback and improve their behaviour over time.

5.3.5 The Deputy Headteacher will ensure that monitoring cards include feedback from lessons and, where appropriate, unstructured times such as breaktimes, lunchtimes, transitions and clubs.

5.3.6 The Deputy Headteacher will support staff in responding to serious incidents, persistent disruption, bullying, discriminatory behaviour, child-on-child harm and behaviour that may indicate a safeguarding concern.

5.3.7 The Deputy Headteacher will help to ensure that communication with parents and carers is timely, proportionate and clear, including when a pupil is placed on a Ready, Respectful, Safe Monitoring Card.

5.3.8 The Deputy Headteacher will support restorative conversations, reintegration following serious incidents or suspension and the development of Personalised Behaviour Plans where needed.

5.3.9 Where appropriate, the Deputy Headteacher may work alongside the SENDCo, safeguarding team, class teachers, support staff, lunchtime supervisors, external professionals and Trust leaders to ensure that pupils receive the right balance of support, reasonable adjustment and clear expectation.

5.4 The SENDCo

5.4.1 The SENDCo will support staff to understand and respond to the needs of pupils with SEND, including pupils with social, emotional and mental health needs.

5.4.2 The SENDCo will advise on reasonable adjustments, individual support strategies and Personalised Behaviour Plans.

5.4.3 Where behaviour may be linked to an identified or possible additional need, the SENDCo will work with staff, the Deputy Headteacher, parents, carers and external professionals to identify appropriate support.

5.4.4 Reasonable adjustments will be made where required, but this does not mean that unsafe or disruptive behaviour is ignored. The school will maintain high expectations while ensuring that support is matched to the pupil's needs.

5.4.5 Where a pupil with SEND is placed on a Ready, Respectful, Safe Monitoring Card, the SENDCo will advise on any reasonable adjustments needed so that the targets and support are appropriate, accessible and clearly understood.

5.5 All staff

5.5.1 All staff are responsible for implementing this policy consistently.

5.5.2 All staff will model positive behaviour, use calm and respectful language, teach routines clearly, praise pupils frequently and apply rewards and consequences in line with this policy.

5.5.3 All staff will ensure that expectations are applied consistently in classrooms, corridors, shared spaces, collective worship, breaktimes, lunchtimes, clubs, visits and transitions.

5.5.4 All staff will record behaviour accurately on Arbor in line with the school's recording procedures.

5.5.5 Staff will contribute to Ready, Respectful, Safe Monitoring Cards where these are in place, giving clear and proportionate feedback linked to the pupil's agreed targets.

5.5.6 Where an incident raises a safeguarding concern, staff must follow Safeguarding Policy and record the concern on CPOMS. **Some incidents may require both an Arbor behaviour record and a CPOMS safeguarding record.**

5.5.7 Staff will follow agreed Personalised Behaviour Plans, risk assessments, positive handling plans and monitoring arrangements where these are in place.

5.6 Lunchtime supervisors and support staff

5.6.1 Lunchtime supervisors and support staff play an important role in securing positive behaviour during unstructured times.

5.6.2 They will use the same school rules, Everyday Expectations, language of praise and behaviour steps as other staff.

5.6.3 They will recognise and reward positive behaviour during breaktimes, lunchtimes and transitions, ensuring the culture of praise and celebration remains high throughout the school day.

5.6.4 They will communicate behaviour concerns to the class teacher or Deputy Headteacher and ensure that incidents are recorded in line with school procedures.

5.6.5 Where a pupil has a Ready, Respectful, Safe Monitoring Card that includes unstructured times, lunchtime supervisors and support staff will contribute feedback in line with the agreed process.

5.7 Parents and carers

5.7.1 Parents and carers are expected to support the school's Behaviour for Learning Policy and encourage their child to be Ready, Respectful and Safe.

5.7.2 Parents and carers should support the school's Everyday Expectations, including helping their child to attend school in the correct uniform, bring the equipment or kit needed for the school day, arrive ready to learn and understand the importance of following adult instructions.

5.7.3 Parents and carers should monitor their child's behaviour, rewards and communication through the school's agreed systems.

5.7.4 Parents and carers should inform the school of any changes in circumstances that may affect their child's behaviour, wellbeing or ability to manage the school day.

5.7.5 Parents and carers should discuss behaviour concerns with the class teacher promptly and work with school staff to support improvement.

5.7.6 Where a pupil is placed on a Ready, Respectful, Safe Monitoring Card, parents and carers will be informed of the reason for this, the targets being monitored and how school will review progress. Parents and carers will be invited to attend review meetings or check-ins at agreed points during the monitoring period. Daily check-ins may be used where this is agreed as part of the support plan.

5.7.7 Where a pupil requires a Personalised Behaviour Plan, risk assessment, positive handling plan or reintegration plan, parents and carers will be involved in the development and review of the plan wherever possible.

5.7.8 The school expects all communication between home and school to be respectful. Concerns should be raised directly with school staff so that they can be resolved constructively and in the best interests of the pupil.

5.8 Pupils

5.8.1 Pupils are expected to follow the school rules of Ready, Respectful and Safe and demonstrate our Everyday Expectations.

5.8.2 Pupils are expected to be Ready, Respectful and Safe in lessons, around school, during collective worship, at breaktimes, at lunchtimes, on visits, at clubs and whenever they are representing the school.

5.8.3 Pupils are expected to follow adult instructions first time, treat others with kindness and respect, look after property and the school environment and take responsibility for their own choices.

5.8.4 The way pupils are supported to meet these expectations will reflect their age, stage of development, communication needs and individual circumstances. This means that younger pupils, including those in Nursery and Reception, will need routines to be taught, modelled and practised regularly, with appropriate adult support.

5.8.5 Where pupils find it difficult to meet expectations, adults will support them to reflect, repair and learn how to make better choices in the future. The nature of this support may look different from Nursery to Year 6, but the aim remains the same: *to help pupils behave in a way that supports learning, safety and positive relationships*.

5.8.6 Where a pupil is placed on a Ready, Respectful, Safe Monitoring Card, they will be supported to understand their targets, receive feedback from adults and recognise the progress they are making.

6. Behaviour at St. Helen's

At St. Helen's, we believe that positive behaviour prepares the way for learning, safety and strong relationships. Our expectations are taught, practised and reinforced throughout the school day so that pupils understand what it means to be Ready, Respectful and Safe.

6.1 Our three school rules are:

6.1.1 **Ready**

Pupils are prepared for learning and school life. They listen carefully, follow adult instructions, arrive with what they need, wear the correct uniform or kit for the school day, begin learning promptly and try their best.

6.1.2 **Respectful**

Pupils treat adults, other pupils, property and the school environment with care. They use kind words, good manners and positive language. They listen to others and understand that everyone has the right to learn and feel safe.

6.1.3 **Safe**

Pupils make choices that keep themselves and others safe. They move calmly around school, use equipment and resources sensibly, keep hands, feet and objects to themselves and follow routines in classrooms, corridors, the playground and shared spaces.

6.2 Everyday Expectations

6.2.1 Our Everyday Expectations make Ready, Respectful and Safe visible in daily school life. They are the routines pupils are taught, reminded of and praised for following.

6.2.2 At St. Helen's, we expect pupils to:

- Move calmly and sensibly around school.
- Listen carefully when an adult or pupil is speaking.
- Speak politely and use positive language.
- Show good manners to adults, other pupils and visitors.
- Follow adult instructions first time.
- Take pride in their uniform, appearance and presentation of learning.
- Look after books, equipment, property and the school environment.
- Play kindly and safely at breaktimes and lunchtimes.
- Line up calmly and return from breaktimes and lunchtimes ready to learn.
- Represent the school positively on visits, at clubs, in the community and when travelling to and from school.

6.2.3 These expectations are taught explicitly, practised regularly and reinforced by all adults. The way pupils are supported to meet them will reflect their age, stage of development, communication needs and individual circumstances, while maintaining high expectations for all.

7. Praise, Rewards and Recognition

7.1 Praise is central to the behaviour culture at St. Helen's. We believe that pupils should be noticed for doing the right thing, recognised for their effort and celebrated for the contribution they make to school life.

7.2 Adults will use praise frequently and specifically. This means naming the behaviour being recognised, so that pupils understand what they have done well and are encouraged to repeat it. Praise should be linked to our school rules of Ready, Respectful and Safe, as well as to our Everyday Expectations.

7.3 Rewards are used to reinforce positive behaviour, effort, learning, attendance, kindness, responsibility and contribution to the wider life of the school. Rewards should be positive, cumulative and are never removed once they have been earned.

7.4 Pupils will earn **Dojos** for demonstrating Ready, Respectful and Safe, meeting our Everyday Expectations, showing effort in learning, maintaining strong attendance, demonstrating kindness or responsibility and contributing to the wider life of the school. Dojos should be awarded promptly and specifically, with adults making clear what behaviour, effort or contribution is being recognised.

7.5 **Dojos** build over time and contribute towards milestone **Dojo Awards**, which recognise pupils' ongoing effort, positive choices and contribution to school life. Dojo Award milestones are set out in *Appendix 1* and will be celebrated within our weekly Standout Dojos worship when pupils reach the relevant threshold.

7.6 Weekly **Standout Dojo certificates** are separate from milestone Dojo Awards. Standout Dojo certificates recognise pupils who have made a standout contribution to their class during the week, as identified by the class teacher and supporting adults.

7.7 **Attendance Dojos** may be awarded for 100% attendance over a week or term, or for meeting an agreed individual attendance target where reasonable adjustments apply.

7.8 All adults, including teachers, support staff, lunchtime supervisors and school leaders, have a responsibility to recognise positive behaviour. This includes behaviour in lessons, around school, during collective worship, at breaktimes, at lunchtimes, on visits, at clubs and whenever pupils are representing the school.

7.9 The school's reward system will be recorded through Arbor so that pupils' achievements can be recognised consistently and shared with parents and carers where appropriate.

7.10 Positive behaviour may be recognised through:

- 7.10.1 Verbal praise
- 7.10.2 Dojos
- 7.10.3 Headteacher and Deputy Headteacher awards
- 7.10.4 Special responsibilities, leadership roles or privileges
- 7.10.5 Class rewards
- 7.10.6 Star of the Week certificates

7.11 Class rewards may also be used to recognise collective effort, teamwork and positive behaviour. Class rewards should be agreed by the class teacher and should reflect the age and interests of the pupils, while remaining reasonable and inclusive.

7.12 Whole-class rewards and recognition may be recorded and celebrated through ClassDojo. This is separate from individual behaviour recording and monitoring, which will take place through Arbor.

8. Responding to Behaviour that Falls Below Expectations

8.1 The purpose of responding to behaviour that falls below expectations is to protect learning, safety and positive relationships.

8.2 Adults will respond calmly, consistently and proportionately. The aim is to bring the behaviour to a stop, help the pupil understand what needs to change and support them to make a better choice.

8.3 Behaviour can communicate a pupil's needs, feelings, understanding, stage of development or response to a situation. Adults will seek to understand what may be contributing to behaviour that falls below expectations, including unmet learning needs, communication needs, social or emotional needs, SEND, changes in circumstances, safeguarding concerns or difficulties during unstructured times.

8.4 Understanding the possible cause of behaviour does not mean that unsafe, disruptive or disrespectful behaviour is ignored. Adults will maintain high expectations and use the staged response in this policy, while also considering what support, teaching, reasonable adjustment or intervention may be needed to help the pupil improve.

8.5 Where behaviour is repeated, serious or appears to indicate an underlying need, staff will consider whether further support is required. This may include discussion with the class teacher, Deputy Headteacher, SENDCo or DSL, a Ready, Respectful, Safe Monitoring Card, a Personalised Behaviour Plan, a risk assessment, involvement of parents and carers, or support from external professionals.

8.6 This policy supports, but does not replace, strong and professional behaviour management. Adults are expected to set the scene for positive behaviour by preparing the environment, teaching routines clearly, planning smooth transitions, using clear instructions, noticing positive behaviour and ensuring that pupils understand what is expected of them.

8.7 Adults will use appropriate de-escalation strategies where behaviour begins to fall below expectations or where a pupil is becoming dysregulated. These may include calm tone of voice, reduced language, non-

verbal cues, limited choices, distraction, time to regulate, movement breaks, change of adult, visual prompts, reassurance, reminder of success or use of an agreed behaviour script.

8.8 Where a pupil has a Personalised Behaviour Plan, risk assessment or positive handling plan, staff must follow the agreed strategies within that plan. This includes any agreed dos and don'ts, known triggers, reasonable adjustments and de-escalation strategies. If the situation becomes unsafe, or if following the plan would increase the risk of harm, staff may use an alternative reasonable and proportionate response to keep the pupil, other pupils and adults safe. Any significant departure from the agreed plan should be recorded and reviewed by leaders as soon as practicable.

8.9 De-escalation does not mean avoiding consequences where these are necessary. Adults will maintain high expectations while responding in a way that reduces the likelihood of further escalation and helps the pupil return to learning, safety and positive relationships.

8.10 Consequences will be applied privately and respectfully wherever possible. We do not use public behaviour charts, visible negative recording, moving names or other systems that identify pupils' poor behaviour in front of their peers. Behaviour records will be kept privately and recorded through Arbor in line with this policy's recording procedures.

8.11 Staff should not give repeated reminders for the same behaviour. If a pupil continues to disrupt learning, behave unsafely or not follow an adult instruction after a reminder, the next stage of the behaviour system should be used.

8.12 The school uses a staged response to behaviour that falls below expectations. Pupils will usually move through the stages in order. However, serious behaviour may result in a pupil moving immediately to a higher stage.

8.13 The consequence given should reflect the behaviour, its context, the pupil's age and stage of development, any identified SEND or reasonable adjustments and the impact on others. Reasonable adjustments may affect how the policy is applied, but unsafe or disruptive behaviour will not be ignored.

8.14 Staged behaviour response

Stage	Behaviour	Adult Response	Recording and communication	Monitoring units
Reminder	A pupil is not meeting Ready, Respectful, Safe or the Everyday Expectations.	A brief, calm reminder is given. The adult names the expectation and tells the pupil what they need to do.	No formal recording.	0
Stage 1 Warning	The behaviour continues after a reminder, or the pupil does not follow a reasonable adult instruction.	A clear warning is given. The pupil is told what needs to change and what the next step will be if the behaviour continues.	The adult will keep a private note that the pupil has reached Stage 1.	0
Stage 2 Loss of Free Time	The behaviour continues after a Stage 1 warning.	The pupil loses five minutes of the next breaktime or lunchtime. This time is used for a restorative conversation with the adult.	Recorded on Arbor. Parents and carers will be able to view this on the Arbor app.	-1
Stage 3 Reset Conversation	The behaviour continues after Stage 2, or the behaviour significantly disrupts learning, play or school routines.	The pupil loses a full breaktime or an appropriate part of lunchtime. This time will be used for a reset	Recorded on Arbor. Parents and carers contacted by phone by class teacher or other relevant adult.	-2

		conversation with the class teacher or relevant adult. The conversation should help the pupil to understand which expectation was not met, how their behaviour affected learning, safety or relationships, and what needs to happen next.		
Stage 4 Leader Involvement	Behaviour is persistent, serious, unsafe, disrespectful or significantly disrupts the learning or safety of others.	The Deputy Headteacher or a senior member of staff is involved. The pupil may be removed from the classroom or playground for a fixed period to regulate, reflect and reset.	Recorded on Arbor. Parents and carers are informed, usually by class teacher or other relevant adult.	-4
Stage 5 Internal Removal	Behaviour remains serious or persistent, or the pupil needs to be removed from their usual setting for a longer fixed period.	The Headteacher or Deputy Headteacher decides the appropriate internal removal arrangement. Work, supervision and reintegration are planned.	Recorded on Arbor. Parents and carers are contacted by a senior leader.	-6
Stage 6 Suspension	Behaviour is extremely serious, unsafe, or represents a serious breach of this behaviour policy.	The Headteacher decides whether suspension is appropriate, in line with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy. A reintegration meeting will take place following suspension.	Recorded formally and on Arbor. Parents and carers are informed by the Headteacher or delegated senior leader and must attend a reintegration meeting.	N/A

8.14.1 Examples of behaviour that may lead to a reminder, warning or Stage 2 consequence include calling out, distracting others, not following instructions, moving around the classroom without permission, low-level disruption, refusal to begin learning, rough play, poor manners, inappropriate comments or not following routines.

8.14.2 Examples of behaviour that may lead to Stage 3 or above include persistent disruption, refusal to follow reasonable adult instructions, swearing, physical aggression, unsafe behaviour, discriminatory language or behaviour, bullying, child-on-child harm, damage to property, leaving an area without permission, or behaviour that places the pupil or others at risk.

8.14.3 The examples above are not exhaustive. The Headteacher and Deputy Headteacher may use professional judgement to decide the most appropriate response.

8.15 Repeated suspensions, extreme and serious incidents can lead to Permanent Exclusion. In this situation, please refer to the Suspensions and Exclusions Policy.

8.16 Scripted Language

8.16.1 Staff will use short, calm and consistent language when responding to behaviour. Correction should be clear and should not become a debate.

8.16.2 Examples of scripted language include:

Reminder
"At St. Helen's, we are Ready, Respectful and Safe. I need you to [specific action]. Thank you."
Stage 1 Warning
"This is your warning. I need you to [specific action]. If this continues, the next step is Stage 2."
Stage 2 Consequence
"You have continued to [specific behaviour]. You are now at Stage 2. We will speak at breaktime or lunchtime."
Restorative conversation
"What happened?"
"Which expectation was not met?"
"Who has been affected?"
"What needs to happen now?"
"What will you do differently next time?"

8.16.3 Staff should avoid lengthy public correction, sarcasm, raised voices, repeated warnings, unnecessary attention to negative behaviour or language that escalates the situation.

8.17 Breaktimes, lunchtimes and unstructured times

8.17.1 The school rules of Ready, Respectful and Safe apply during breaktimes, lunchtimes, transitions, clubs, visits and all unstructured times.

8.17.2 Lunchtime supervisors and support staff will use the same staged response as other adults. They will give reminders and warnings where appropriate, recognise positive behaviour and communicate concerns to the class teacher or Deputy Headteacher.

8.17.3 Where behaviour at breaktime or lunchtime reaches Stage 2 or above, the incident will be recorded on Arbor by the relevant adult or passed to the class teacher, Deputy Headteacher or admin member of staff to record.

8.17.4 Consequences at unstructured times may include time away from a game or activity, walking with an adult, completing a restorative conversation, loss of part of a later breaktime or lunchtime, or senior leader involvement.

8.17.5 Where a pupil regularly finds breaktimes, lunchtimes or transitions difficult, staff will consider whether additional support is needed. This may include a Ready, Respectful, Safe Monitoring Card, a planned role or responsibility, a named adult, adjusted play arrangements, social skills support, a Personalised Behaviour Plan or further involvement from the SENDCo.

8.18 Fresh start and follow-up

8.18.1 Pupils should be given a fresh start after a consequence has been completed. A fresh start does not mean that records are ignored. Behaviour records will still be used to identify patterns and provide support.

8.18.2 Restorative conversations should usually take place after the pupil is calm and ready to talk. They should be brief, purposeful and focused on reflection, repair and the next positive choice.

8.18.3 If a pupil refuses to complete a consequence, refuses to attend a restorative conversation or continues to disrupt after a consequence has been given, the behaviour may move to the next stage.

8.18.4 Where behaviour suggests a safeguarding concern, staff must follow the Safeguarding Policy and record the concern on CPOMS. Some incidents may require both an Arbor behaviour record and a CPOMS safeguarding record.

9. Monitoring, Intervention and Support

9.1 Behaviour information will be monitored through Arbor. This allows leaders to identify patterns, respond to concerns early and evaluate the impact of support.

9.2 The purpose of monitoring behaviour is not to label pupils; it is to understand what is happening, identify where support is needed and help pupils improve.

9.3 Behaviour records will be reviewed regularly by the Headteacher, Deputy Headteacher and other relevant staff. This may include reviewing behaviour by pupil, class, year group, time of day, location, type of behaviour, staff response and repeated patterns.

9.4 Behaviour incidents recorded on Arbor will be given an internal Monitoring Unit. This is used to support monitoring, analysis and intervention. Monitoring Units are not described to pupils as points and can be seen in the table at 8.14.

9.5 Monitoring Units will help leaders identify when a pupil may need additional support, such as a Ready, Respectful, Safe Monitoring Card, a Personalised Behaviour Plan or further involvement from the SENDCo, DSL, parents, carers or external professionals.

9.6 Ready, Respectful, Safe Monitoring Cards

9.6.1 Ready, Respectful, Safe Monitoring Cards are used where behaviour records show that a pupil requires closer monitoring, regular adult feedback and additional support to improve their behaviour.

9.6.2 A Ready, Respectful, Safe Monitoring Card is an intervention, not a punishment. The purpose is to help the pupil understand their targets, receive regular feedback, recognise success and improve their behaviour over time.

9.6.3 Monitoring Unit Totals will be reviewed weekly by the Deputy Headteacher. Senior Leaders may use their discretion for placing a pupil on a Monitoring Card, but the expected thresholds for Ready, Respectful Safe Monitoring are:

Monitoring Level	Threshold	Lead Adult	Parent/Carer involvement
Level 1 (Green)	-20 within a half-term	Class Teacher	Initial meeting. Daily Monitoring.
Level 2 (Amber)	-30 within a half-term	Deputy Headteacher	Formal meeting. Daily Monitoring.
Level 3 (Red)	-40 within a half-term	Headteacher	Formal Support Plan. Daily Monitoring.

9.6.4 A pupil may also be placed on a Ready, Respectful, Safe Monitoring Card before reaching the usual threshold where there has been a serious incident, internal removal, suspension, reintegration, or where the Headteacher or Deputy Headteacher considers that structured monitoring is needed to support improvement.

9.6.5 Level 1 Monitoring will usually be led by the class teacher. The pupil's card will be reviewed daily by the class teacher, with feedback linked to the school rules of Ready, Respectful and Safe.

9.6.6 Level 2 Monitoring will usually be led by the Deputy Headteacher. The pupil will check in with the Deputy Headteacher daily, or at agreed points during the day, so that progress can be reviewed and support adjusted.

9.6.7 Level 3 Monitoring will involve the Headteacher. At this point, leaders will review whether further support or action is required. This may include a Personalised Behaviour Plan, SENDCo review, risk assessment, external agency involvement, adjusted provision, reintegration planning or further action in line with this policy.

9.6.8 The targets on a Ready, Respectful, Safe Monitoring Card will be linked to the school rules. Usually, a pupil will have no more than three targets at one time. These targets should be clear, achievable and understood by the pupil.

9.6.9 A Ready, Respectful, Safe Monitoring Card may include feedback from lessons, transitions, collective worship, breaktimes, lunchtimes, clubs or other unstructured times, depending on the behaviour pattern being addressed.

9.6.10 Monitoring Cards do not replace the staged behaviour response. Where behaviour falls below expectations while a pupil is on a Monitoring Card, the usual consequence will still be applied and recorded on Arbor.

9.6.11 Where behaviour improves, the pupil will be recognised for their progress and monitoring may be reduced or ended. This will usually happen when the pupil has demonstrated sustained improvement over a two-week period and no longer requires daily monitoring.

9.6.12 Where behaviour does not improve, or where Monitoring Units continue to accumulate, the pupil may move to the next level of monitoring and further support will be considered.

9.7 Personalised Behaviour Plans

9.7.1 Some pupils may need a Personalised Behaviour Plan. This may be appropriate where behaviour is persistent, serious, linked to SEND or SEMH needs, presents a risk to the pupil or others, or requires agreed reasonable adjustments.

9.7.2 A Personalised Behaviour Plan will usually be developed with the pupil, parents and carers, class teacher, SENDCo and other relevant staff. Where appropriate, external professionals may also contribute.

9.7.3 A Personalised Behaviour Plan may include:

- identified behaviours and possible triggers
- strategies that help the pupil regulate and de-escalate
- approaches that staff should avoid because they may escalate the situation
- reasonable adjustments to the school's behaviour procedures
- agreed scripts, routines or visual supports
- arrangements for breaktimes, lunchtimes, transitions or specific parts of the school day
- targets linked to an EHCP, MSP, reintegration plan or other support plan where appropriate
- how progress will be reviewed and communicated

9.7.4 Where there is a risk of harm to the pupil, other pupils, staff or property, a risk assessment will be completed. Where restrictive intervention or positive handling may be reasonably foreseeable, a positive handling plan will also be completed in line with the relevant school or Trust policy.

9.7.5 Staff working with the pupil must follow the agreed Personalised Behaviour Plan, risk assessment and positive handling plan where these are in place.

9.8 SEND, safeguarding and external support

9.8.1 Where behaviour may be linked to SEND, SEMH needs, communication needs, trauma, anxiety, attendance concerns or other individual circumstances, the SENDCo will support staff to consider appropriate provision and reasonable adjustments.

9.8.2 Where behaviour may indicate that a pupil needs help or protection, staff must follow the Safeguarding Policy. Safeguarding concerns must be recorded on CPOMS. Where the incident also requires a behaviour record, this will be recorded on Arbor.

9.8.3 Where appropriate, the school may seek advice or support from external professionals. This may include educational psychology, behaviour support, specialist teachers, health professionals, Early Help, social care, the Virtual School or other relevant services.

9.8.4 Parents and carers will be involved where behaviour patterns indicate that additional support is required. The school will work with parents and carers to understand the pupil's needs, agree support and review progress.

9.9 Transition and continuity of support

9.9.1 Behaviour information will be shared with relevant staff during transition points, including movement between classes, year groups, phases and schools.

9.9.2 Where a pupil has a Ready, Respectful, Safe Monitoring Card, Personalised Behaviour Plan, risk assessment, positive handling plan or reintegration plan, staff will ensure that key information is shared with the receiving teacher or setting.

9.9.3 Transition arrangements may include additional visits, meetings with parents and carers, pupil voice, social stories, visual supports, planned routines or familiarisation with key adults and spaces.

9.9.4 The aim of transition planning is to ensure that pupils experience consistency, predictability and the right support to meet the school's high expectations.

10. Serious Behaviour, Bullying, Child-on-Child Harm and Safeguarding Concerns

10.1 Some behaviour falls beyond the usual staged response because of its seriousness, impact or safeguarding implications. This includes behaviour that causes harm, presents a risk to safety, targets protected characteristics, involves bullying, or may indicate that a pupil is in need of help or protection.

10.2 Serious behaviour may result in immediate movement to a higher stage of the behaviour system. This may include Stage 4 Senior Leader Involvement, Stage 5 Internal Removal, suspension or, in the most serious cases, consideration of permanent exclusion in line with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.

10.3 The examples in this section are not exhaustive. The Headteacher and Deputy Headteacher will use professional judgement when deciding the appropriate response, taking account of the behaviour, context, intent, impact, age and stage of development, SEND, reasonable adjustments, safeguarding concerns and any previous patterns.

10.4 Bullying

10.4.1 Bullying is unacceptable and will be taken seriously. Bullying may include physical, verbal, emotional, online, prejudice-based or discriminatory behaviour, and is usually characterised by repetition, intent to cause harm and an imbalance of power.

10.4.2 Allegations or concerns about bullying will be investigated and responded to in line with this policy, the school's Anti-Bullying Policy and the Child Protection and Safeguarding Policy.

10.4.3 Where bullying is identified, leaders will consider the appropriate consequence, support for the pupil who has experienced harm, work with the pupil whose behaviour has caused harm, communication with parents and carers, and whether there are any safeguarding concerns.

10.5 Child-on-child harm, sexual harassment and harmful sexualised behaviour

10.5.1 Child-on-child harm, sexual harassment, sexual violence and harmful sexualised behaviour are unacceptable and will never be dismissed as banter, curiosity, part of growing up or something that pupils should simply tolerate.

10.5.2 This includes, but is not limited to, sexual comments, sexual jokes or taunting, unwanted physical contact, sexualised language, online sexual harassment, sharing or requesting nude or semi-nude images, upskirting, coercive behaviour, intimidation or behaviour of a sexual nature that causes another pupil to feel uncomfortable, unsafe or distressed.

10.5.3 Pupils are encouraged to report anything that makes them feel uncomfortable, worried or unsafe, no matter how small they feel it might be. Staff will listen carefully, respond calmly and follow the school's safeguarding procedures.

10.5.4 The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. Leaders will consider the needs and safety of all pupils involved, including the pupil who has experienced harm and the pupil whose behaviour has caused concern.

10.5.5 Incidents of sexual harassment, sexual violence or harmful sexualised behaviour may lead to consequences under this policy, but they will also be considered through the Child Protection and Safeguarding Policy. Where safeguarding thresholds are met, the concern must be recorded on CPOMS and referred to the DSL.

10.6 Discriminatory and prejudiced behaviour

10.6.1 Discriminatory or prejudiced behaviour is unacceptable. This includes behaviour or language related to race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic.

10.6.2 Incidents of discriminatory or prejudiced behaviour will be challenged, recorded and followed up. The school will consider appropriate consequences, restorative work, education, support for any pupil affected and communication with parents and carers.

10.6.3 Discriminatory incidents will be monitored by leaders and reported to the local governance body in line with the school's monitoring arrangements.

10.7 Safeguarding concerns

10.7.1 The school recognises that changes in behaviour, repeated behaviour or serious behaviour may indicate that a pupil is in need of help or protection.

10.7.2 Staff will consider whether behaviour may be linked to abuse, neglect, exploitation, domestic factors, online harm, mental health, trauma, SEND, communication needs, attendance concerns or other circumstances affecting the pupil.

10.7.3 Where behaviour raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and record the concern on CPOMS. Where the same incident also requires a behaviour record, it will be recorded on Arbor.

10.7.4 The DSL or Deputy DSL will decide whether further action is required, including Early Help, consultation with external professionals, referral to children's social care, police involvement or other safeguarding action.

10.8 Allegations made by pupils

10.8.1 All allegations made by pupils will be taken seriously and responded to in line with the Child Protection and Safeguarding Policy.

10.8.2 Where an allegation against a member of staff or another pupil is found, following appropriate investigation, to be deliberately invented or malicious, the school may respond in line with this behaviour policy.

10.8.3 The school will be careful not to discourage pupils from reporting concerns. Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, leaders will consider whether the pupil who made the allegation may need help or support, or whether the allegation may indicate a safeguarding concern.

10.8.4 The school will also consider the pastoral needs of pupils or staff who have been the subject of an allegation.

11. Behaviour Beyond the Classroom and School Site

11.1 Behaviour beyond the classroom

11.1.1 The school rules of Ready, Respectful and Safe apply throughout the whole school day. This includes classrooms, corridors, collective worship, assemblies, transitions, breaktimes, lunchtimes, clubs, visits, residentials and any other time when pupils are representing the school.

11.1.2 Behaviour beyond the classroom is treated as seriously as behaviour within lessons. Pupils have the right to feel safe, calm and respected in every part of school.

11.1.3 Staff will teach, model and reinforce expectations for movement around school, lining up, entering and leaving collective worship, using shared spaces, eating in the dining hall, using toilets appropriately and moving between activities.

11.1.4 Pupils are expected to move calmly and safely around school, follow adult instructions first time, use polite language, look after the environment and show respect to other pupils, staff and visitors.

11.2 Breaktimes and lunchtimes

11.2.1 Breaktimes and lunchtimes are important parts of the school day. Pupils are expected to play safely, include others, use kind words, follow adult instructions and treat equipment, spaces and other pupils with care.

11.2.2 Lunchtime supervisors and support staff will use the same school rules, Everyday Expectations, praise and staged behaviour response as other adults.

11.2.3 Where behaviour falls below expectations at breaktime or lunchtime, staff may use appropriate consequences. These may include time away from a game or activity, walking with an adult, a restorative conversation, loss of part of a later breaktime or lunchtime, or senior leader involvement.

11.2.4 Behaviour incidents at breaktime or lunchtime that reach Stage 2 or above will be recorded on Arbor, either by the adult involved or by an admin member of staff responsible for recording.

11.2.5 Where a pupil regularly finds breaktimes or lunchtimes difficult, staff will consider whether additional support is needed. This may include a Ready, Respectful, Safe Monitoring Card, a named adult, a planned role or responsibility, adjusted play arrangements, social skills support, a Personalised Behaviour Plan or involvement from the SENDCo.

11.3 Clubs, visits, events and residentials

11.3.1 Pupils are expected to follow the school rules when attending clubs, school visits, sporting events, performances, church services, residentials or any activity linked to the school.

11.3.2 When pupils are representing St. Helen's, they are expected to behave in a way that brings credit to themselves and the school.

11.3.3 Where behaviour falls below expectations during a club, visit, event or residential, staff will respond in line with this policy. The consequence will reflect the behaviour, context, safety of those involved and the practical arrangements of the activity.

11.3.4 If a pupil's behaviour during a visit, event or residential presents a risk to their own safety or the safety of others, leaders may review whether the pupil can safely continue with the activity. Parents and carers may be contacted, and additional support or alternative arrangements may be considered.

11.3.5 Where there are known behaviour concerns before a visit, event or residential, staff will consider whether a risk assessment, additional adult support, reasonable adjustments or a Personalised Behaviour Plan are required.

11.4 Off-site behaviour

11.4.1 Consequences may be applied where a pupil's behaviour falls below expectations off-site when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- identifiable as a pupil of the school
- representing the school in the community or at another setting

11.4.2 Consequences may also be applied where off-site behaviour, including online behaviour, could:

- affect the orderly running of the school
- pose a threat to another pupil, member of staff or member of the public
- affect the safety or wellbeing of the school community
- damage the reputation of the school

11.4.3 Any consequence for off-site behaviour will be reasonable, proportionate and considered in relation to the circumstances. Consequences will only be given on school premises or elsewhere when the pupil is under the lawful control of a member of staff.

11.5 Online behaviour outside school

11.5.1 Online behaviour outside school may be addressed through this policy where it affects pupils, staff, learning, safety, wellbeing, relationships or the orderly running of the school.

11.5.2 This may include online bullying, discriminatory language, threats, harassment, sharing harmful content, encouraging unsafe behaviour, or online conflict that affects relationships in school.

11.5.3 Where online behaviour raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and record the concern on CPOMS. Where the same incident also requires a behaviour record, it will be recorded on Arbor.

11.6 Communication with parents and carers

11.6.1 Parents and carers will be informed where behaviour beyond the classroom or school site causes significant concern, reaches the relevant stage of the behaviour system, presents a risk to safety, or forms part of a repeated pattern.

11.6.2 The school will work with parents and carers to support pupils to meet expectations beyond the classroom and, where relevant, beyond the school site.

12. Restrictive Interventions, Searching and Confiscation

12.1 Restrictive interventions, including reasonable force

12.1.1 The school is committed to reducing the need for restrictive interventions through strong relationships, clear routines, early support, de-escalation, reasonable adjustments and effective behaviour support.

12.1.2 In some circumstances, staff may use reasonable force or another restrictive intervention where this is necessary to prevent a pupil from harming themselves or others, damaging property, causing serious disorder or creating a significant risk to safety.

12.1.3 Restrictive intervention will only be used where it is reasonable, proportionate and necessary in the circumstances. It must never be used as a punishment.

12.1.4 Staff will use de-escalation strategies wherever possible before considering restrictive intervention. These may include reduced language, calm tone of voice, limited choices, time to regulate, change of adult, use of visual prompts, movement breaks or following the strategies set out in a pupil's Personalised Behaviour Plan.

12.1.5 Where restrictive intervention is used, staff must use the minimum intervention necessary and for the shortest time possible. The safety, dignity and welfare of all pupils and adults involved must be maintained.

12.1.6 Where it is reasonably foreseeable that a pupil may require restrictive intervention, leaders will consider whether a risk assessment and positive handling plan are needed. These will be developed with relevant staff and, where appropriate, parents, carers, the SENDCo and external professionals.

12.1.7 Any significant incident involving restrictive intervention or reasonable force must be recorded using the school's agreed recording procedures and reported to parents and carers as soon as reasonably practicable.

12.1.8 Where the incident also raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and record the concern on CPOMS. Where the same incident also requires a behaviour record, this will be recorded on Arbor.

12.1.9 Following any significant incident involving restrictive intervention, leaders will consider whether further action is needed. This may include a restorative conversation, parent or carer meeting, review of the pupil's Personalised Behaviour Plan, risk assessment, positive handling plan, SEND provision, staff support or referral to external professionals.

12.2 Searching and screening

12.2.1 The school will follow current Department for Education guidance on searching, screening and confiscation.

12.2.2 Searching will only be carried out by the Headteacher or by members of staff authorised to do so, in line with statutory powers and DfE guidance.

12.2.3 Any search will be carried out respectfully and with regard to the pupil's age, dignity, privacy, SEND, communication needs, safeguarding circumstances and any known vulnerabilities.

12.2.4 Staff may search for prohibited items and any other items banned by the school where the law and DfE guidance allow this. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images and any article that staff reasonably suspect has been, or is likely to be, used to commit an offence, cause injury or damage property.

12.2.5 The school may also respond where a pupil brings an item into school that is harmful, unsafe, inappropriate, disruptive to learning or detrimental to school discipline.

12.2.6 Where a search takes place, leaders will inform parents and carers and consider whether the incident should be recorded on Arbor, and whether there are any safeguarding concerns that must be recorded on CPOMS.

12.3 Confiscation

12.3.1 Staff may confiscate items where this is necessary to maintain safety, protect learning, prevent disruption or uphold school discipline.

12.3.2 Confiscated items will be stored securely and returned to the pupil, parent or carer where appropriate. Some items may not be returned to pupils and may need to be handed to parents, disposed of safely or passed to the police, depending on the nature of the item and the circumstances.

12.3.3 Where an item is confiscated because it raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and inform the DSL or Deputy DSL.

12.3.4 The school will use professional judgement when deciding whether a confiscated item should be returned, retained, disposed of or passed to another agency. This decision will be made in line with DfE guidance, safeguarding requirements and the circumstances of the incident.

Appendix 1: **Dojos, Recognition and Awards**

Dojos are used to recognise positive behaviour, effort, learning, attendance, responsibility and contribution to the wider life of school.
Dojos are positive, cumulative and are never removed once they have been earned.
Dojos are recorded on ClassDojo so that pupils' achievements can be recognised consistently and shared with parents and carers.

Everyday recognition

Every pupil should have the opportunity to earn an **Everyday Expectations Star** each day.

Staff should avoid awarding Dojos automatically or too casually. Dojos should be meaningful and linked to clear examples of positive behaviour, effort, learning or contribution.

How children earn Dojos

Dojo categories	Dojos	Guidance
Ready to Learn	+1	Awarded when a pupil shows strong readiness for learning, such as starting promptly, listening carefully, following instructions, having the right equipment or kit and showing a positive attitude to the lesson or school day.
Respectful Conduct	+1	Awarded when a pupil demonstrates respectful behaviour towards adults, other pupils, visitors, property or the school environment.
Safe Choices	+1	Awarded when a pupil makes choices that help keep themselves and others safe, including safe movement, safe use of equipment and thoughtful behaviour in shared spaces.
Everyday Expectations	+1	Awarded when a pupil consistently demonstrates the school's Everyday Expectations. **Every pupil should have the opportunity to earn this Dojo each day.**
Effort in Learning	+1	Awarded when a pupil shows perseverance, resilience, focus, determination or improvement in their learning.
Excellent Contribution	+1	Awarded when a pupil makes a particularly thoughtful, helpful or high-quality contribution to learning, discussion, worship, group work or school life.

Dojo categories	Dojos	Guidance
Presentation and Pride	+1	Awarded when a pupil takes particular care with the presentation of their learning, uniform, appearance, resources or the school environment.
Kindness and Supporting Others	+1	Awarded when a pupil shows kindness, care, encouragement, inclusion or support towards another pupil or adult.
Responsibility and Leadership	+1	Awarded when a pupil takes responsibility, shows initiative, carries out a role well or leads others positively.
Deputy Headteacher award	+5	Awarded by a senior leader when a pupil is spotted working particularly well in class, such as during drop-ins, learning walks or visits to lessons.
Headteacher award	+5	Awarded by a senior leader when a pupil is spotted demonstrating Ready, Respectful and Safe around school, including in corridors, worship, the dining hall, transitions or the playground.
Daily attendance	+5	Awarded by a senior leader when a pupil is spotted showing pride in the school environment, resources, displays, shared spaces or outdoor areas.
100% Attendance (Weekly)	+10	Awarded when a pupil achieves 100% attendance for the week.
100% Attendance (Termly)	+20	Awarded when a pupil achieves 100% attendance for the term. Where reasonable adjustments apply, this may also be used to recognise a pupil meeting an agreed individual attendance target.

Appendix 2: **Arbor Behaviour Stages, Codes and Monitoring Units**

Behaviour incidents from Stage 2 onwards are recorded on Arbor using the following Behaviour Stage codes. These codes support consistent recording, monitoring, analysis and early intervention.

Each behaviour code is linked to a number of monitoring units. Monitoring units are used by leaders to identify patterns over time and to trigger Ready, Respectful, Safe Monitoring where thresholds are met. They are not described to pupils as points and are separate from the school's Dojos reward system.

Behaviour stage weightings

Behaviour stage	Weighting
Stage 2 Consequence	-1 monitoring unit
Stage 3 Consequence and Reset Conversation	-2 monitoring units
Stage 4 Senior Leader Involvement	-4 monitoring units
Stage 5 Internal Removal	-6 monitoring units
Stage 6 Suspension	Recorded separately as a suspension

Recording principles

Staff should select the code that best describes the main behaviour concern.

Where an incident involves more than one concern, staff should record the most serious or most significant behaviour and add brief factual context in the incident notes.

Reminder and Stage 1 Warning are not recorded on Arbor.

Stage 2 and above must be recorded on Arbor.

Where an incident raises a safeguarding concern, staff must also follow the Safeguarding Policy and record the concern on CPOMS.

Where an incident involves bullying, discriminatory behaviour, sexual harassment, harmful sexualised behaviour, serious online behaviour or child-on-child harm, staff must inform a senior leader or the DSL as appropriate, recording the detail on CPOMS.

Behaviour notes should be factual, concise and professional. They describe what happened, the response taken and any follow-up required.

Stage 2 codes: -1 monitoring unit

Behaviour code	Guidelines
S2 | Disrespectful Conduct	The pupil has continued to show rude, dismissive or disrespectful behaviour towards an adult or pupil after a reminder and warning.
S2 | Disrupting Learning	The pupil has continued to interrupt learning after a reminder and warning, for example calling out, distracting others or stopping the lesson from moving on.
S2 | Not Following Instructions	The pupil has not followed a reasonable adult instruction after a reminder and warning.
S2 | Not Following Routines	The pupil has not followed an established school routine after a reminder and warning, for example lining up, transitions, dining hall, worship or playground routines.
S2 | Not Ready to Learn	The pupil has continued to avoid, delay or refuse learning after support, reminder and warning.
S2 | Rough Play or Physical Contact	The pupil has engaged in rough play or unnecessary physical contact that has continued after adult direction or has caused concern.
S2 | Unkind or Inappropriate Language	The pupil has used unkind, inappropriate or hurtful language that requires a consequence and restorative follow-up.
S2 | Unsafe Behaviour	The pupil has continued to behave in a way that could affect their own safety or the safety of others, for example unsafe movement or unsafe use of equipment.

Stage 3 codes: -2 monitoring units

Behaviour code	Guidelines
S3 | Damage to Property or Environment	The pupil has damaged or misused school property, equipment, displays, books, the environment or another pupil's property.
S3 | Disrespectful Conduct	The pupil has shown continued or more significant disrespectful behaviour towards an adult or pupil.
S3 | Leaving Area Without Permission	The pupil has left a classroom, line, playground area, group or supervised space without permission.
S3 | Not Following Instructions	The pupil has continued not to follow reasonable adult instructions after earlier stages of the behaviour response.
S3 | Persistent Disruption	The pupil's behaviour has continued after Stage 2 or has significantly disrupted learning, play or school routines.
S3 | Physical Contact or Rough Play	The pupil has engaged in physical contact, rough play or physical behaviour that requires a full reset conversation.

Behaviour code	Guidelines
S3 | Unkind or Inappropriate Language	The pupil has used unkind, inappropriate or hurtful language that has had a significant impact or has continued after earlier intervention.
S3 | Unsafe Behaviour	The pupil's behaviour has created a more significant safety concern and requires a reset conversation.

Stage 4 codes: -4 monitoring units

Behaviour code	Guidelines
S4 | Bullying Concern	The behaviour may form part of a bullying concern and requires senior leader review and follow-up.
S4 | Damage to Property or Environment	The pupil has deliberately or seriously damaged school property, equipment, the environment or another person's property.
S4 | Discriminatory or Prejudiced Behaviour	The pupil has used discriminatory or prejudiced language or behaviour linked to a protected characteristic or prejudice.
S4 | Leaving Area Without Permission	The pupil has left an area without permission in a way that creates concern for safety, supervision or the orderly running of the school.
S4 | Online Behaviour	Online behaviour has affected pupils, staff, safety, wellbeing, relationships or the orderly running of the school.
S4 | Physical Aggression	The pupil has deliberately hurt, attempted to hurt, fought with or acted aggressively towards another pupil or adult.
S4 | Refusal to Follow Reasonable Instructions	The pupil has persistently or seriously refused to follow reasonable adult instructions, requiring senior leader involvement.
S4 | Serious Disruption	The pupil's behaviour has seriously disrupted learning, play, routines or the calm and orderly running of the school.
S4 | Sexual Harassment or Harmful Sexualised Behaviour	The pupil has used sexualised language, behaviour, contact, gestures or online behaviour that requires senior leader and safeguarding consideration.
S4 | Unsafe Behaviour	The pupil's behaviour has created a serious risk to their own safety or the safety of others.
S4 | Verbal Abuse or Swearing	The pupil has sworn at, verbally abused, threatened or used seriously disrespectful language towards another pupil or adult.

Stage 5 codes: -6 monitoring units

Behaviour code	Guidelines
S5 | Internal Removal: Bullying or Child-on-Child Harm	The behaviour is linked to bullying or child-on-child harm and requires internal removal, investigation and support for those involved.
S5 | Internal Removal: Discriminatory or Prejudiced Behaviour	The pupil has used serious discriminatory or prejudiced language or behaviour requiring internal removal and follow-up.
S5 | Internal Removal: Persistent Behaviour	The pupil's behaviour has remained persistent despite earlier stages, support and senior leader involvement, requiring internal removal.
S5 | Internal Removal: Physical Aggression	The pupil has shown physical aggression that requires internal removal, follow-up and reintegration planning.

Behaviour code	Guidelines
S5 | Internal Removal: Serious Disruption	The pupil's behaviour has seriously disrupted learning, safety or routines and requires removal from their usual setting for a fixed period.
S5 | Internal Removal: Serious Incident	A serious incident has occurred that does not fit neatly into another category but requires internal removal and senior leader review.
S5 | Internal Removal: Unsafe Behaviour	The pupil's behaviour has created a significant safety concern and internal removal is needed to regulate, reflect and reset.
S5 | Internal Removal: Verbal Abuse or Swearing	The pupil has used serious verbal abuse, swearing, threatening or intimidating language requiring internal removal.

Stage 6 suspension

Suspensions are recorded separately through the school's suspension and exclusion procedures. A suspension does not need an additional monitoring unit value.

A suspension will always trigger a reintegration meeting and Headteacher review, whether or not the pupil has reached one of the Ready, Respectful, Safe Monitoring thresholds.

Monitoring thresholds

Behaviour monitoring totals are reviewed over a rolling half-term.

Monitoring units total	Intervention
-20 monitoring units	**Level 1**: Class Teacher Monitoring
-30 monitoring units	**Level 2**: Deputy Headteacher Monitoring
-40 monitoring units	**Level 3**: Headteacher Review
Any suspension	Reintegration meeting and Headteacher review

These thresholds are used to identify when a pupil requires additional monitoring, support and intervention. They do not replace professional judgement. At the headteacher's discretion, a pupil may be placed on a Ready, Respectful, Safe Monitoring Card earlier where there has been a serious incident, internal removal, suspension, reintegration or a clear pattern of concern.

Appendix 3: **Written Statement of Behaviour Principles**

The Interim Advisory Board / Local Governance Body believes that:

- All pupils have the right to feel safe, valued and respected.
- All pupils have the right to learn in an environment free from disruption.
- All pupils, staff and visitors should be free from discrimination, harassment, bullying and intimidation.
- Staff and volunteers should model the behaviour, language and respect expected from pupils.
- Positive behaviour should be taught, practised, recognised and celebrated.
- Rewards, consequences and reasonable adjustments should be used consistently and fairly, in line with this policy.
- The school's behaviour policy should be understood by staff, pupils, parents and carers.
- Pupils should be helped to take responsibility for their actions, repair harm where appropriate and make better choices in the future.
- Families should be involved where behaviour causes concern, so that school and home can work together to support improvement.

- Suspension and permanent exclusion should only be used in line with statutory guidance and the Trust's Suspensions and Permanent Exclusions Policy.
- Violence, threatening behaviour, sexual harassment, sexual violence, bullying, discriminatory behaviour and behaviour that places others at risk will not be tolerated.