



Behaviours and Consequences Protocol 2025-2026

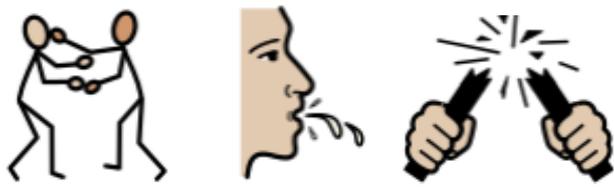
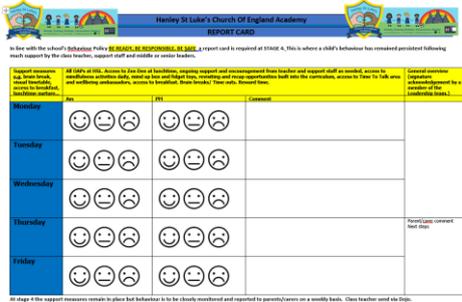
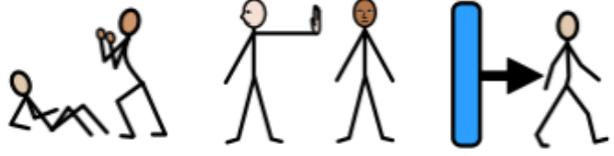
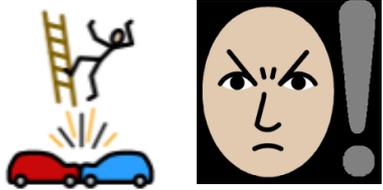
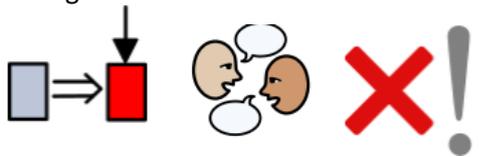
Rules	Be Ready 		Be Responsible 		Be Safe
Values	Honesty 	Courtesy 	Kindness 	Perseverance 	Respect

Ordinarily Available Provision to support behaviour in our school (OAPS):

All children loved and respected, positive environment. Praise.
 Child/ SEND/ EAL speak behaviour, rewards and relationship policy.
 Breakfast club and magic breakfast.
 Daily Mind Up mindfulness, fidget and calm down toys in every classroom.
 Daily acts of worship and prayer. Role models.
 Pupil leadership roles- 10:10 ambassadors, Magic breakfast, Young Carers, Wellbeing Ambassadors, Playground leaders etc.
 Time to Talk areas in classrooms to encourage self resolution. Buddy bench.
 Anti-bullying policy, motto and posters.
 Forest Schools. Animals in school. Swimming for all children.
 Lunch clubs and extra-curricular opportunities including Zen Den.
 Early help and other provisions in school – sharing shelf, drop ins, safeguarding officer...



Stage	Potential Behaviours	Potential Consequences
1 Help from an adult to follow the rules.	Not following our school rules and values. Wasting learning time. 	 Reminder and redirection/ warning. Complete missed learning in own time.
2 My teacher will speak to parents/ grown ups at home so they can speak to me/ support me.	Repeating Stage 1 behaviours or more serious behaviour such as calling names, pushing, ignoring or unkindness. 	 Reflection time / missed minutes of play. Reminders of rules/ values and restorative conversations. Class teacher contact with parent either face to face or via Dojo. Record on Arbor.

<p>3 My teacher will send a letter to my parents/ grown ups at home.</p> <p>Letter 1</p>	<p>Repeating Stage 1 and 2 behaviours. Example behaviours-More serious swearing, serious fighting, throwing objects, damaging property in anger or disrespect.</p> 	 <p>Time out. Reflection time / missed minutes of play. Further reminders of rules/ values and restorative conversations. Letter 1 home-saved in behaviour folder. Record on Arbor.</p>
<p>4 A senior leader will send a letter to my parents to say I am now on report. My class teacher will share my report with parents every week.</p> <p>Letter 2</p> <p>1st Report Period</p>	<p>Repeating Stage 3 behaviours e.g. further fighting, hurting others on purpose, spitting at someone maliciously, damaging others' property on purpose.</p>  	 <p>Reflection time/ missed minutes of play with middle/ senior leaders who will send letter 2 home and invite my parents in to talk to staff if they need to. Record on Arbor. Discussion around report and what it entails. Report card weekly check from Senior leadership.</p> <p>Class teacher to photograph report card and share with parents via dojo.</p> 
<p>5 I will now need to show my report to senior leaders every day.</p> <p>2nd Report Period</p>	<p>Repeated stage 4 behaviours. Physical assault (clear intent to harm), Self-harm, Unsafe actions that could harm others, bullying, racism, Threatening- high probability of someone being hurt, Leaving without permission, Intentional destruction or disruption of environment or property.</p>  	<p>Report card daily check from senior leaders.</p> <p>Sanctions such as missed play or lunch, or privileges.</p>  <p>Report card daily check from SLT Class teacher to photograph report and share with parents via dojo.</p> 

<p>6 I will work in another classroom and not have breaks/ lunch with my year group.</p> <p>Letter 3</p>	<p>Repeated stage 4/5 behaviours. Physical assault (clear intent to harm), Self- harm, Unsafe actions that could harm others, bullying, racism, Threatening- high probability of someone being hurt, Leaving without permission, Intentional destruction or disruption of environment or property.</p> <p>Pre Fixed Term Exclusion- work in another year group for a designated period to reflect on my behaviour.</p>	 <p>Meeting/ communication with teachers, SLT and parents/ grown ups. Reflection time / missed minutes of play. Further reminders of rules/ values and restorative conversations. Work provided by own class staff to complete in other classroom. Record on Arbor.</p>
<p>7 Sent home. Reintegration meeting with parents and Principal / VP when back.</p>	<p>Fixed Term Exclusion</p>	<p>I will have to go home and stay at home to work for a period of time. This will stay on my record and be passed to high schools. Record on Arbor. Inform Trust.</p> 
	<p>Permanent Exclusion If no improvements to all above strategies and liaison with other agencies, or a one off extremely serious incident, then you would be removed from our roll and have to find a new school, as the very last resort.</p>	