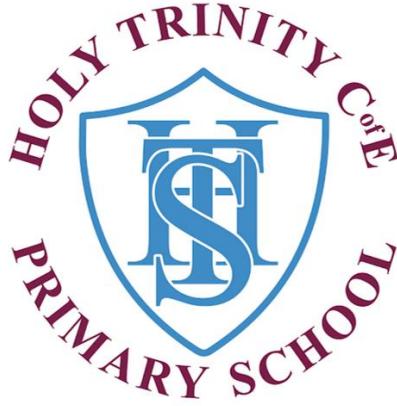




Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Behaviour Policy

Including Confiscation and Use of Physical Intervention and Restraint

Approved by FGB September 2026

Next Review: September 2027

Committee Headteacher |

Commented [MC1]: Dates changed

1. Introduction and Rationale

At Holy Trinity Church of England Primary School, we believe that every child has the right to learn in a safe, calm, and nurturing environment — and that every adult has the responsibility to help create it. This policy sets out how we build a school community grounded in mutual respect, high expectations, and genuine care for one another.

We approach behaviour through a relational, nurturing lens. We know that behaviour is communication. Before we correct, we connect. Before we sanction, we seek to understand. This does not mean there are no expectations or consequences — it means that consequences are always delivered with compassion and followed by restoration.

This policy reflects our Christian values and our commitment to the whole child — their academic success, their social development, their emotional health, and their sense of belonging in our community.

2. Statutory Framework and Compliance

This policy has been developed in accordance with the following statutory guidance and legislation:

- DfE: Behaviour in Schools — Advice for Headteachers and School Staff (2024)
- DfE: Keeping Children Safe in Education (KCSIE) (2026)
- DfE: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (2026)
- DfE: Special Educational Needs and Disability (SEND) Code of Practice (2015, updated 2020)
- DfE: Restrictive Interventions, including the Use of Reasonable Force, in Schools (2026) — replaces the 2013/2025 reasonable force guidance from 1 April 2026
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE: Mobile Phones in Schools guidance (2026) — statutory under s.36 Children's Wellbeing and Schools Act 2026 from 29 June 2026
- DfE: Searching, Screening and Confiscation — Advice for Schools
- Children's Wellbeing and Schools Act 2026
- The Equality Act 2010 — including the Public Sector Equality Duty
- The Education Act 2002 and Education and Inspections Act 2006
- United Nations Convention on the Rights of the Child (UNCRC)

The DfE statutory guidance (2024) makes clear that schools must have a behaviour policy which: sets high expectations, is applied consistently, considers the needs of pupils with SEND, involves parents and carers, and uses a graduated approach to consequences. This policy fulfils all of those requirements.

3. Our Nurturing Vision: Connection Before Correction

At Holy Trinity we understand that many behaviours — particularly those that challenge — are rooted in unmet needs, anxiety, or adverse experiences. Our first response is always to seek to understand, to regulate alongside the child, and to restore the relationship before returning to learning.

This approach is grounded in educational research and evidence, attachment theory, and the principles of Restorative Practice. We do not use shame, humiliation, or public reprimand. We do not withdraw support from the children who need it most.

Every classroom has a designated safe space — a calm, non-punitive area where pupils can self-regulate at the appropriate time. Pupils are explicitly taught how and when to use it. Regulation is never used as a sanction; it is a support.

Our Mantra: A regulated adult helps a dysregulated child to regulate. We cannot pour from an empty cup — staff wellbeing is central to our approach.

4. Holy Trinity Expectations — Our Minimum Standards

These expectations apply to every person in every space at Holy Trinity — classrooms, corridors, playgrounds, dining areas, and beyond. They are the non-negotiable foundation of a respectful community:

- We are polite and courteous to everyone
- We wear the correct uniform with pride
- We look after equipment and the school environment
- We walk calmly through school
- We use an indoor voice when inside the building
- We put all litter in the bin
- We keep shared areas tidy and welcoming
- We treat everyone with respect and kindness — always

These expectations are explicitly taught at the start of each year and revisited regularly. They are displayed prominently throughout school and referenced by all staff.

5. Our Three School Rules

Ready	Respectful	Safe
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These three simple rules underpin everything at Holy Trinity. They are memorable, inclusive, and applicable in every situation. Pupils and staff are taught to use these words as a shared language.

Ready — we are prepared to learn. We have what we need, we are in the right headspace, and we are ready to give our best.

Respect — we value ourselves, each other, our environment, and our community. We treat others as we would wish to be treated.

Safe — we keep ourselves and others physically and emotionally safe at all times.

6. Anchor Charts, Routines and Classroom Expectations

6.1 Class Anchor Charts

In Week 1 of each term, class teachers establish a Class Anchor Chart with their pupils. This document:

- Starts with the Holy Trinity Minimum Expectations (set by SLT)
- Is added to and shaped collaboratively by the class teacher and pupils
- Reflects the specific needs, interests, and working agreements of that class
- Is refined, adapted, and revisited as the class evolves throughout the year

The Anchor Chart is a living document — not a static set of rules imposed from above, but a shared agreement that gives every child ownership of their community's culture.

6.2 Whole-School Signal: Signal, Pause, Insist

All staff use the same whole-school attention signal:

Hand raised → "Show me ready in 3... 2... 1..." → Pause → Insist (all pupils respond)

This signal is introduced explicitly, practised regularly, and applied consistently by every adult across every space, ensuring that every child understands what 'Ready' looks like in different situations throughout the school day. It is kind, calm, and clear.

6.3 Key Routines Explicitly Taught

All pupils are directly taught, practised, and embed the following core routines:

- Start of lesson routine (as detailed in WalkThrus Blue Book, p.38)
- End of lesson routine (as detailed in WalkThrus Green Book)
- Entering and leaving classrooms and shared spaces
- Lining up and moving around school
- Transitions between curriculum activities
- Playtime and lunchtime conduct, including OPAL provision, scrap-on-scrap area, and welly shed

Time is allocated at the start of every academic year for teachers to introduce the routine to their class, and provide lots of opportunities to practice the routine until embedded. Time invested in routines at the start of the year pays dividends throughout. Routines are taught using a 'Tell, Show, Practise, Embed' model. They are not assumed — they are instructed.

7. Positive Reinforcement — Recognising the Behaviour We Want

We believe in the power of catching children doing the right thing. Positive recognition is frequent, genuine, and specific. Our reinforcement strategies are:

Strategy	How It Works
Verbal Praise	Immediate, specific, and sincere. Named to the pupil and delivered warmly. Used frequently and generously.
Positive Notes Home	Written notes sent home for exceptional effort, kindness, or progress. Shared with parents via Class Dojo.
Phone Calls / Text Messages Home	Positive calls made to parents to celebrate achievements. Unexpected good news builds partnership.
Certificates	Values Certificates and Over and Above Certificates awarded in celebration assemblies.
Housepoints	Awarded for Ready, Respect, Safe behaviours and academic effort. Contribute to house totals.
Gold Book	Recognition of exceptional conduct, contribution, or achievement. Entries shared with Headteacher leading to Hot Chocolate Fridays.
Positive Recognition Board	Class display recognising positive choices. Visible and celebratory. Updated regularly by class teacher.
Class Dojo Positives	All positive recognition shared publicly via Class Dojo. Negative communications kept private and factual.

Key Principle

Positives are always shared publicly — in class, in assembly, via Class Dojo, and at home. Negative communication is always handled privately and sensitively.

The Climb

At Holy Trinity, we want our children to understand that success, achievement and personal growth come through effort, perseverance and making positive choices.

The Climb recognises those pupils who consistently demonstrate our school rules of Ready, Respect and Safe. Pupils earn Class Dojo points through their daily choices, attitudes and contributions to school life. These points accumulate over time and contribute towards rewards and recognition.

The Climb teaches an important life lesson: good things come to those who work for them. Just as climbing a mountain requires determination and resilience, achieving goals requires consistent effort and positive choices.

Every choice has a consequence. Positive choices lead to opportunities, rewards and success. Less positive choices may mean that opportunities need to be earned again. Through this approach, we help children develop responsibility, self-discipline and an understanding that their actions shape their future.

8. Responding to Behaviour — The Stepped Approach

We use a colour-coded, graduated system to respond to behaviour choices. The system is predictable, fair, and consistent. It always begins with the assumption of good intent and a genuine offer of support before escalating. We have designed a suggested script that should be used alongside the stepped approach, ensuring audible consistency for all children, no matter which adult is working with them. (See Appendix C)

Stage	Label	Examples	Response
GREEN	On Track	Following routines, engaging with learning, being kind and respectful	Celebrate and praise. Use positive reinforcement strategies.
YELLOW	Chance	Low-level disruption, not following instructions first time, minor unkindness	Quiet, private reminder. Redirect. Refer to class anchor chart and rules.
ORANGE	Choice	Repeated disruption, refusal to follow	Clear consequence explained. Regulation time offered.

		instructions, unkind language	Restorative conversation at end of lesson (Paul Dix model).
RED	Consequence	Persistent defiance, aggressive language, damage to property, bullying behaviour	Sanction – Teachers choice. See Appendix A.
INSTANT RED	Serious Breach	Physical assault, abuse of staff, discriminatory language, weapons, safeguarding concern. Immediate SLT involvement. Stepped approach bypassed. See Appendix B.	

8.1 Regulation Time

Regulation time is not a punishment. It is an opportunity for a pupil to move to their class safe space, use regulation strategies they have been taught, and return to learning when ready. The safe space in every classroom is calm, clearly marked, and stocked with appropriate resources. Staff do not engage punitively during regulation time.

8.2 SLT Support

When a pupil reaches Instant Red, or when a teacher feel that SLT support is required, a member of SLT or our Family Support Worker will hold the pupil calmly and return them to class once regulated. The class teacher remains responsible for the consequence and short restorative conversation that follows.

8.3 Short Restorative Conversations (Paul Dix Model)

Following any consequence at Orange or above, the class teacher conducts a brief, private restorative conversation with the pupil. This conversation:

- Is held away from the audience of peers
- Is calm, warm, and future-focused
- Explores what happened, who was affected, and what can be done differently
- Ends with a positive reconnection — the relationship is repaired before the child re-enters learning

Scripts and guidance for restorative conversations are available in the WalkThrus Blue Book (p.46) and from SLT.

8.4 Escalation Thresholds

When a pupil receives a red consequence, this is recorded on Class Dojo (privately) and tracked. At the following thresholds, formal action is taken:

- 3 red choices in a half-term: Meeting with class teacher, SENDCo, and parents/carers. Review of support. Possible SEMH/SEND referral. From the 3rd red choice onward (for the remainder of the half-term), Time Owed moves from the classroom to the centralised, SLT-managed session — see 8.4a. This meeting also agrees the criteria for the pupil returning to classroom-based Time Owed — see 8.4a.
- 5 red choices in a half-term: Meeting with class teacher, SLT, and parents/carers. Formal support plan. Consideration of specialist referral or managed support.

These thresholds are not punitive — they are a trigger for deeper support. Our response to persistent difficulty is always to ask: what does this child need?

8.4a Centralised, SLT-Managed Time Owed (from the 3rd Red)

Holy Trinity uses a hybrid model for Time Owed. This keeps ownership with the class teacher for occasional, low-level red choices, while giving SLT direct oversight where a pattern is emerging — without losing the restorative relationship at the centre of this policy.

- **1st and 2nd red choice in a half-term:** Time Owed stays with the class teacher, delivered same day in the classroom at a natural point in the day.
- **3rd red choice in a half-term, and every red choice after that (for the rest of the half-term):** Time Owed moves automatically to the centralised, SLT-managed session. The child attends alongside any other pupils who have reached this threshold that day, supervised by a member of SLT or the duty rota rather than their own class teacher.
- The centralised session runs for the first 15 minutes of lunchtime and lasts 10 minutes at KS1 / 15 minutes at KS2, spent completing missed work, a retrieval task, or a reflection activity.
- The class teacher still conducts the short restorative conversation with the pupil (Section 8.3) — the centralised session changes where Time Owed happens, not who repairs the relationship afterwards.
- Attendance at the centralised session is logged centrally (Section 15), giving SLT automatic, real-time visibility of red-choice patterns across the school without waiting for the weekly submission.

- The red-choice count resets at the start of each half-term for the purpose of deciding whether Time Owed is classroom-based or centralised (Section 8.4a). Coming off centralised sessions, however, is not automatic at the half-term boundary — it is agreed individually for that child.
- The criteria for returning to classroom-based Time Owed are agreed at the 3-red review meeting (Section 8.4) — class teacher, SENDCo and parents/carers — and set individually for that child, for example a clean-streak count, a milestone in a support plan, or a specific review date.
- Where no other arrangement is agreed at that meeting, the default is 10 consecutive school days with no red choice, after which the pupil returns to classroom-based Time Owed.
- If a pupil reaches the 5-red threshold before the agreed return criteria are met, the return criteria are reviewed again as part of the formal support plan (Section 8.4).

9. Serious Breaches — Where the Stepped Approach Does Not Apply

There are occasions when the graduated, stepped approach is not appropriate — where the severity of the behaviour requires immediate, decisive action. In these circumstances, SLT are involved immediately and normal stages are bypassed.

IMPORTANT: In all cases of serious breach, the safety of pupils and staff is the first priority. Calmness, clarity of communication, and swift SLT response are essential.

9.1 Suspension and Permanent Exclusion

In cases of serious breach, suspension may be considered. Permanent exclusion is used only as a last resort and in accordance with DfE statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (2026, in force from 26 July 2026). The Headteacher holds responsibility for suspensions; governors hold responsibility for exclusion reviews. All decisions are made with careful consideration of the pupil's SEND needs and the Equality Act 2010. A pupil may not be suspended for more than 45 school days in a single academic year.

9.2 Restrictive Interventions, Recording and Reporting

Prevention and de-escalation come first: calm scripts, regulation time, and the stepped approach in Section 8 are designed to reduce the likelihood that a restrictive intervention is ever needed. Where a restrictive intervention does occur, staff follow DfE guidance on Restrictive Interventions, including the Use of Reasonable Force, in Schools (2026), which distinguishes:

- Ordinary, appropriate contact — first aid, comforting, guiding, or preventing a pupil running into danger.
- Reasonable force and physical restraint — used only to prevent harm, injury, damage to property, or serious disorder; never as a punishment or to secure compliance.
- Seclusion — a pupil is separated from others and prevented from leaving, or believes they cannot leave. This may apply to a class safe space or regulation time depending on how it is used; see the placeholder below.
- Non-physical restrictive practice — for example removing an item needed for mobility or communication.

Legal duty (from 1 April 2026): every significant use of force, and every incident of seclusion or restraint, is recorded and reported to the pupil's parents/carers in writing, as soon as practicable and usually no later than the same day — including where the intervention was pre-agreed in a Positive Handling Plan. The written report includes, as a minimum: the pupil's name, the time, date, location and approximate duration, who was involved, what led to it, and any injury or follow-up support. This will be recorded on CPOMS and the Headteacher is responsible for sharing the written report with the parents of the pupils.

10. Behaviour at Lunchtimes

The same high expectations for behaviour apply throughout the school day, including at lunchtime. Midday Supervisors (MDSAs) are expected to promote the school's values of Ready, Respectful and Safe, build positive relationships with pupils and apply this policy consistently.

To support consistency, lunchtime staff will replicate our three-step approach during lunchtime:

Stage	Response
Chance	Quiet reminder of the expected behaviour and opportunity to make a better choice.
Choice	Clear warning that the behaviour must stop and explain the consequence if it continues.
Consequence	Five-minute supervised time away from play followed by a short restorative conversation before returning to play.

Any serious breach of this policy will be referred immediately to a member of the Senior Leadership Team.

Repeated lunchtime incidents will be shared with the class teacher and monitored by school leaders to identify patterns and provide additional support where required.

11. Communication with Parents

The school believes that positive relationships with parents are essential in supporting children's behaviour and wellbeing.

Where a pupil receives a Red (Consequence) during the school day, the class teacher will inform parents on the same day wherever possible. Communication will normally take place privately via ClassDojo or by telephone.

Where a pupil is involved in a Serious Breach requiring Senior Leadership Team involvement, communication with parents will be undertaken by the Headteacher or another member of the Senior Leadership Team.

Positive behaviour is also celebrated regularly. Each week, the Headteacher shares the school's Mountain Range celebration through ClassDojo, recognising pupils who have demonstrated exceptional effort, resilience, kindness or commitment to the school's values.

12. SEND, Inclusion, and Reasonable Adjustments

We recognise that some pupils' behaviour is directly linked to their special educational needs or disabilities. The DfE Behaviour Guidance (2024) and the SEND Code of Practice (2015) are clear: behaviour policy must be applied in a way that is reasonable, equitable, and informed by individual need.

- Pupils with Education, Health and Care (EHC) Plans will have behaviour strategies explicitly embedded within their plan.
- Pupils on the SEND register are supported through the Graduated Approach (Assess, Plan, Do, Review).
- The SENDCo is involved at the 3-red threshold and any earlier point where SEND is a likely factor.
- Risk assessments are in place for pupils whose behaviour may present a risk to themselves or others.
- Reasonable adjustments to expectations, routines, and consequences are made in collaboration with the SENDCo and parents.
- Positive Handling Plans (PHPs) are in place where needed, in line with DfE guidance and relevant training.

We are committed to ensuring that pupils with SEND are not disproportionately impacted by behaviour policy. Data on suspensions, exclusions, and consequences is monitored by SEND status, gender, and ethnicity to identify and address any disparities.

13. Expectations of All Stakeholders

This policy belongs to the whole community. The table below sets out what we expect from each group of stakeholders in making Holy Trinity a safe, nurturing, and high-achieving school for everyone:

Stakeholder	Expectations
Governors	• Adopt, review annually, and monitor the implementation of this policy. • Ensure the policy complies with the Equality Act 2010 and DfE statutory guidance. • Hold the Headteacher to account for behaviour outcomes and inclusion data.

	• Receive and review termly behaviour reports including suspensions and exclusions. • Ensure SEND provision supports positive behaviour through the Graduated Approach.
Leadership (SLT)	• Lead the implementation of this policy with consistency and high expectations. • Model the nurturing, relational approach expected of all staff. • Provide CPD to embed restorative practice and trauma-informed approaches. • Monitor behaviour data and evaluate the effectiveness of interventions. • Hold triage responsibility at Instant Red and escalated stages. • Ensure the policy is applied equitably, with particular attention to pupils with SEND. • Communicate policy expectations clearly to all stakeholders at the start of each year.
All Staff	• Apply the policy consistently, fairly, and with compassion at all times. • Teach, revisit, and embed routines using the Signal, Pause, Insist approach. • Prioritise connection before correction — build positive relationships first. • Use the Holy Trinity Expectations as the minimum standard in every space. • Implement positive reinforcement strategies before moving through the colour stages. • Complete short restorative conversations following any consequence. • Communicate negative behaviour via Class Dojo and celebrate positives publicly. • Midday Supervisors: Apply the lunchtime behaviour process consistently, reinforce the school's expectations, and communicate repeated or serious incidents promptly to the class teacher or SLT. • Refer to the SENDCo and SLT at the appropriate thresholds. • Maintain a calm, regulated presence to support pupils' emotional safety. • Attend relevant training and contribute to the review of this policy.
Pupils	• Follow the three school rules: Ready, Respect, Safe. • Meet the Holy Trinity Minimum Expectations in all areas of school life. • Treat all members of the school community with kindness and courtesy. • Take responsibility for their own choices and engage with restorative conversations. • Use the safe space to regulate emotions when needed. • Care for the school environment, equipment, and shared spaces. • Raise any concerns about bullying or unkind behaviour with a trusted adult.
Parents & Carers	• Support the school's values and behaviour expectations at home. • Engage positively with communications shared via Class Dojo.

- Attend meetings when invited at the 3-red or 5-red thresholds.
- Work in partnership with the school to support their child's emotional wellbeing.
- Reinforce the school's language of Ready, Respect, Safe at home.
- Contact the school through appropriate channels if they have concerns.
- Model respectful and courteous behaviour when on school premises.

14. Recording, Monitoring and Evaluation

Recording, Monitoring and Evaluation

Consistent recording of behaviour enables leaders to identify patterns, evaluate the effectiveness of the school's behaviour systems and ensure appropriate support is provided.

Classroom Behaviour

Teachers will record pupils reaching the Consequence (Red) stage using the school's agreed behaviour recording system. (SharePoint Form)

Behaviour records will be submitted to the Senior Leadership Team on a weekly basis to support ongoing monitoring and analysis.

Serious Incidents

Serious breaches of the Behaviour Policy, meetings with parents and any behaviour incidents requiring additional intervention will be recorded on CPOMS.

Where appropriate, safeguarding procedures will be followed in line with the school's Child Protection Policy.

Monitoring

The Senior Leadership Team will regularly review behaviour information to identify:

- patterns across classes and year groups;
- individual pupils requiring additional support;
- trends by time of day (including lunchtime);
- effectiveness of interventions;
- consistency of implementation by staff.

Behaviour information will be used to inform staff coaching, professional development, strategic planning and governor reporting.

15. Mobile Phones and Personal Devices

In line with DfE guidance on mobile phones in schools (2026), which became statutory under section 36 of the Children's Wellbeing and Schools Act 2026 from 29 June 2026, Holy Trinity is a mobile phone-free school by default. This applies throughout the whole school day, including lessons, transitions, breaktimes and lunchtime.

- Pupils do not have access to mobile phones or smart devices with similar functionality (messaging, video, recording, notifications) at any point during the school day.
- Any exception (for example a pupil who walks to school independently) requires a written request from a parent/carer. Where agreed, the phone is handed to the school office on arrival and stored securely until the end of the day.
- Reasonable adjustments are made for pupils who need a device for a medical condition (Children and Families Act 2014) or as a disability-related adjustment (Equality Act 2010).
- A device brought in breach of this policy is confiscated in line with Section 16 and the stepped approach in Section 8.

16. Confiscation of Items

Staff have the power to confiscate items that are dangerous, prohibited, or disrupt learning, in line with DfE guidance, Searching, Screening and Confiscation — Advice for Schools, and the Education Act 2011.

- Everyday items (e.g. mobile phones, toys) are held securely in the school office and returned to the pupil, or to a parent/carer, at a reasonable time decided by the school.
- Weapons, illegal drugs, alcohol, stolen items, and other items identified in law as prohibited are never returned to the pupil and are passed to the police where required — see Appendix B.
- Confiscation is recorded in line with Section 15, and any confiscation linked to a safeguarding concern is also recorded on CPOMS.

Mr David Le Templier (Headteacher) and Mrs Lynda Britton (Deputy Headteacher) are authorised to search a pupil or their possessions without consent.

Confiscated items will be logged via CPOMS.

Appendix A: Sanctions Reference Guide

The table below provides a reference guide for common behaviour situations and the appropriate sanctions or responses. This is a guide, not a rigid script — professional judgement, context, and the needs of the individual child always apply. Sanctions are always accompanied by a restorative element.

Behaviour / Situation	Sanction / Response
Orange	Regulation time in class Needs-led response: seating change, additional support, quiet space. Short restorative conversation with class teacher
Red	Teachers choice of consequence. This could include: 1) Time Owed (classroom-based, 1st–2nd red). Used for: off-task behaviour, chatting, slow starts, deliberate avoidance etc. What this looks like: completing missed work, retrieval task, restorative 'Think Sheet'. 2) Community Consequences (logical consequence) What this looks like: classroom reset, playground pride task, equipment restoration. 3) Centralised Time Owed (SLT-managed) Used for: automatically from the 3rd red choice in a half-term onwards (see 8.4a) — not a separate teacher choice What this looks like: 10–15 minutes in the centralised session (Section 8.4a), supervised by SLT/duty rota, completing missed work or a reflection activity; class teacher still completes the restorative conversation afterwards When a child receives a 'Red' consequence this should be followed up with a short restorative conversation with the class teacher, to ensure the relationship is repaired.
Instant Red Serious Breach	When decided an appropriate an proportionate sanction, SLT will consider, "What is necessary to protect the safety, dignity and learning of others?"

This may include:

- Instant removal of class
- Lunchtime detention
- Restorative meeting with parents
- internal suspension,
- behaviour support plan,
- loss of privileges,
- Suspension,
- internal suspension,
- safeguarding intervention,
- governor involvement,
- consideration of permanent exclusion in line with DfE guidance

All sanctions must be proportionate, consistent, and administered with dignity. No sanction should humiliate, shame, or demean a pupil. Where a pupil's SEND is a factor, the SENDCo must be consulted.

Appendix B: Serious Breaches — Detailed Guidance

The following serious breaches bypass the normal graduated approach. In all cases, Instant Red protocols apply: SLT is involved immediately, parents are contacted, incidents are recorded on CPOMS, and appropriate external agencies are notified where required.

Serious Breach	Immediate Response
Physical assault on a pupil causing injury	Immediate SLT; first aid; parental contact; CPOMS; suspension considered
Physical assault on a member of staff	Immediate SLT; first aid; CPOMS; suspension; governors informed; risk assessment
Possession of a weapon or prohibited item	Immediate SLT; confiscation; police called; parents informed; suspension; governors informed
Sexual harassment or sexual violence	Immediate SLT; safeguarding lead; CPOMS; risk assessment; DSL refers to MASH if required; suspension may apply
Threatening behaviour or intimidation of staff/pupils	Immediate SLT; CPOMS; parental contact; risk assessment; possible police referral; suspension
Discriminatory abuse (race, disability, sexuality, religion)	Immediate SLT; CPOMS; parent meeting; governors notified; external agency involvement; possible suspension
Serious damage to property	Immediate SLT; parental contact; suspension; governors informed; insurance / repair process
Online / cyber abuse causing significant harm	SLT; CPOMS; DSL involved; parental contact; suspension considered

Suspension Procedure Summary

- The Headteacher is the only person with the authority to suspend a pupil.
- Parents must be notified immediately by phone and in writing.
- Governors are notified in writing within one school day.
- A reintegration meeting is held before the pupil returns.
- Where suspension exceeds 5 school days, the Local Authority is notified.

- Suspension is reviewed in light of the pupil's SEND, context, and circumstances.

Permanent Exclusion

Permanent exclusion is used only as a last resort and only where the Headteacher is satisfied that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. All statutory procedures under DfE guidance (2026) are followed, including the pupil's right to appeal to an Independent Review Panel. Permanent exclusion refers only to removal of a pupil from the school roll on disciplinary grounds; it does not include a pupil being sent home or asked not to attend for non-disciplinary reasons, which should instead follow the school's safeguarding "separation of pupils" procedure.

Appendix C: Stepped Approach – Suggested Script

Stage	Label	Suggested Script
GREEN	On Track	Recognise Positive Choices • "Thank you for making a good choice." • "I can see you are ready to learn." • "That's a kind and respectful choice." Whole Class Recognition • "I can see lots of children showing respect." • "Thank you to everyone who is ready." • "This class is making excellent choices."
YELLOW	Chance	Gentle Reminder • "I need you to remember the school expectation – ready, respectful, safe" • "I'm giving you a chance to make a better choice." • "Let's get back on track. Thank you"
ORANGE	Choice	• "You have a choice to make." • "You can choose to follow the instruction now, or you can choose a consequence." • "I know you can make the right choice." • "This is your opportunity to get back on track."
RED	Consequence	• "You have chosen to not follow the instruction / continue to disrupt the class / avoid completing the task." • "This means you will be getting a consequence." • "We will talk about this later." • "Right now, I need you to..."