Policy Document:	Behaviour
School's Lead Member of Staff:	Headteacher
Lead Governors (monitoring_	Full Governors
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Purpose:	To create a safe and orderly school community where adults and pupils can work effectively together, where each person feels valued and is able to succeed to the best of their ability.
Chair of Governing Body signatures:	

CHRISTIAN FELLOWSHIP SCHOOL BEHAVIOUR & DISCIPLINE POLICY

1. Introduction and policy summary

This Behaviour and Discipline Policy sets out the School's approach to promoting positive behaviour, managing misbehaviour and maintaining a safe, calm and purposeful learning environment for all pupils. It applies to all pupils from EYFS through to Upper School and to all staff, volunteers and visitors.

The policy reflects:

- the Independent School Standards (ISS)
- current Department for Education guidance for independent schools on behaviour, suspensions and exclusions, child-on-child abuse and safeguarding, including updates issued in January 2026
- statutory EYFS requirements for Reception
- the School's Christian ethos and discipleship model

The policy is designed to guide daily practice and support consistent, proportionate decision-making.

This policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, EYFS Policies, Attendance Policy, Staff Code of Conduct and Online Safety Policy.

2. Ethos and rationale

In line with our vision statement, Christian Fellowship School is committed to developing a community shaped by Christ-centred relationships, high expectations and mutual responsibility. Behaviour is understood not simply as compliance, but as character formation.

Our approach is based on a recognition that:

- every child is made in the image of God and therefore worthy of dignity, respect and protection
- children need clear boundaries, consistent correction and restorative support in order to flourish
- good behaviour enables learning, protects wellbeing and strengthens community life
- discipline is an act of care when it is fair, proportionate and aimed at growth rather than punishment.

The School places strong emphasis on pupils' developmental growth in reflection, regulation and self-discipline. Expectations increase as pupils mature. Staff explicitly teach pupils how to:

- recognise and reflect on their behaviour and its impact
- identify emotional states and early signs of dysregulation

- use appropriate strategies to regulate responses
- internalise behavioural expectations and exercise self-control.

Alongside formal sanctions, the School makes deliberate use of natural and logical consequences wherever these are appropriate and safe. Natural consequences help pupils understand impact and take responsibility. These may include making reparations, loss of trust or privilege, or taking steps to restore relationships.

The School is committed to justice, fairness and careful discernment in responding to behaviour. Allegations of wrongdoing are handled with care and integrity. Pupils are listened to, context is explored and decisions are made thoughtfully and proportionately.

As pupils grow older, greater responsibility and trust are given, alongside greater accountability. The ultimate aim of the School's behaviour approach is that pupils increasingly act well not because of external constraint and regulation, but because they have developed the capacity for thoughtful, regulated and self-disciplined behaviour.

The School recognises that behaviour is often an indicator of underlying need rather than simply a matter of choice, and it can be a means of communication. Changes in behaviour may reflect unmet emotional, social or learning needs, current or past trauma, including Adverse Childhood Experiences (ACEs), or emerging safeguarding or welfare concerns. For this reason, a strong pastoral approach underpins all behaviour management.

Staff are expected to be alert to patterns or changes in behaviour and to respond with curiosity, care and professional judgement. Where behaviour gives rise to concern, this may lead to pastoral support, SEND review, safeguarding action or engagement with parents and external professionals, alongside any necessary sanctions.

The School is also alert to the impact of neurodivergence and other special educational needs on pupils' capacity to regulate emotions, manage impulses and interpret social situations. We make reasonable adjustments to support pupils to meet behaviour expectations, including adapted strategies, additional support and explicit teaching of regulation skills. These adjustments support pupils to meet expectations without lowering standards.

Decisive sanctions, applied proportionately and rarely, protect the integrity of the School's nurturing culture and safeguard the dignity of all members of the community.

3. Purpose of the policy

This policy gives practical effect to the School's ethos and rationale. Its purposes are to:

- create and sustain a calm, safe and orderly environment in which all pupils can learn effectively and flourish
- support pupils' growth in reflection, emotional regulation and self-discipline, recognising these as skills that develop over time

- set clear boundaries and high expectations for behaviour as an entitlement for all pupils
- provide predictable, proportionate and fair responses to misbehaviour, including the use of natural consequences, restorative approaches and sanctions where necessary
- ensure early identification of patterns of behaviour that may indicate unmet need, trauma, SEND or safeguarding concerns, and to secure appropriate pastoral or specialist support
- protect the wellbeing and learning of the wider school community by addressing disruption, intimidation or unsafe behaviour promptly and effectively
- equip staff with a clear, coherent framework for managing behaviour consistently, confidently and professionally
- ensure parents understand the School's expectations, systems and consequences and are able to work in partnership with the School
- meet statutory and regulatory requirements for independent schools and EYFS provision.

4. Roles and responsibilities

4.1. *Trustees and Governing Body*

The Proprietor and Governing Body are responsible for:

- ensuring a written behaviour policy is in place and implemented effectively
- ensuring the policy complies with the Independent School Standards and EYFS requirements
- monitoring behaviour trends, suspensions and exclusions
- supporting school leaders in maintaining high standards of behaviour
- hearing disciplinary panels for permanent exclusion where required

4.2. *Headteacher*

The Headteacher is responsible for:

- setting the culture, expectations and tone for behaviour across the School
- ensuring that the behaviour policy is implemented consistently and fairly
- ensuring that staff receive appropriate training, guidance and support in behaviour management, including in relation to SEND, regulation and safeguarding
- authorising suspensions and recommending permanent exclusions in line with statutory guidance
- ensuring that safeguarding duties are fulfilled in all behaviour-related decisions and that behaviour concerns are appropriately linked to pastoral and safeguarding systems

- ensuring that behaviour records are analysed to identify trends and patterns, including by ethnicity and sex, and in relation to vulnerable pupils and pupils with SEND
- ensuring that analysis of behaviour data is informed by relevant safeguarding and SEND information
- overseeing the preparation of termly behaviour reports, including quality assuring evaluative narratives prepared by Heads of School, the SENDCo or the Designated Safeguarding Lead
- overseeing the preparation of the annual behaviour report, including recommendations for the strategic development of the behaviour policy and its implementation
- leading the strategic development of behaviour systems and procedures, staff training and policy refinement.

4.3 ***Heads Of School***

The Heads of School support the Headteacher by:

- providing professional advice and challenge in relation to the application of this policy
- acting as a sounding board and sense-check for behaviour decisions where appropriate
- supporting the analysis and evaluation of behaviour data and trends across the School
- contributing to the preparation of the annual behaviour report and recommendations to Governors
- supporting strategic development of behaviour systems, staff training and policy refinement.

The Heads of School may also exercise delegated responsibility for managing a behaviour issue or aspects of a behaviour issue, including oversight of investigations, liaison with parents or coordination of multi-agency responses, where this is judged appropriate by the Headteacher.

4.3 ***Heads/Assistant Heads of School***

Heads of School/Assistant Heads of School are responsible for:

- fostering a positive, calm and respectful behaviour culture within their phase of the School
- providing clear guidance to pupils about behaviour expectations and community standards
- supporting staff with behaviour management, including advice, modelling and intervention where required
- ensuring that behaviour incidents are appropriately recorded and monitored in line with agreed systems

- overseeing responses to behaviour incidents, including sanctions, behaviour plans and reports
- engaging directly with pupils to support reflection, emotional regulation and self-discipline
- providing or facilitating educational input in response to emerging behavioural themes or concerns
- monitoring and analysing behaviour patterns within their phase to inform early intervention
- preparing draft evaluative narratives for termly and annual behaviour reports for Governors
- taking proactive early intervention action where behaviour indicates emerging need or risk
- referring pupils to the SEND, emotional wellbeing or safeguarding teams as appropriate
- working with these teams in a coordinated way to follow up incidents
- liaising with parents and, where necessary, external professionals to support pupils effectively.

In addition, Heads of School and Assistant Heads of School normally lead investigations into alleged wrongdoing. In doing so, they are responsible for ensuring that investigations are fair, thorough, proportionate and properly documented, with appropriate safeguarding sensitivity.

Heads/Assistant Heads of School show consistency and wise professional judgement, which are essential in maintaining trust, safeguarding pupils and ensuring that behaviour decisions are just and defensible.

4.4 *Designated Safeguarding Lead and wider safeguarding team*

The Designated Safeguarding Lead (DSL), supported by Deputy DSLs, is responsible for:

- receiving, triaging and responding to behaviour referrals where there is a safeguarding or welfare concern
- ensuring that behaviour concerns with safeguarding implications are recorded appropriately on CPOMS and followed up in line with statutory guidance
- providing advice to the Headteacher and Heads of School on safeguarding considerations in behaviour-related decisions
- supporting staff to understand the links between behaviour, trauma, Adverse Childhood Experiences (ACEs) and safeguarding risk
- contributing to staff training on recognising signs of distress, dysregulation and potential harm
- advising on appropriate strategies to de-escalate situations and reduce risk of harm
- liaising with external safeguarding agencies and professionals where required

Where a behaviour incident is closely linked to a safeguarding concern, the DSL may be assigned lead responsibility for managing the incident, including oversight of actions, decision-making and liaison with external agencies.

In all other cases, the default position is that Heads of School or Assistant Heads of School retain lead responsibility for the oversight and management of behaviour processes, with the DSL providing safeguarding advice and support as required.

4.5 *SENDCo*

The SENDCo is responsible for:

- advising on the impact of neurodivergence and special educational needs on behaviour, regulation and self-control
- supporting Heads of School and staff in making reasonable adjustments to behaviour management strategies
- contributing to the assessment and review of behaviour concerns as part of SEND identification and support processes
- supporting the development and review of behaviour plans for pupils with identified SEND
- providing guidance and training to staff on strategies and interventions to support regulation, communication and engagement
- liaising with parents and external professionals to support pupils' behavioural and learning needs.

4.4 *All staff*

All staff share responsibility for creating and sustaining a calm, respectful and purposeful learning environment. Consistency in adult behaviour and adherence to agreed systems are essential to effective behaviour management.

All staff are responsible for:

- modelling calm, respectful and self-regulated behaviour at all times, recognising the powerful influence of adult conduct on pupil behaviour
- applying this policy consistently and predictably - not introducing individual behaviour management strategies or sanctions that sit outside agreed practice
- recognising the link between calm, well-structured and engaging classrooms and positive pupil behaviour, and taking responsibility for classroom climate
- developing clear routines, engaging teaching, positive relationships and providing explicit reminders of expectations
- responding to emerging behaviour issues with strategies that prevent escalation, including distraction, redirection and de-escalation, before behaviour deteriorates
- addressing low-level disruption promptly to protect learning and reinforce boundaries, rather than allowing issues to accumulate

- recording and reporting behaviour concerns accurately and in a timely manner using agreed systems
- maintaining safeguarding awareness at all times and escalating concerns appropriately where behaviour indicates possible welfare or safeguarding need

Staff are expected to seek guidance from Heads of School, the SENDCo or the DSL where behaviour challenges persist, rather than adopting ad hoc or unapproved approaches.

4.5 Parents

Parents are responsible for:

- supporting the School's behaviour expectations
- engaging constructively with staff when concerns arise
- reinforcing boundaries and consequences at home

4.6 Pupils

Pupils are expected to:

- demonstrate attitudes and behaviours in keeping with the school's Christian ethos
- follow the School's codes of conduct
- show respect for others, property and authority
- demonstrate kindness, patience and forgiveness
- take responsibility for their choices, including sanctions and consequences
- report behaviour of self or others that is inconsistent with the school's codes of conduct
- seeking restoration in relationships through appropriate actions
- contribute positively to the School community

5. Whole-school behaviour expectations

Behaviour expectations apply in classrooms, social spaces, online, on visits and journeys, and whenever pupils are identifiable as members of the School community.

The School's expectations are rooted in a Christian understanding of respect, service and self-discipline. Pupils are expected to act in ways that honour:

- God, in whose image every person is made
- those placed in positions of authority
- the dignity and worth of every member of the School community
- the shared environment and resources entrusted to us.

The School seeks to cultivate and sustain a **culture of kindness**, in which humility, patience and self-control are actively practised. This aspiration reflects the teaching of Scripture, including the description of love in 1 Corinthians 13 and the fruits of the Spirit

- love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control - which are explicitly taught and embedded in the life of the School.

Kindness is understood not as mere politeness, but includes building others up, exercising self-control, seeking reconciliation, and putting the good of others first.

Pupils are therefore expected to:

- treat adults with respect, responding courteously and following instructions given for the good order of the community
- speak to and about peers with kindness and integrity, avoiding gossip, ridicule, sarcasm or exclusion
- show respect for the culture, family background, language and heritage of others, rejecting discriminatory, derogatory or prejudiced language or behaviour
- exercise self-control so that others are able to learn without disruption
- put the needs of the community before personal preference where these come into conflict
- resolve disagreements calmly and seek adult support rather than escalating conflict
- include others and avoid isolating individuals from friendship or activity
- care for property, buildings and equipment, recognising that damage or carelessness affects the whole community
- meet standards of uniform, presentation and punctuality as an expression of respect for self and others
- move around the School in a calm, orderly and considerate manner
- use digital systems responsibly and in accordance with the Acceptable Use Agreement

These expectations are not limited to the avoidance of wrongdoing. They positively require pupils to grow in maturity, courtesy, courage and compassion. As pupils progress through the School, increasing responsibility and trust are given, alongside increasing accountability.

These expectations should be read alongside the Anti-Bullying Policy and Equality Objectives Policy. Detailed age-phase Codes of Conduct are set out in Appendix 3.

Behaviour beyond the school site

The School may apply its behaviour policy and disciplinary sanctions where pupils are:

- Participating in school-organised activities
- Travelling to or from school
- Wearing school uniform
- Otherwise identifiable as members of the School
- Engaging in behaviour which could have repercussions for the orderly running of the School

- Engaging in behaviour which poses a threat to another pupil or member of the public
- Engaging in behaviour which could adversely affect the reputation of the School

6. Promoting good behaviour

Good behaviour is not assumed; it is intentionally cultivated. The School promotes positive behaviour through the consistent modelling, teaching and reinforcement of Christ-centred values across all aspects of school life. Behaviour education is preventative as well as responsive.

The School recognises that a strong sense of belonging is foundational to both good behaviour and good mental health. Staff therefore work deliberately to create environments in which every pupil understands that they belong and that their conduct affects the wellbeing of others in the community

Positive behaviour is promoted through:

- strong, respectful relationships between staff and pupils, characterised by warmth, authority and consistency
- explicit teaching of expectations, routines and community standards from EYFS to Upper School
- calm, orderly and engaging classrooms where learning is purposeful and disruption is not normalised
- early and consistent challenge of low-level disrespect, unkindness or exclusion before it escalates
- structured supervision and clear systems during less formal times of the day to reduce opportunities for conflict or isolation
- the explicit teaching of empathy, humility, self-control and reconciliation through assemblies, form time, PSHME and the wider curriculum
- reinforcement of the School's Christian ethos, including reference to the fruits of the Spirit and the call to love one's neighbour
- promotion of inclusion, dignity and belonging for all pupils, including those with protected characteristics or additional needs
- appropriate differentiation and reasonable adjustments to enable pupils with SEND to meet behavioural expectations
- partnership with parents to reinforce shared standards and address emerging concerns at an early stage
- recognition and celebration of positive conduct, service, courage, perseverance and kindness.

Through curriculum content, pastoral teaching and assemblies, pupils are taught:

- how to resolve conflict calmly and respectfully
- how to recognise and regulate emotional responses
- how to practise gratitude and self-reflection

- how to encourage and build others up
- how to act as responsible bystanders who challenge unkindness and seek help when needed

Pupil leadership plays an important role in promoting positive behaviour. Prefects, Student Council members and older pupils are expected to model maturity, inclusion and integrity, contributing actively to a culture in which bullying, discrimination and exclusion are incompatible with community life.

Sustained improvement in behaviour is most effectively achieved where expectations are clear, relationships are strong, teaching is engaging and adults act consistently. Promoting good behaviour is therefore a collective responsibility and a central feature of the School's mission to form character as well as to secure academic success.

7. Regulation support and time away

The School recognises that pupils sometimes require brief space and support in order to regulate their emotions and return to learning successfully.

"Time away" is a preventative and supportive strategy used across all phases of the School. It is not a punishment.

Time away may be used where a pupil:

- is overwhelmed or dysregulated
- is unable to settle due to heightened emotion and requires a brief pause in order to regain composure
- would benefit from short, supported separation before behaviour escalates

In Early Years and Lower School, this may involve a short, supervised period in a designated calming space to support emotional regulation. The pupil may be accompanied by an adult to use the sensory room to regulate.

In Middle and Upper School, this may involve a brief, supervised step outside the classroom or movement to an agreed location, for example where a pupil is unable to settle or requires a moment to compose themselves. The pupil may be directed to use the sensory room to regulate.

Time away is brief, proportionate and supervised. It aims at the restoration of learning. It does not replace appropriate sanction where misconduct has occurred. Where behaviour constitutes deliberate disruption or defiance, the graduated sanctions framework will apply.

8. Recognition and rewards

The School believes that positive conduct, diligence and contribution to community life should be recognised and celebrated. Recognition reinforces belonging, encourages growth in character and motivates pupils to act with integrity and self-discipline.

Recognition systems are designed to:

- celebrate service, kindness and contribution to community
- encourage responsibility and self-discipline
- affirm effort, improvement and achievement
- reinforce good studentship behaviours and academic diligence
- strengthen pupils' understanding that trust is earned through consistent good conduct
- strengthen partnership with parents

Recognition is most effective when it is timely, specific and proportionate. It should draw attention not only to outcomes but to effort, perseverance, humility, service and contribution to a culture of kindness.

As pupils demonstrate responsibility and self-control, they are granted greater freedom and responsibility appropriate to their age and stage. This dynamic – trust leading to freedom – is an important part of the School's character formation.

Recognition systems should support the development of mature self-discipline and internalised standards. They are not intended to reward minimum expectations, but to encourage pupils to grow in character and responsibility.

Lower School recognition and rewards

In Lower School, positive behaviour and academic effort are reinforced through structured and age-appropriate systems.

- Golden Time operates as a weekly reward for consistent good behaviour and appropriate academic effort. Golden Time:
    - provides pupils with supervised choice-based activity
    - is earned through responsible conduct and sustained effort during the week
    - reinforces the link between self-control, wise choices and privilege
    - may be reduced where significant misbehaviour has occurred, in line with agreed systems.
- Positive behaviour during less formal times, including lining up and playground conduct, may be recognised collectively. Such recognition reinforces orderly movement, cooperation and consideration for others.
- Individual pupils' positive behaviour may be recognised through a Star of the Week, awarded for positive contribution, effort or service or through the award of housepoints or stickers.
- Whole classes may be recognised and commended in assembly.

Middle and Upper School recognition

In Middle and Upper School, recognition places greater emphasis on studentship, contribution and sustained responsibility. Recognition may include:

- verbal and written commendation

- certificates presented in assembly
- subject-specific recognition
- house winner awards, typically recognised through vouchers and, at Easter, a seasonal award
- leadership roles and responsibilities
- letters of commendation to parents

Letters of commendation to parents are used as a meaningful and personal form of recognition. They may be awarded for sustained academic diligence, marked improvement, exemplary conduct, significant contribution to school life, demonstration of humility, courage, integrity or service.

9. Sanctions and consequences

Sanctions are used to uphold community standards, protect learning, safeguard dignity and reinforce responsibility. Decisive sanctions, applied proportionately, consistently and fairly, protect the integrity of the School's nurturing culture.

Sanctions are not intended to humiliate or shame. They are designed to:

- protect the safety and wellbeing of the community
- safeguard pupils' dignity and sense of belonging
- reinforce clear boundaries
- encourage reflection and personal growth
- restore relationships where appropriate.

Sanctions are normally imposed only after appropriate investigation (see Section 4). Decisions are made on the balance of probability and with regard to context, safeguarding considerations and equality duties.

9.1 Graduated response framework

Sanctions are applied within a graduated framework. Escalation may occur where behaviour is serious, repeated or poses risk.

Level 1 – Immediate correction

Used for minor lapses or low-level disruption.
Purpose: to prevent escalation and reinforce expectations early.

Level 2 – Recorded sanction

Used where behaviour persists, is more deliberate or has wider impact.
Purpose: to make the consequence visible and prompt reflection.

Level 3 – Formal sanction

Used for repeated misconduct, deliberate defiance or significant disruption.
Purpose: to reinforce seriousness and restore boundaries.

Level 4 – Restrictive sanctions (including isolation)

Used where behaviour:

- is persistent despite earlier sanctions
- significantly disrupts learning
- involves unkindness, intimidation or discriminatory language or
- undermines authority or community standards

Purpose: to protect the community and provide structured intervention.

Level 5 – Suspension

Used where behaviour:

- poses serious risk to safety
- constitutes bullying, harassment or discrimination
- involves aggression or significant defiance
- represents persistent failure to respond to intervention

Suspension is authorised by the Headteacher and conducted in line with statutory guidance.

Level 6 – Permanent exclusion

Used only in exceptional circumstances where:

- a serious one-off incident has occurred or
- a pupil's continued presence would seriously harm the education or welfare of others.

Governors are involved in accordance with regulatory requirements.

9.2 Equality, SEND and safeguarding considerations

When applying sanctions, staff must consider:

- whether behaviour may be linked to SEND or neurodivergence
- whether trauma, ACEs or safeguarding concerns are present
- whether reasonable adjustments are required

Such considerations do not remove expectations but may affect the structure, support or follow-up accompanying a sanction.

9.3 Natural consequences and restoration

Where appropriate, sanctions may include natural or logical consequences, such as repairing damage, apologising, restoring relationships, completing missed work.

Restorative conversations may follow sanctions in order to rebuild trust and reinforce belonging.

9.4 Confiscation as a sanction

Confiscation of items may be used as a disciplinary sanction where items are:

- Prohibited by law
- Banned under school rules
- Used in a way that disrupts learning
- Used in a way that undermines safety or dignity
- Used offensively or irresponsibly

Confiscation may apply to a range of items, including personal accessories, prohibited digital devices or school equipment misused in a harmful or unsafe manner.

Further detail regarding statutory search powers and confiscation procedures is set out in Appendix 10.

9.5 Mobile phones

Mobile phones are not permitted for use during the school day unless explicitly authorised. Where a pupil breaches the mobile phone policy, the default sanction is confiscation for up to two weeks.

- Parents are informed on the day of confiscation.
- The phone is stored securely, powered off.
- Parents may collect the device at the end of the confiscation period.
- Where a pupil requires a phone for safe travel to and from school, the pupil may retain the phone on the day of confiscation, provided that parents bring the device into school the following day.
- In such cases, the School will provide a basic non-Smart mobile phone for safety use during the confiscation period.
- Parents are responsible for the cost of call credit.

9.6 Consistency and professional judgement

Consistency means applying shared principles fairly and transparently, not treating every situation identically.

Staff must:

- apply agreed systems and not introduce ad hoc sanctions
- avoid disproportionate escalation
- seek guidance where uncertain
- document decisions clearly where appropriate

Clear documentation supports fairness, safeguarding and defensibility.

9.7 Operational implementation by phase

The principles and graduated sanctions set out above apply across all phases of the School.

The detailed operational systems used in Lower School (including EYFS), Middle School and Upper School to implement these principles are set out in Appendix 5 [Operational systems by phase].

All staff are required to use the agreed phase-specific systems. Individual or alternative behaviour management systems must not be introduced without the approval of the Headteacher.

These may be updated from time to time to ensure clarity and effectiveness, while remaining consistent with the principles set out in this section.

To aid pupil understanding of the way behaviour sanctions escalate, flowcharts may be used such as those found in Appendix 8 Behaviour Communications.

9.8 Prohibition of corporal punishment

Corporal punishment is not used at the School and is prohibited in all circumstances.

No member of staff may use physical force as a punishment. Any use of reasonable force is governed strictly by the principles set out in Appendix 11 on Use of Reasonable Force and must never be used as a disciplinary penalty.

10. EYFS application

10.1 Statutory context

Behaviour management in Reception operates within the statutory EYFS framework.

Physical punishment is prohibited. Any form of corporal punishment or degrading treatment is not permitted.

Responses to behaviour must be developmentally appropriate, proportionate and supportive of young children's emotional development.

10.2 Principles in EYFS

In EYFS, behaviour is understood as communication. Young children are taught expectations through modelling, repetition, co-regulation and consistent adult guidance.

EYFS practice prioritises:

- emotional regulation and co-regulation
- clear routines and predictable responses
- explicit teaching of social skills
- strong adult-child relationships
- early identification of additional needs.

The School uses age-appropriate elements of the Zones of Regulation framework to support children in recognising emotions, naming feelings and developing strategies to regulate their responses. Children are helped to understand that while strong emotions are part of being human, they remain responsible for responding in ways that are safe, kind and self-controlled.

Boundaries are clear and consistently reinforced in a manner appropriate to age and stage of development.

10.3 Reception

Reception bridges EYFS and whole-school systems.

Children continue to use shared regulation language, including Zones of Regulation vocabulary, while gradually developing increased accountability for their behaviour.

Visual cues, immediate feedback and restorative conversations reinforce expectations. Responses remain developmentally appropriate and proportionate as pupils prepare for transition into Key Stage 1 systems.

11. Safeguarding and child-on-child abuse

All behaviour management is underpinned by the School's safeguarding duties.

Where behaviour involves harm to another pupil, including bullying, sexual harassment, harmful sexual behaviour, discriminatory conduct or serious misuse of digital platforms, safeguarding procedures will operate alongside disciplinary action.

The Designated Safeguarding Lead (DSL) will be consulted where behaviour may constitute child-on-child abuse or raises concerns about a pupil's welfare or vulnerability.

Sanctions and safeguarding responses are distinct but may operate concurrently. The safety, dignity and wellbeing of pupils remain paramount.

12. Monitoring and review

The School monitors the implementation and impact of this policy through structured review processes.

12.1 Behaviour data dashboards

While detailed data dashboards are not a statutory requirement for ISI-inspected schools, the School considers proportionate analysis of behaviour data to be good practice in safeguarding, equality and governance oversight.

Senior leaders review termly data including:

- Number and type of behaviour incidents
- Use of Exit procedures
- Detentions and isolation
- Suspensions
- Permanent exclusions
- Repeated incidents by individual pupils.

As appropriate, data is also reviewed in relation to:

- Pupils with SEND
- Vulnerable pupils
- Sex

- Ethnicity
- Year group

This analysis supports early identification of patterns and may support fairness and proportionality. As a small school, data is interpreted cautiously, recognising that small numbers can distort trends.

12.2 Pupil voice

The School gathers pupil feedback through

- Student Council discussion
- Occasional phase or year cohort meetings
- Pupil voice surveys (anonymous where appropriate).

Pupil voice helps leaders assess whether pupils feel safe, treated fairly and supported.

12.3. Staff voice

Staff feedback is gathered through:

- Phase meetings
- Safeguarding and SEND team meetings
- Behaviour review discussions in staff meetings and INSET
- Policy review discussions in staff meetings and INSET

This ensures that the policy remains workable and consistently applied.

12.4. Safeguarding integration

Behaviour data is reviewed alongside safeguarding records to ensure that patterns of dysregulation, bullying, aggression or withdrawal are not masking underlying welfare concerns.

12.5. Governor oversight

The Governing Body:

- Reviews the behaviour policy at least biennially or sooner if guidance changes
- Receives termly summary reports
- Reviews suspension and exclusion decisions where required
- Considers equality and safeguarding implications

13. Appendices

The appendices form an integral part of this policy. They provide operational detail, clarity and consistency for staff, while keeping the main body of the policy readable and accessible for parents and pupils.

APPENDIX 1 BIBLICAL AND THEOLOGICAL FRAMEWORK FOR BEHAVIOUR AND DISCIPLINE

1. **Imago Dei**

   Every person is made in the image of God (Genesis 1:27). This underpins our commitment to dignity, mutual respect, and restorative discipline.

2. **Love and justice**

   Scripture calls us to both love one another and uphold justice (Micah 6:8). Our approach to behaviour balances mercy and accountability.

3. **Discipleship as formation**

   Behaviour education is part of spiritual and character formation. We seek not just compliance, but transformation: *"Train a child in the way they should go…"* (Proverbs 22:6).

4. **Authority and responsibility**

   Biblical teaching affirms orderly community life and submission to legitimate authority (Romans 13:1–2). Teachers exercise delegated authority for the flourishing of pupils.

5. **Grace and restoration**

   Where pupils fail, discipline aims to restore, redeem, and reconcile, modelling the gospel (2 Corinthians 5:18–19).

APPENDIX 2 UNDERSTANDING BEHAVIOUR - REGULATION, SEND AND TRAUMA-INFORMED PRACTICE

The School recognises that behaviour is influenced by emotional development, life experiences and neurodiversity. High standards of behaviour are maintained for all pupils. Staff are expected to understand the factors that may influence behaviour and to respond in ways that are fair, consistent, educational and supportive.

Understanding context does not remove expectations. It informs how expectations are taught and reinforced.

Key principles

These include:

- behaviour is a form of communication, particularly for younger pupils and those with SEND
- pupils who have experienced Adverse Childhood Experiences (ACEs) may have heightened stress responses, reduced emotional regulation and increased sensitivity to perceived threat
- neurodivergent pupils may require explicit teaching of social expectations and structured support to develop regulation strategies
- early intervention and de-escalation are preferable to reactive sanction.

The School uses **Zones of Regulation** materials and language to support pupils to:

- identify and name emotional states
- recognise early signs of dysregulation
- practise appropriate regulation strategies
- reflect on choices once calm has been restored

Zones of Regulation do not replace boundaries or consequences. It supports pupils to *meet* expectations rather than lowering them.

Reasonable adjustments

In line with SEND duties and equality legislation, reasonable adjustments may include:

- pre-emptive movement breaks or sensory regulation tools
- modified exit, reflection or detention procedures where appropriate
- short, supervised calm spaces used for regulation, not punishment
- alternative formats for completing reflection activities

Adjustments are proportionate and designed to enable pupils to meet the same behavioural expectations as their peers.

Persistent concerns

Where behaviour concerns are persistent, a Behaviour Plan may be implemented. Behaviour Plans set clear expectations and targets, identify support strategies, involve parents as partners and are reviewed regularly.

Where behaviour raises safeguarding concerns, the DSL will be consulted and safeguarding procedures will operate alongside behaviour support.

Staff must apply agreed strategies consistently and should not introduce unapproved behaviour management approaches.

APPENDIX 3 CODES OF CONDUCT (BY PHASE)

These codes underpin all behaviour decisions and are referenced explicitly during reflection and restorative conversations.

Lower School Code of Conduct

Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and 'Love your neighbour as yourself.' (Luke 10: 27)

This means that in Lower School, with God's help, we will choose to:

1. Give thanks to God for His love and blessings
2. Be helpful and respectful in our words and actions
3. Use kind words and not join in when others are being unkind
4. Tell a trusted adult if someone is being hurt or treated unfairly
5. Not share stories or talk about videos or information that might frighten or upset others
6. Look after our belongings and our school
7. Make good choices even if we feel angry or upset
8. Say sorry and forgive each other
9. Tell the truth
10. Listen carefully and follow instructions first time
11. Speak politely and behave sensibly
12. Do our work carefully and try our best.

Middle School Code of Conduct

You shall love the Lord thy God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is like it, you shall love your neighbour as yourself. On these two commandments hang all the law and the prophets. (Matthew 22: 37-40)

This means that in Middle School:

1. We will seek to honour the Lord in all things
2. We will give thanks to God for all He has given us
3. We will value and respect one another as unique and precious to God
4. We will take responsibility for our choices and understand that our actions affect others
5. We will use our words carefully and not speak in ways that hurt, belittle or exclude others
6. We will be kind, forgiving and seek to grow in self-control
7. We will stand up for what is right and not join in unkindness
8. We will report bullying or harmful behaviour to a trusted adult
9. We will respect the people whom God has placed in authority
10. We will value and uphold the truth
11. We will make wise choices about what we watch, share and post online
12. We will think carefully before sharing stories, videos or ideas, and we will not expose others to things that are not suitable for them
13. We will work diligently and do our work well
14. We will take care of God's creation
15. We will respect other people and their property
16. We will respect and care for the School's environment and property
17. We will seek to serve each other within the School community
18. We will contribute positively to the life and witness of the School.
19. We will ask God's help in all these things.

Upper School Code of Conduct

You shall love the Lord thy God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is like it, you shall love your neighbour as yourself. On these two commandments hang all the law and the prophets. (Matthew 22: 37-40)

This means that in Upper School:

1. We will honour the Lord in our conduct, speech and relationships
2. We will show gratitude and humility
3. We will uphold truth, integrity and honesty in all we do
4. We will act as positive role models for younger pupils and for one another
5. We will practise self-discipline and take ownership of our weaknesses
6. We will respect those in authority and exercise responsibility even when not directly supervised
7. We will treat every person with dignity and respect in our words and actions
8. We will not use language that belittles, demeans, stereotypes or causes distress, humiliation or fear, including in the name of humour or banter
9. We will speak about others both within the School community and wider society, in ways that are respectful and honouring
10. We will respect all that belongs to others
11. We will take responsibility for our learning and work diligently with self-discipline
12. We will be upstanders, not bystanders, challenging unkindness amongst pupils and supporting those who are mistreated
13. We will report bullying, harmful sexual behaviour, discriminatory language or online harm promptly to a trusted adult, and we will not keep harmful conduct secret
14. We will make responsible and lawful choices about what we access, share and promote online
15. We will think carefully when discussing sensitive issues and will respect age guidance, the law and family boundaries
16. We will serve and support one another within the School community
17. We will look for and enjoy the good qualities and achievements of others
18. We will look for ways to serve the wider community beyond the school
19. We will steward the resources God has given us and care for His creation
20. We will uphold the good name of the School in our conduct both within and beyond it
21. We will seek at all times to conduct ourselves in a manner worthy of the responsibilities and freedoms entrusted to us
22. We will forgive others and seek forgiveness when we fall short.

Detailed additional specific expectations for Upper School pupils are set out in the annually distributed document *Upper School Expectations*

APPENDIX 4 LOW LEVEL DISRUPTION AND REFLECTION

This appendix clarifies the agreed approach to managing low-level disruption across the School. These systems must be applied consistently by all staff.

Low-level disruption

Low-level disruption includes, but is not limited to:

- uniform or presentation infringements
- calling out or talking over others
- minor non-compliance with instructions
- low-level interference with learning.

Low-level disruption is addressed promptly through clear, calm and proportionate corrective responses within the lesson or activity.

Where low-level concerns are repeated, incidents are recorded using phase-appropriate systems in order to identify emerging patterns.

Accumulation of low-level incidents leads to predictable consequences in line with the Sanctions Framework (Appendix 5).

Reflection

Reflection supports pupils in understanding impact and improving future choices.

Reflection may be verbal or written, depending on age and need. It focuses on:

- recognising the impact of behaviour
- identifying alternative responses
- restoring positive participation

Reflection may be supported by restorative conversation and regulation strategies where appropriate.

Consistency

All staff must use the agreed systems set out in this policy. Personal behaviour management systems or unapproved alternatives must not be used.

Escalation procedures, including Exit and higher-level sanctions, are set out in Appendix 5.

APPENDIX 5 OPERATIONAL FRAMEWORK

This appendix sets out the operational systems used within each phase of the School. It should be read alongside Section 8 (Sanctions and consequences).

The graduated Levels 1–6 described in Section 8 apply across all phases. The mechanisms below are the agreed means by which those levels are enacted in practice.

Staff must use these agreed systems and should not introduce personal or ad hoc sanction structures. Consistency and predictability are valued; however, professional judgement may be exercised where context, safeguarding or individual need requires it.

E1. Principles applying across all phases

Good behaviour is expected and rewarded.
Sanctions follow appropriate investigation as required.

Sanctions are proportionate to age, context and severity.

Repeated low-level behaviour may lead to escalated sanctions.

Behaviour and sanction history is considered when deciding what level of sanction to apply.

Serious misconduct may bypass lower levels.

Isolation, suspension and, in exceptional cases, exclusion are available sanctions across all phases, although in Lower School, isolation and suspension are rare and used only in exceptional circumstances.

Sanctions are always considered in the light of SEND and safeguarding factors which may override standard disciplinary processes where risk is identified.

Actions by the pupil to restore relationships or damaged property are expected where appropriate.

E2. Sanctions

This appendix sets out how the graduated Levels 1–6 described in Section 9 operate in practice. Sanctions escalate in seriousness but may be accelerated where behaviour is serious or persistent. Consistency and predictability are expected. Professional judgement may be exercised where safeguarding, SEND or contextual factors apply.

Most low level behaviour issues can **be resolved using Level 1 or Level 2 sanctions.**

Level 1: Immediate correction

The purpose is to prevent escalation and restore learning quickly through:

- Brief verbal reminder of expectations - for older pupils, this should usually be phrased positively, stating the expected behaviour; for Lower School pupils a direct statement to stop doing something is sometimes preferable.
- Task redirection - calmly refocusing the pupil on the required activity through clear instruction, teacher proximity or adjustment of the task
- Adjusting seating or re-directing to another area of the lunch room or on yard.

- A brief, structured conversation to clarify the impact of behaviour, reinforce expectations and support the pupil in re-engaging positively with activities.

Level 2: Recorded consequence

Used where behaviour persists, is repeated or more deliberate. The purpose is to signal clearly that behaviour is drifting beyond acceptable boundaries. Persistent concerns may trigger SEND, pastoral or safeguarding review. Formal detentions are not used in Lower School. Isolation is rare and proportionate to age.

Sanctions may include:

Lower School and Y5 - 6

- Movement down a behaviour ladder
- Peg removal
- Individual or class report for a specific period of time

Movement down the ladder, or removal of a specified number of pegs, will result in forfeiture of Golden Time in accordance with agreed thresholds. These mechanisms reinforce the link between repeated behaviour and loss of privilege.

Middle and Upper School

In Years 7 and 8 pupils carry a yellow card which may be marked by teachers if the pupil engages in low-level disruption, minor defiance, uniform breaches or late homework. Four or more yellow cards results in a detention. ALPS pupils will serve a detention if the number of accumulated marks is six. Parents are informed by letter (see Appendix 7). Yellow/blue cards reset every term.

In Upper School, low-level behaviour issues including late homework, lack of punctuality to lessons, chewing gum, uniform infringements, minor disruptive behaviour will be immediately reported to the Head of School who will issue a lunch-time detention.

Level 3: Formal sanction and monitoring

This is used for more serious or repeated misconduct, defiance or disruption. Sanctions may include:

- *A reflection sheet* - to provide structured support for the pupil to reflect on what prompted the behaviour, how it broke the code of conduct, how it impacted on others and what can be done to restore relationship or repair damage to property. Younger pupils may complete the reflection verbally. The reflection sheet is generally sent home to parents so they are aware of the behaviour incident and can reinforce behaviour expectations, and a copy is uploaded to CPOMS. See Appendix 7 for phase-adapted Reflection Sheets

- *Exit procedure* - used when a pupil's persistent disruptive behaviour means they forfeit the privilege of learning together in the classroom. See Appendix 6 for details about how the Exit procedure should be implemented.
- *Detentions* are used as a formal sanction for repeated or deliberate breaches of school expectations. They may be issued:
    - following accumulation of report card marks in accordance with phase procedures
    - as a direct response to significant disruption or defiance
    - where behaviour persists despite earlier intervention.

  Detentions reinforce that continued divergence from school expectations results in loss of privilege and requires structured reflection and accountability.

  Detentions may take place at break or lunchtime, provided pupils are given reasonable opportunity to eat and access fresh air or physical movement. Some pupils with SEND may require additional access to fresh air and physical movement which is given due regard.

  During detention, pupils may:
    - complete missed or corrective academic work
    - complete structured reflection tasks
    - undertake appropriate tasks that contribute positively to the school community.

  Detentions are proportionate, supervised and time-limited (normally up to 30 minutes unless otherwise authorised by a senior leader).

  After school detentions may be issued provided parents are given at least 24 hours notice.
- *Confiscation of items*

  The School may confiscate items where they are:
    - Prohibited by law
    - Banned under school rules
    - Used in a way that disrupts learning or undermines safety
    - Used offensively or irresponsibly.

  Confiscation may apply to a range of items including personal accessories, prohibited digital devices, or school equipment misused in a harmful or unsafe way.

Level 4 Restrictive sanction

Level 4 sanctions are used where behaviour is serious, persistent, or has not improved despite intervention at Levels 2 and 3. Bringing a device (such as a mobile phone or Smart watch) into school without authorisation will also result in a restrictive sanction.

This level involves structured restriction of normal participation in order to protect the learning environment, fulfil the school's online safeguarding duties, protect dignity and reinforce the seriousness of the behaviour.

Restrictive sanctions are proportionate, time-limited, supervised and reviewed regularly.

Level 4 may follow repeated Exit, detention or report procedures, or may be applied immediately where behaviour significantly undermines safety, dignity or the orderly functioning of the school community.

Level 4 sanctions are available across all phases. In Lower School, particularly below Juniors, restrictive sanctions are rare and used only in exceptional circumstances.

Level 4 sanctions may include:

- *Social isolation* - supervised removal from peer social time for reflection and structured work.
- *Full isolation* - supervised removal from both lessons and social time for a defined period. Pupils continue to receive meaningful educational input during isolation in accordance with current DfE expectations regarding removal from classrooms.
- *A temporary withdrawal from specific privileges or activities* - including extra-curricular activities, trips or visits where behaviour presents a risk to safety or undermines the integrity of the activity, even where reasonable adjustments have been considered.
- *Implementation of a formal behaviour plan* - developed in partnership with parents. The plan will set clear targets, support strategies and review points. Parents are engaged as partners in reinforcing expectations at home. Behaviour plans are reviewed regularly and at least half-termly.

Restrictive sanctions are intended to secure improvement and restore full participation as quickly as possible.

Level 5 Suspension

Suspension is used where behaviour constitutes a serious breach of the School's behaviour expectations or where persistent misconduct has not improved despite earlier intervention.

Suspension may be applied where behaviour:

- poses a serious risk to the safety or welfare of pupils or staff
- involves significant bullying, harassment or discriminatory behaviour
- involves sexual harassment, sexualised misconduct or harmful sexual behaviour
- involves serious misuse of digital platforms, including unauthorised distribution of images or content relating to other pupils
- includes physical aggression or threatening conduct
- represents sustained defiance or disruption despite restrictive sanctions

- seriously undermines the orderly functioning of the School.

Where behaviour may constitute harmful sexual behaviour, the DSL will be consulted and safeguarding procedures will operate alongside disciplinary action.

Suspension is authorised by the Headteacher.

In determining whether suspension is appropriate, the Headteacher will consider:

- the seriousness and context of the incident
- proportionality
- safeguarding considerations
- any relevant SEND, neurodivergence or known vulnerabilities
- whether reasonable adjustments have been made
- the impact on the wider school community.

Suspension will be time-limited and proportionate. Parents will be informed promptly and provided with clear information about the reason for the suspension, its duration, expectations during the suspension period, and arrangements for return to school.

Suspension provides an opportunity for structured reflection. Parents are expected to support their child in considering the impact of their behaviour and the changes required to ensure a successful return to school.

The School may set reflective tasks during the suspension period designed to support personal responsibility, goal-setting and improved decision-making. Academic work will be provided where appropriate to ensure continuity of learning.

Following suspension, a reintegration meeting will normally be held to review the incident, clarify expectations, consider support or monitoring arrangements and ensure a structured and successful return to school.

Repeated suspension may lead to consideration of permanent exclusion.

Level 6 Permanent exclusion

Permanent exclusion is used only in exceptional circumstances where a pupil's continued presence at the School would seriously harm the education or welfare of others, or where there has been a single, very serious breach of the School's behaviour expectations.

Permanent exclusion may be considered where behaviour:

- poses a sustained or significant risk to the safety or welfare of pupils or staff
- involves serious violence or threatening conduct
- involves harmful sexual behaviour of a serious nature
- involves serious criminal behaviour or activity
- represents persistent and serious misconduct despite repeated intervention, including suspension

- fundamentally undermines the School's ability to maintain a safe and orderly community.

Permanent exclusion is authorised by the Headteacher. In determining whether permanent exclusion is appropriate, the Headteacher will consider:

- the seriousness and context of the behaviour
- proportionality
- safeguarding considerations
- any relevant SEND, neurodivergence or known vulnerabilities
- whether reasonable adjustments have been made
- the cumulative impact of persistent behaviour where relevant
- the impact on the wider school community.

Parents will be informed in writing of the decision and the reasons for it.

Governors will review the decision in accordance with the School's procedures and regulatory requirements.

Permanent exclusion is a last resort. It is not imposed lightly and follows careful consideration of all relevant factors. However, where the safety, dignity and education of others cannot be secured, the School will act decisively.

APPENDIX 6 EXIT PROCEDURE

The Exit Procedure is an early intervention strategy used to protect the learning environment. It applies in Middle and Upper School and may be used in Juniors where appropriate. It is used where behaviour disrupts teaching or learning. It reinforces that participation in the class community is a privilege and that repeated low-level disruption will not be allowed to drift into disorder. In Lower School pupils are being progressively trained about classroom behaviour expectations and therefore formal Exit is rarely used.

Removal from a lesson is proportionate and time-limited. Pupils must continue to receive meaningful educational input during any period of removal, in line with current DfE expectations regarding removal from classrooms for disciplinary reasons.

Threshold for Exit

Pupils may be removed immediately for a single serious incident.

For repeated or semi-serious disruption:

1st incidence of disruptive behaviour – verbal warning
Clear, calm instruction stating the expected behaviour.

2nd incidence of disruptive behaviour – formal warning
Clarify consequences of any repetition

3rd incidence of disruptive behaviour - Exit
If behaviour continues or a warning is ignored, the pupil is asked to leave the classroom

Middle School teachers may use a visible warning system prior to Exit. Upper School pupils should generally require fewer warnings. Warnings must be followed up by action if a pupil ignores a final warning.

On Exit

1. The pupil is issued a Reflection Sheet
2. The pupil is given appropriate work to complete during their period of removal.
3. The pupil is sent to a paired teacher/classroom or as directed by the Head of School.
4. The pupil completes the Reflection Sheet and the work set.
5. At the end of the lesson the pupil returns to the classroom.

A pupil must not be removed for more than one lesson. Where a double lesson is in progress, the pupil should be readmitted at the end of the first lesson within that double period.

Pupils should not be expected to sit out an entire lesson without educational input, nor should they be left unsupervised or left behind on site.

After exit

1. The teacher completes the comment section of the Reflection Sheet.

2. The Reflection Sheet is submitted to the Head of School, who determines any further sanction.
3. The Reflection Sheet is shared with parents via email or on the yard at the end of the day.
4. The Reflection Sheet is scanned and uploaded to CPOMS with brief notes about the exit incident and then destroyed.

Off-site or specialist lessons

The Exit Procedure applies equally during off-site or specialist lessons, including PE, Swimming and Food & Nutrition.

Where no paired classroom is available:

- The pupil must be removed to a safe, supervised location where they cannot further disrupt the lesson. This may include a designated bench at a sporting venue or a room adjacent to a specialist teaching area.
- The pupil must remain supervised at all times.
- Work and structured reflection must be provided.

Pupils must not be left behind on site and must not be excluded from educational provision for the duration of the lesson without supervision and meaningful input.

Monitoring and escalation

Exit incidents are monitored as part of regular behaviour monitoring by the Head of School.

Where repeated Exits occur within a half term:

- Parents will normally be contacted and a meeting arranged.
- Possible underlying needs will be considered.
- SEND or safeguarding review may be initiated.

Where behaviour persists despite support:

- A behaviour report may be implemented for a defined period.
  Behaviour mentoring may be introduced.
  Further escalation to isolation or suspension may follow in cases of persistent disruption.

Improvement is recognised and supported.

Consistency

All staff should use the agreed Exit Procedure once disruption thresholds have been reached and not replace it with an alternative system that has not been approved by the Head of School.

APPENDIX 7 REFLECTION SHEETS

LOWER SCHOOL REFLECTION SHEET

Incident date: Lesson / Place:

Student name: Year group:

1. **What happened?**

   What did you do? What led up to it?

2. **Which part of the Code of Conduct did you break?**

   Look at the Lower School Code of Conduct

3. **Who has been affected?**

   How did your behaviour affect others? How did it make them feel?

4. **What were you feeling?**

   What could you do differently next time to manage those emotions?

5. **What needs to happen next?**

   Saying sorry is important, but you may also need to do something to make things right and show others they can trust you.

6. **Staff Observations**

7. **Action taken**

Uploaded to CPOMS, assigned to Head of School, form tutor alerted:

Parent communication (email, phone call, face-to-face conversation):

CFS MIDDLE SCHOOL REFLECTION SHEET

Incident date | Lesson / Place

Student name | Year group

1. **What happened?**

   You may explain what was happening around you, including any ongoing difficulties with others, but be honest about your own part in what happened.

2. **Which part of the Code of Conduct did you break?**

   Look at the Middle School Code of Conduct and identify any expectations you have broken.

3. **Who has been affected?**

   Think about the consequences of your behaviour for others (pupils, teachers, parents etc). How has your behaviour made others feel?

4. **Why did it happen?**

   What were you feeling, what could you do differently next time to manage those emotions?

5. **What needs to happen next?**

   Saying sorry may be part of putting things right, but you may also need to take practical steps to repair the situation and rebuild trust.

6. **Staff Observations**

7. **Action taken: consequences, sanctions, follow-up.**

Uploaded to CPOMS, assigned to Head of School, form tutor alerted:

Parent communication (email, phone call, face-to-face conversation):

CFS UPPER SCHOOL REFLECTION SHEET

If you need more space the boxes will expand

Incident Date: ..... Lesson/Place: .....

Student Name: ..... Year group: .....

What happened?

Explain what led up to the incident. You may describe what was happening around you, but take responsibility for your own choices. If you are not sure what has gone wrong, it's OK to say so but think carefully and honestly about the situation.

What was the problem with your behaviour?

Think about the consequences of your behaviour for the learning community of which you were part (your class or other group). Include actual consequences and potential risks. Consider any effects of your behaviour on other people involved: other pupils, staff and the wider school community. Refer to the Code of Conduct you signed up to.

What needs to happen next?

Saying sorry may be part of the solution, but you must also consider practical steps to repair the situation and rebuild trust.

Staff observations

Teacher name: **Date:**

Actions taken

Uploaded to CPOMS, assigned to Head of School, form tutor alerted Date:

Parent communication (email, phone call, face-to-face conversation) Date:

APPENDIX 8 BEHAVIOUR COMMUNICATIONS

Year 7 and 8 parent letter about behaviour card.

Dear

I am writing to inform you that …… has received four (six) or more comments on their behaviour card. The purpose of the behaviour cards in Year 7&8 is to record incidents of **low- level behaviour,** such as missing homework, chatting in lessons or uniform infringements. By recording incidents in this way it allows us to build up a picture of where there might be areas of concern, and how best we can rectify these matters and create a positive learning environment for everyone involved.

The consequence for receiving four (six) or more entries on the behaviour card is a **20 minute lunchtime detention**, of either hoovering or litter picking. This will be completed with myself, on ……..…

We appreciate your continued support in this matter.

Should you have any questions or require further information, please do not hesitate to contact me.

Kind regards

APPENDIX 9 RECORDING, MONITORING AND SAFEGUARDING LINKS

Behaviour recording supports consistency, accountability and safeguarding.

- **Low-level behaviour concerns** are recorded using class logs, cards or phase-appropriate systems to identify emerging patterns. These should be recorded on CPOMS.
- **Significant behaviour incidents**, especially those involving distress, repeated or significant dysregulation, aggression, bullying, discrimination, safeguarding or welfare concerns, are recorded on **CPOMS**.

Behaviour records inform pastoral support, SEND reviews and safeguarding decision-making.

CPOMS records are reviewed by senior leaders and the Safeguarding team to ensure appropriate follow-up, proportional response and ongoing support.

APPENDIX 10: SEARCHING, SCREENING AND CONFISCATION

Basis of compliance

Schools must have regard to DfE *Searching, screening and confiscation: advice for schools*

1. **Statutory powers**

   Headteachers and staff authorised by them may search a pupil or their possessions without consent where there are reasonable grounds to suspect prohibited items are present.

   Pupils may be required to undergo screening (e.g., with a metal detector) regardless of suspicion.

2. **Prohibited items**

   - Knives or weapons, alcohol, illegal drugs, stolen items, tobacco products, fireworks, pornographic images.
   - Any item that staff reasonably suspect has been or could be used to commit an offence, cause personal injury, or damage property.
   - Any item the school rules specify as banned.

3. **Search procedure**

   - Searches should be conducted with due regard to pupil dignity and privacy.
   - At least two staff should be present; one should be the same sex as the pupil wherever possible.
   - Strip searches must only be carried out by police and with appropriate adults present. School staff must not conduct strip searches.

4. **Confiscation**

   - Staff may seize any prohibited item found.
   - Staff may also confiscate any item that is harmful or detrimental to school discipline.
   - Confiscation may be used as a **sanction** where items are used in breach of school standards (e.g., offensive use of scissors, personal items against policy).

5. **Disposal**

   - Items illegal to possess by a pupil will be passed to police.
   - Other items will be returned to parents or disposed of safely, as appropriate.

6. **Recording and reporting**

   All searches and confiscations should be logged in the school behaviour system, with reasons, outcome and parent notification.

APPENDIX 11: USE OF REASONABLE FORCE

Basis of compliance

From DfE *Restrictive interventions, including use of reasonable force* guidance (effective April 2026). Schools must have regard to statutory recording and reporting requirements.

1. **Legal basis**

   All staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property, or committing an offence.

2. **Principles**

   Force must be proportionate, necessary and the least required. Staff must always consider pupil age, SEND needs and context.

3. **Types of contact**

   - Holding to prevent harm
   - Removing a disruptive pupil
   - Directing movement to a safe space
   - Physical restraint only when essential.

4. **Unacceptable use**

   - Force as punishment.
   - Force that degrades or humiliates.

5. **Recording and reporting**

   - Significant incidents must be recorded in detail.
   - Parents/carers must be informed of every significant incident.

6. **Training**

   Adequate risk assessment and training should support staff where regular intervention may be anticipated. The school maintains an up-to-date list of members of staff with positive handling training.

7. **Post-incident care**

   Pupil and staff should be provided with post-incident support. The incident and response should be reviewed by the Head Teacher and SLT to identify areas of de-escalation practice that could be developed.

APPENDIX 12: BEHAVIOUR POLICY EVALUATION TOOLS

This appendix sets out the School's approach to reviewing the effectiveness and impact of the Behaviour and Discipline Policy. It is intended to support strategic oversight and continuous improvement.

While detailed data dashboards are not a statutory requirement for ISI-inspected schools, proportionate monitoring is considered good practice in safeguarding, equality and governance.

1. Senior leadership review

Senior leaders review behaviour patterns termly. This review considers:

- Number and nature of recorded behaviour incidents
- Use of Exit procedures
- Detentions and restrictive sanctions
- Suspensions
- Permanent exclusions
- Repeated incidents involving individual pupils.

Where appropriate and proportionate, leaders also consider whether patterns emerge in relation to:

- Year group
- Sex
- Ethnicity
- Pupils with SEND
- Vulnerable pupils.

In a small school, data is interpreted cautiously, recognising that small numbers may distort apparent trends. Qualitative analysis and contextual understanding are applied alongside numerical data.

2. Safeguarding integration

Behaviour data is reviewed alongside safeguarding records to ensure that:

- patterns of dysregulation or aggression are not masking underlying welfare concerns
- child-on-child abuse is identified promptly
- vulnerable pupils are receiving appropriate support
- reasonable adjustments are considered where SEND is identified.

The Designated Safeguarding Lead contributes to behaviour review discussions where appropriate.

3. Pupil and staff voice

The School gathers feedback on behaviour culture and consistency through:

- Student Council discussions
- Phase or cohort meetings
- Pupil surveys, anonymous where appropriate
- Staff meetings and INSET review discussions.

This feedback helps leaders assess whether pupils feel safe, treated fairly and supported, and whether staff feel confident applying the policy consistently.

4. Governor oversight

The Governing Body:

- Reviews behaviour data summaries termly
- Reviews suspensions and permanent exclusions in accordance with regulatory requirements
- Monitors equality and safeguarding implications
- Reviews this policy at least biennially, or sooner if guidance changes.

Governors satisfy themselves that the policy is implemented consistently, proportionately and in line with statutory and regulatory requirements.

5. Continuous improvement

Findings from monitoring may inform:

- staff training priorities
- refinement of operational systems
- targeted pastoral or SEND intervention
- policy updates in response to revised guidance.

The School seeks to ensure that behaviour systems remain clear, fair, developmentally appropriate and aligned with its Christian ethos.

APPENDIX 13: SUSPENSION AND PERMANENT EXCLUSION

1. Suspension procedure

1.1 Authority and threshold

Suspension is a formal disciplinary sanction and may only be authorised by the Head Teacher.

Suspension is used where a pupil's behaviour constitutes a serious breach of the School's behaviour expectations or where persistent misconduct has not improved despite earlier intervention.

1.2 Decision-making

In determining whether suspension is appropriate, the Headteacher will consider:

- the seriousness and context of the behaviour
- proportionality
- safeguarding considerations
- any relevant SEND, neurodivergence or known vulnerabilities
- whether reasonable adjustments have been made
- the impact on the wider school community

The decision to suspend is taken on the balance of probabilities following appropriate investigation.

1.3 Immediate implementation

Once the decision to suspend has been made:

- the suspension takes effect immediately
- the pupil must not remain in school unless exceptional safeguarding arrangements are required
- where further investigation is needed, this does not delay the start of the suspension

Where there is uncertainty or further investigation required before a decision is made, the pupil may remain in school subject to appropriate supervision and risk assessment. This must not amount to an informal exclusion.

1.4 Communication with parents

Parents will be informed as soon as reasonably practicable on the day of the decision, normally by telephone or face-to-face communication.

This will be followed by written confirmation (email or letter) on the same day. The written notification will include:

- the reason for the suspension
- the length and dates of the suspension

- expectations during the suspension period
- arrangements for the pupil's return to school
- the opportunity for parents to make representations

Parents may contact the School to provide further information or context. Any such information will be considered by the Headteacher and may lead to a review of the decision if appropriate.

1.5 During suspension

The School will make reasonable arrangements for the pupil to continue learning during the suspension period.

Work may include:

- academic tasks to support continuity of learning
- structured reflection tasks to support behavioural change

Parents are expected to support their child in reflecting on the incident and preparing for a successful return to school.

1.6 Reintegration

Following suspension, a reintegration meeting will normally take place involving the Headteacher and at least one parent.

The purpose of the meeting is to:

- review the incident and its impact
- support the pupil in taking responsibility
- agree expectations for future behaviour
- consider any support or monitoring required
- ensure a structured and successful return to school

Where appropriate, this process will reflect the School's Christian ethos of restoration, responsibility and reconciliation.

1.7 Recording and governance oversight

All suspensions will be recorded in detail, including reasons and duration.

The Head Teacher will inform the Chair of Governors of suspensions in accordance with the School's reporting procedures.

2. Permanent exclusion procedure

2.1 Authority and principles

Permanent exclusion is a formal decision made only by the Head Teacher.

It is used only in exceptional circumstances where:

- a serious one-off incident has occurred, or

- a pupil's continued presence would seriously harm the education or welfare of others

Permanent exclusion is a last resort following careful consideration of all relevant factors.

2.2 Decision-making

In determining whether permanent exclusion is appropriate, the Headteacher will consider:

- the seriousness and context of the behaviour
- proportionality
- safeguarding considerations
- any relevant SEND, neurodivergence or known vulnerabilities
- whether reasonable adjustments have been made
- the cumulative impact of persistent behaviour where relevant
- the impact on the wider school community

The decision will be made on the balance of probabilities following appropriate investigation.

2.3 Communication with parents

Parents will be informed of the decision without delay, initially by telephone where possible and followed by written confirmation.

The written notification will include:

- the reason for the permanent exclusion
- the date from which the exclusion takes effect
- details of the review process
- the right of parents to make representations.

2.4 Governor review

The Governing Body will review the Headteacher's decision to permanently exclude.

The review will:

- consider the evidence and the Headteacher's rationale
- allow parents to make representations
- ensure that the decision was lawful, reasonable and procedurally fair

The review should normally take place within 10 school days.

The Governing Body may:

- uphold the permanent exclusion
- direct reinstatement of the pupil

2.5 Status pending review

Where a permanent exclusion decision has been made, the pupil will not attend school unless reinstated by the Governing Body.

The School will make reasonable arrangements for the provision of work during this period.

2.6 Outcome and further review

Following the Governing Body's decision:

- parents will be informed in writing
- where exclusion is upheld, the pupil will be removed from the school roll
- the Local Authority will be informed in line with regulatory requirements

The School will provide information about any further review or appeal process available.

2.7 Confidentiality and communication

Information about exclusion will be handled sensitively and shared only on a need-to-know basis.

The School will not disclose personal details to other pupils or parents. Any communication will preserve dignity, confidentiality and safeguarding.

2.8 Pastoral consideration

Even where exclusion is necessary, the School recognises its responsibility to act with integrity and care.

The School will, where appropriate:

- support families in identifying next steps
- encourage reflection and responsibility
- uphold a posture of dignity and respect

This reflects the School's Christian commitment to truth, justice and restoration.