

SODBURY VALE FEDERATION

Positive Behaviour Policy

We always expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community. In line with our vision school, values are rooted in the life and teaching of Jesus Christ and we seek to demonstrate an ethos of living well together. Through our social, moral and religious education programmes we develop social and emotional aspects of learning so that pupils understand how to apply the values of forgiveness, respect, compassion, generosity, truth telling and forgiveness. in their relationships.

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2 VERSION HISTORY

Version Number	Reason for Issue	Date of Issue
01	Initial Issue For Federation	Nov 22
02	Appendix 10 added	January 24
03	Updated followed Equalities Lead review	June 24
04	Annual review	June 25
05	Updated and re-written	July 2026

3 Vision and Values

3.1 SODBURY VALE FEDERATION

At Sodbury Vale Federation, we expect the highest standards of behaviour, self-discipline and conduct from all members of our school community. We operate a cohesive and consistent approach to behaviour. In line with the vision and values of each school, these are rooted in the life and teaching of Jesus Christ, and we seek to demonstrate an ethos of living well together. Through our social, moral and religious education programmes we develop social and emotional aspects of learning so that pupils understand how to apply the values of forgiveness, respect, compassion, generosity, truth telling and forgiveness in their relationships.

3.2 ST JOHN'S MEAD

Our vision at St John's Mead is that every child should grow in wisdom, knowledge and skills so that they may flourish as unique human beings created in God's likeness, knowing that they are loved and valued with the potential to make a difference in the world.

Valuing Effort, Valuing Others, Valuing Self

3.3 HORTON

Our vision at Horton Church of England Primary School is that everyone knows that they are loved by God and learns all that they need to flourish, contributing to the good of others in the school community and the wider world.

Happy children are at the heart of all we do. By promoting respect, fostering resilience and encouraging independence, our children can reach their full potential and be fully equipped to take on life's challenges knowing they are loved and valued.

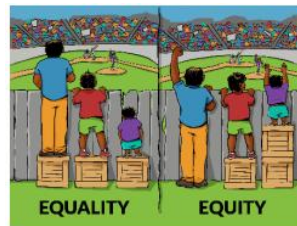
Loving, learning and flourishing together

4 Legislation and Statutory Guidance

This policy is informed by:

- Behaviour in schools' guidance (DfE, 2022)
- Suspension and Permanent Exclusion guidance (DfE, 2026)
- Equality Act 2010
- SEND Code of Practice
- Education and Inspections Act 2006

The federation ensures that behaviour policies are applied fairly, consistently and without discrimination. What is equity? In the simplest terms, it means fairness, which is not necessarily the same thing as equality. It is not about everybody getting the same thing, it is about everybody getting what they need in order to improve the quality of their situation. We do everything we can to promote positive relationships, behaviour and attitudes for every pupil.



5 Principles

Our approach is underpinned by the following principles:

- Safety – We prioritise physical and emotional safety for all pupils and staff.
- Relationships – Positive, consistent relationships are central to supporting behaviour and wellbeing.
- Understanding behaviour – We seek to understand what may be driving behaviour, recognising that it can stem from unmet needs or past experiences.
- Empowerment and voice – Pupils are supported to express their feelings, make choices, and develop a sense of control.
- Consistency and predictability – Clear routines and expectations help pupils feel secure.

We recognise that all pupils can learn to behave well with appropriate teaching, support and modelling: Sodbury Vale Federation Positive Behaviour policy will ensure:

- All adults and pupils show respect for one another
- Practices are underpinned by a sense of belonging, PACE and trauma-informed approaches
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- Good behaviour is to be expected, excellent (above and beyond) behaviour is to be rewarded and consequences to be applied consistently for inappropriate behaviour
- Pupils whose behaviour is linked specifically to their individual SEND needs will be nurtured and supported
- All members of the school community will be listened to and responded to
- All members of the school community are entitled to work and learn in a safe and secure environment
- Adults and pupils are to act as appropriate ambassadors for the school on e.g. school trips, work placements, sports events and journeys to and from school
- All school adults will model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills

- All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded.

6 School rules

Be ready, Be safe, Be respectful

These are explicitly taught, modelled and reinforced across all aspects of school life.

7 Consistent Positive Behaviour approaches

7.1 ALL STAFF WILL:

- Model the school values
- Model positive behaviours and build relationships
- Plan engaging lessons that challenge and meet the needs of all learners
- Remain calm, consistent and fair – de-escalating a situation effectively
- Follow all school expectations and policies – e.g., Pause Signal Insist
- Give first attention to best conduct
- Greet with a smile
- Recognise over and above
- Have high expectations
- Be responsible for addressing inappropriate behaviour
- Be provided with relevant training and kept informed of updates as required
- Know their responsibility and act upon issues and behaviours.

7.2 SENIOR LEADERS WILL

- Meet and greet learners at the beginning of the day and *wish learners well* at the end of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff and learners whose efforts go above and beyond expectations
- Regularly share good practice
- Support staff in managing and supporting learners, including but not limited to those with more complex negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure clear communication and follow-up behavioural incidents with staff
- Ensure effective use of CPOMS for recording behaviours and actions
- Regularly review provision for learners who fall beyond the range of written policies

7.3 PUPILS

Pupils are expected to:

- follow school rules
- take responsibility for their behaviour
- engage positively with restorative processes

7.4 GOVERNORS

The governing body will:

- review and monitor the effectiveness of this policy
- ensure statutory compliance
- support a positive behaviour culture

8 Behaviour Curriculum

At Sodbury Vale Federation, we recognise that positive behaviour is not simply expected; it is explicitly taught, modelled, and practised in the same way as any other area of the curriculum. We believe that all pupils can learn to behave well when they are given clear guidance, consistent support, and opportunities to practise and reflect.

We teach behaviour through a structured and consistent approach that ensures all pupils understand:

- What positive behaviour looks like
- Why it is important
- How to demonstrate it in different contexts

Our school rules – Be Ready, Be Safe, Be Respectful – are explicitly taught, revisited regularly, and embedded in daily practice across all areas of school life.

All staff play a crucial role in teaching behaviour by:

- Modelling calm, respectful and consistent interactions
- Demonstrating positive relationships and communication
- Showing pupils how to manage emotions and respond appropriately

Adults act as role models at all times, recognising that pupils learn behaviour through observation as well as instruction.

Clear routines are taught, practised, and reinforced to create a predictable and secure environment. These include:

- Entering and leaving the classroom
- Lining up and moving around the school
- Listening and responding during lessons
- Transitions between activities
- Playtime and lunchtime expectations

Routines are introduced, demonstrated, rehearsed, and positively reinforced, particularly at the start of the school year and after breaks.

Staff use consistent language to reinforce expectations, including reminders of school rules and positive reinforcement of desired behaviours. This consistency helps pupils understand what is expected and supports a sense of fairness and security.

Positive behaviour is actively taught and strengthened through:

- Specific verbal praise (e.g. identifying the behaviour being recognised)
- Celebration of effort and improvement
- Rewards and recognition systems

By giving “first attention to best conduct,” we ensure that positive behaviour is noticed, valued, and replicated.

Behaviour teaching is supported through our PSHE curriculum and wider provision, which develops:

- Emotional literacy
- Self-regulation skills
- Empathy and understanding of others
- Problem-solving and conflict resolution

Approaches such as Zones of Regulation, PACE, and restorative conversations help pupils understand their emotions and behaviour.

We recognise that behaviour is a form of communication. When pupils struggle to meet expectations, staff:

- Use a curious, supportive approach to understand underlying needs
- Provide additional modelling and guided practice
- Teach and rehearse alternative behaviours

This ensures that consequences are accompanied by learning, enabling pupils to improve over time. Behaviour teaching is adapted to meet the needs of all pupils, particularly those with SEND or who may have experienced trauma. This may include:

- Additional structure or visual supports
- Individualised strategies or plans
- Increased opportunities for reinforcement and practice

We ensure that all pupils are supported to successfully learn and demonstrate positive behaviour. At Sodbury Vale Federation we actively promote good manners including please, thank you, greeting all members of the school community, opening doors for others, knocking on doors and waiting, not interrupting when someone is speaking and putting up a hand to speak to an adult when appropriate. These expectations are revisited regularly in PHSE. We ask parents to always encourage good manners.

9 PACE

We follow the principles of PACE (playfulness, acceptance, curiosity and empathy) with all of our children. Playfulness- Having a light-hearted approach in response to low level behaviours.

- Acceptance- Accepting with the child that it is ok for them to be feeling upset/worried/cross
- Curiosity- wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Using phrases such as “I’m wondering if you’re feeling worried because you’re finding the work tricky...”. By providing a list of ‘I wonders’ the child when ready, will eventually start to calm and will open up about what is upsetting them.
- Curiosity is also the key to establishing what has happened if two children have had a disagreement. By using phrases such as “What’s happening here?”, “I wonder if you then got upset because he took the toy”. By wondering with the child, there is no judgement placed upon them. By finishing the conversation with “What needs to happen now?” alludes to a joint decision being made on how the problem can be resolved.
- Empathy- the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

10 Trauma-informed approach

We recognise that behaviour is a form of communication and that children’s experiences—particularly adverse or traumatic experiences—can significantly influence how they respond to situations in school. A trauma-informed approach enables staff to respond in ways that support emotional regulation, build trust, and promote positive behaviour.

Staff will:

- Recognise signs of distress or dysregulation (e.g. withdrawal, aggression, heightened anxiety) and respond calmly and consistently.
- Use a “curious, not critical” approach, asking “What has happened?” rather than “What is wrong?”

- Focus on de-escalation strategies, including:
 - calm tone and body language
 - offering space and time
 - reducing demands where appropriate
- Prioritise co-regulation before expecting self-regulation (e.g. supporting a child to calm before discussing behaviour).
- Avoid approaches that may re-traumatise (e.g. public shaming, excessive sanctions, raised voices).

Behaviour Responses

10.1 CONSEQUENCES AND RESPONSES TO BEHAVIOUR WILL:

- Be proportionate, predictable, and focused on learning rather than punishment
- Include opportunities for repair and restoration, such as restorative conversations
- Support pupils to reflect on what happened and develop strategies for future situations
- Take account of individual needs and circumstances

Environment

10.2 WE AIM TO CREATE A SCHOOL ENVIRONMENT THAT:

- Provides predictable routines and clear expectations
- Offers safe spaces where pupils can regulate emotions
- Uses visual supports, clear communication, and structured systems to reduce anxiety
- Promotes inclusion, belonging, and respect

10.3 STAFF SUPPORT AND TRAINING

- All staff receive ongoing training in trauma-informed practice
- Staff are supported to reflect on their own responses and wellbeing
- The school promotes a culture of professional curiosity and empathy

10.4 PARTNERSHIP WITH FAMILIES AND EXTERNAL AGENCIES

- We work closely with families to understand pupils' experiences and needs
- We collaborate with external professionals where appropriate to ensure consistent, coordinated support

11 Parents/Carers as Partners

Parents and carers have a vital role in promoting good behaviour in our school, therefore effective home/school liaison is important.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in the school and their parents/carers are aware of those concerns, and of the steps which are being taken in response.

The class teacher has initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to parents/carers and the Inclusion team so strategies can be discussed and agreed before more formal steps are required.

We ask parents/carers to:

- keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school

The school will:

- promote a welcoming environment
- give parents/carers regular constructive and positive comments on their child's work and behaviour
- encourage parents/carers to come into school on occasions other than parents' evenings
- keep parents/carers informed of school activities by newsletters
- involve parents/carers at an early stage when there are any concerns about their child

12 Encouraging Positive Behaviour

At Sodbury Vale Federation we create an environment where all pupils feel safe, secure and happy to learn. Sodbury Vale Federation pupils are given praise and encouragement so that everyone feels valued and respected. We create a supportive atmosphere where all pupils will be aware of how they can gain recognition for good work, effort and expected behaviour.

13 Rewards and Incentives

There will be a consistent approach across the federation in rewarding expected behaviours

St John's Mead Rewards and Incentives	Horton Rewards and Incentives
• Verbal praise • Written praise in the marking of work • Star of the Week (weekly) • Postcard sent home to parents from teachers (termly) • Highlighting success in our Celebration Worships • Referral to Head of School and Executive Headteacher • Contact with parents/carers • Sending home examples of amazing work • House Points • Above and beyond - Afternoon tea (3 x times per year for 2 children per class) with EHT and HoS	• Verbal praise • Written praise in the marking of work • Star of the Week (weekly) • Highlighting success in our Celebration Worships • Referral to Assistant Headteacher and Executive Headteacher • Contact with parents/carers • Sending home examples of amazing work • Reading certificates • House Points • Above and beyond – Afternoon tea (3 x times per year for 2 children per class) with EHT • End of Year Awards – KS1, KS2, Year 6 Arts, Year 6 Sports

14 Consequences

Unexpected and inappropriate behaviour can be addressed by all staff in school. Staff will always be fair, firm and vigilant with pupils in their care, and any unexpected/inappropriate behaviour will be dealt with calmly and consistently following our stepped approach.

Dealing with behaviours will be non-personal reflecting on the behaviour, and reassuring,

All adults may apply consequences up to but not including the level of exclusion - if applied reasonably and appropriately - following procedures outlined below.

Consequences used may include:

1. 1st step/warning – chance to change behaviour and reminder of expectations
2. 2nd step/warning – quiet word
3. 3rd step/warning – restorative approach

4. 4th step/warning - If behaviour continues child is sent to an agreed classroom with work/safe place outside the classroom
5. 5th step/warning - If disruption continues pupil to be sent to SLT

Consequences may include verbal reprimand; missing breaktime – this would be covered by the class teacher (this can also include lunchtime SLT cover, but children should always be given the appropriate amount of time to eat their lunch); sent to a different class; reflection time.

Class teacher will always follow-up with the pupil to discuss their concerns

Extra work or repeating work which is not of the standard required

Loss of privileges e.g. House Captains no longer showing our values and having repeated warnings linked to their behaviour*

*At the discretion of the Executive Headteacher.

15 Record Keeping

At Sodbury Vale we keep a variety of records concerning pupils' behaviour. These include:

- A record of behavioural incidents showing if a pupil has not amended their behaviour in response to a verbal warning. This record is used to identify behaviour patterns. This is recorded on the electronic tracking system called CPOMS
- Individual teachers will be tracking pupils who receive awards
- Records of conversations or incidents that have been addressed on CPOMS

Lunchtime supervisors will record notable incidents and pass a record to the class teacher who will then put it on CPOMS

16 Safety Intervention

At Sodbury Vale, we know behaviour is a form of communication. Dysregulation often happens when a pupil's need is not being met. We have a number of trained staff who have attended training which involves the use of verbal de-escalation techniques. Staff are able to address unexpected behaviours using verbal intervention scripts to support the pupil during this time. In addition, we have appropriate members of staff, who have attended the training involving the safe handling of children. Safety intervention is used as a last resort when there is a risk of danger, injury or damage to themselves or others. The Safety Intervention Policy will be followed at all times.

17 Fixed-term Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious sanctions and will only be used where appropriate. The school recognises that, while other behaviour strategies should normally be used first, suspension and permanent exclusion are sometimes necessary to maintain a safe and orderly environment. Permanent exclusion will only be used as a last resort.

https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf

The school follows the statutory guidance: <https://www.gov.uk/government/publications/school-exclusion>

Only the Executive Headteacher has the legal authority to suspend or permanently exclude a pupil on disciplinary grounds. The Executive Headteacher may suspend a pupil for one or more fixed periods up to a maximum of 45 school days in a single academic year, or permanently exclude a pupil where warranted.

In exceptional circumstances, a suspension may be converted into a permanent exclusion if further evidence comes to light or the seriousness of the incident warrants this.

The Executive Headteacher may also cancel an exclusion that has not yet been reviewed by the governing body, where appropriate. In such cases, all relevant parties will be informed without delay.

17.1 COMMUNICATION AND NOTIFICATION

If a pupil is suspended or permanently excluded, parents/carers will be notified without delay, both verbally and in writing. Written communication will include:

- the reason(s) for the suspension or exclusion
- the length of the suspension (where relevant)
- their right to make representations to the governing body
- how to do so

Where applicable, the school will also notify:

- the Local Authority (without delay, for all exclusions)
- the governing body
- the pupil's social worker and/or Virtual School Head (for looked-after or previously looked-after children)

Parents/carers have the right to request that the governing body reviews the decision.

A reintegration meeting will be held following any suspension. This will ideally take place on the morning of the child's return to school, this could be led by the Executive Headteacher, Head of School and/or Assistant Headteacher – it will be clearly stated in the letter.

17.2 RECORD KEEPING

The Executive Headteacher will ensure accurate records are kept of all suspensions and permanent exclusions and will monitor patterns and trends to ensure that exclusion is used appropriately and fairly

17.3 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The school will comply with its duties under the Equality Act 2010 and the SEND Code of Practice. Before making the decision to suspend or permanently exclude a pupil, the school will consider:

- whether the pupil has a recognised disability or SEND
- whether reasonable adjustments have been made
- whether the behaviour is linked to unmet needs

Where a pupil has SEND or a disability, the school will ensure that appropriate support is in place, which may include a Personalised Behaviour Plan.

Suspension or exclusion decisions for these pupils will be made on an individual basis, taking into account the support in place and the school's legal duty not to discriminate.

18 Prohibited items

It is forbidden for any pupil to bring onto the school premises the following prohibited items:

- weapons

- alcohol
- illegal drugs
- stolen goods
- tobacco products or smoking paraphernalia
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

It is an offence to have in your possession an offensive weapon in a public place.

Mobile phones to be handed in on arrival by all pupils. Pupils will not have access to their mobile phones throughout the school day. On entry to the school each pupil hands in their device to school staff and these are then collected at the end of the school day. These will be stored in a secure place which can only be accessed by adults.

The parents/carers of any pupil involved will be notified if any pupil brings any prohibited item into school. The consequence will be a fixed-term suspension. If the offence is repeated, permanent exclusion will be considered, and the police and social services will be informed. Any pupil or adult who brings an offensive weapon onto school site will be reported to the police. In the case of pupils their parents/carers will be informed immediately. If a pupil is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will be informed.

As with other consequences, confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At Sodbury Vale Federation, all adults have the authority to seize, retain or dispose of items, such as chewing gum, paper ball, rubbers etc.

All adults have the right to seize and retain but *not* dispose of items, such as mobile phones, wireless headphones, cap, rings etc. Such items must be made available for collection at the end of the school day.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Executive Headteacher or Head of School who will decide on most appropriate action to take, followed by a contact to parents/carers confirming the reasons for such action. The material may need to be stored in securely until a responsible family adult can come to retrieve them if appropriate.

A pupil might reasonably be asked to be searched and turn out their pockets or to hand over an item such as a personal music player or a mobile phone that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. *In these cases this can be done without consent, by senior leaders and same-sex requirements unless there is an immediate risk. Best practice would ensure that there are two adults present.*

In addition, under the Education Act 2011, teachers and any adult in authority in school may search children, without consent, for weapons, drugs and stolen property, if there is significant reason to believe that those items might be in the possession of a child.

19 Anti-Bullying

The school does not tolerate bullying of any kind.

Definition of bullying (including racist, sexist and homophobic bullying): 'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms'.

If we discover that an act of bullying has taken place, we aim to act quickly to stop any further occurrences of such behaviour. We take it very seriously and do everything in our power to ensure that all pupils attend school free from fear.

Please refer to the Anti-Bullying Policy for Sodbury Vale Federation.

20 Support Approaches

At the Sodbury Vale Federation we use

- zones of regulation
- flexible seating
- quiet corner/area/workstation (children will always have a space with their peers)
- movement breaks
- sensory corners
- morning welcome and check-in
- senior mental health lead – provision map
- buddies
- Sand tray, MELSA and ELSA
- Trained and trusted adults that are approachable
- PSHE

21 Appendix A

Adult behaviour	3 rules	Over and above recognition
• Calm, consistent and fair • Give first attention to best conduct • Greet with a smile • Recognise over and above • Have high expectations	Be ready Be safe Be respectful	• Praise • Dojo Point • Star of the Week (weekly) • Above and Beyond • Postcard sent home to parents from teachers (termly)

Rewarding EXCELLENT behaviour	Applying Consequences	Consequences (in private)
All adults are encouraged to reward positive behaviour through: • <i>Oral praise statements</i> • <i>Written praise in the marking of work</i> • <i>Displaying of work to build self-esteem</i> • <i>Deployment of responsibilities</i> • <i>Recording success in our Book of Values</i> • <i>Highlighting success in our Celebration Assemblies.</i> • <i>Referral to Head of School and Executive Head</i> • <i>Contact with parents/carers</i>	All adults may apply sanctions up to but not including the level of exclusion - if applied reasonably and appropriately - following procedures outlined below. Examples of Sanctions used: • Verbal reprimand • Missing breaktime (this can also include lunchtime but children should always be given the appropriate amount of time to eat their lunch) • Extra work or repeating work which is not of the standard required • Loss of privileges e.g. House Captains no longer showing our values and having repeated warnings linked to their behaviour • Removal from class or groups • Internal exclusion • Fixed term suspension* • Permanent exclusion* *Fixed term suspension and permanent exclusion are at the discretion of the Executive Headteacher.	Before consequences, adults will have undertaken numerous conversations: 1. Reminder 2. Caution 3. Last chance 4. Time out or Consequences [disrupting own or other's learning, inappropriate verbal or physical actions, series or repeated instances] Repair* through restorative questions
		Suspension and Exclusions Formal exclusion procedures will be used only as a last resort. This will be for severe offences such as in situations where conduct or violence would endanger other children or adults in the school community or where such severely disruptive behaviour would significantly interfere with the learning opportunities of others. Exclusion will also be considered in cases of malicious allegations against staff. In such cases, the school will follow the South Gloucestershire Children and Young People's guidance on exclusions.

Script

This is a way of confronting unwanted behaviour, which enables you to be clear, calm and assertive all in one. This always follows the same pattern and ends with a phrase to signal the exchange has ended. During this, there may be reference to a previous example of recognition for positive behaviour.

1. ***I've noticed that...*** (be clear about the unwanted behaviour)
2. ***I need you to...*** (reiterate desired behaviour with reference to core values if appropriate)
3. ***Thank you for listening***

Restorative questions

*This is some time to think about and reflect on what happened.

1. *What happened?*
2. *Which core value did that behaviour not show? (Be Ready, Be Safe, Be Respectful)*
3. *Explain how that behaviour was not showing that value.*
4. *What have I learned from this incident?*
5. *Why must I behave differently in the future?*

Routines

Polite interactions

Wonderful Walking

Respectful Manners

22 Appendix A

Praise Reward Recognition All staff members	Warnings Missing breaktime/lunchtimes 1 st and 2 nd warnings	Missing lunchtimes Working in another classroom	Internal seclusion	Fixed Term Suspension (FTS) Permanent Exclusion (PEX)
Expected behaviours Above and beyond	Not returning to class after break, lunchtime etc up to 5 minutes Talking during inappropriate times Running indoors Unkind comments to other children or adults Knocking chairs and resources Aggressive behaviour e.g., pushing Shouting over an adult Hitting/banging items to make a disruptive noise	Serious examples of the behaviour to the left Fighting Swearing/offensive language Racist, homophobic language used Lifting chairs or other furniture in a threatening manner Turning over chairs and tables Refusal to move from room Not returning to class after break, lunchtime etc of 5 minutes or more		Serious repeated example of the behaviours to the left Deliberately hurting/causing injury to other children and/or adults – leaving a mark/bump m Destruction of school property