BEHAVIOUR POLICY

School: Floreat Wandsworth Primary School
Policy owner: Headteacher, SLT, SENDCo, SSB
Last review: Summer 2026
Next Review Date: 1.1.27

Contents

1. Mission Statement 2
2. Purpose of Policy Statement 2
3. Our Ethos 2
3.2 School Environment 3
4. Teaching and Learning 3
5. Playground 3
5.1 Play choices may not include: 3
6. Principles for effective Behaviour Management 4
6.1 Good Behaviour 4
6.2 Poor Behaviour – what we do: 4
6.3 Positive Handling 5
6.4 Items in School 5
7. Rewards 5
8. Sanctions 6
8.3 Non-Negotiables & School Clubs 8
========== 8
Appendix 1: Sample Behaviour Wall Charts – 9
Appendix 2 Individual Log 1
Appendix 3: Serious Incident Report 1
Appendix 4 Suspensions 2
1.1 Suspension from School 2
1.2 Internal suspension 2
1.3 Fixed-Term suspension 2
1.4 Permanent exclusion 3
1.5 Reasons for Exclusion 3
1.6 Behaviour outside school 3
1.7 Work Set 3
1.8 Procedure for appeal 3
1.9 Pupils with special educational needs and disabled pupils 4
1.10 Managed move 4
1.11 Removal from the school for other reasons 4
Appendix 5: School Central Behaviour Record 4
Appendix 6: Alternative Rewards and Sanctions 5
10. Behaviour Policy Addendum - during Covid19 6

1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

2. Purpose of Policy Statement

This policy outlines the school's approach to children's behaviour. This includes its general aims and expectations of pupils, and the methods used to achieve them.

We view behaviour through the lens of demonstrating character virtues, enabling pupils to self-manage with honesty, curiosity, perseverance and in the service of others. We encourage pupils to set their own standards of character conduct and to meet these standards in every situation, thus developing self-pride and positive self-management as qualities underpinning personal effectiveness. We support pupils to adopt an honest and kind approach in responding to others, so that relationships are constructive and equal.

Our pupils know that they have the *right* to learn in a safe environment and the *responsibility* to support the wellbeing and learning of others. Pupils are in control of the choices they make. When they make the right choice they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to serving our school. When they make a wrong choice, they know that they have let themselves and others down. They are supported to know how they can put things right and how they can make the right choice next time. We always value the child, speaking well of them and to them, encouraging the development of good character and a desire to be good.

3. Our Ethos

Pupils flourish within a calm and purposeful learning environment. We expect every child to be calm, respectful and ready to learn. We want children to make the most of every minute of learning time. This is achieved through the consistent use of our Calm School Code:

CALM SCHOOL CODE

Speak nicely

Listen carefully

Act kindly

Move calmly

calm - in themselves, able to achieve bodily stillness and concentration
in communicating with others
in transition times, both in class and when moving around the school

respectful - of themselves: maintaining dignity and high standards of personal care
of other children: speaking nicely and acting kindly
of staff: being polite and following instructions
of visitors: showing good manners and appropriate social responses
of the school environment: caring for equipment and grounds

ready to learn - having the highest levels of self-management and personal organisation
having the necessary equipment for every lesson, including PE kit
adopting 'whole body learning' (feet flat, hands together, head upright, eyes forward)

3.2 School Environment

Our school is a place of success, wellbeing and fulfilment. The outdoor environment has open spaces and wonderful play equipment; the indoor school is richly resourced and impeccably maintained. Everything is designed to enable our pupils to flourish.

We do not tolerate bullying or harassment or any type of racist behaviour. We have clear procedures to deal with incidents. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents and work in partnership with parents wherever necessary so that issues are resolved at the earliest stages and never take root.

We do not allow pupils to refer to other children as ‘girlfriends’ or ‘boyfriends’ or to engage in any talk or play related to adult relationships. We will actively prevent children forming exclusive groups.

4. Teaching and Learning

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities at Floreat, planned for explicitly and embedded into school life. The strategies we use include:

- providing a learning environment that is tidy and well ordered, fostering independence
- providing a taught curriculum on character and an ethos for flourishing
- providing opportunities for pupils to work in silence
- planning pro-actively for calm transitions in class, school and playground
- adopting a range of strategies such as choral singing to inspire joy, harmony and focus
- building a team identity and incorporating team building activities into the curriculum

5. Playground

We want play and leisure time to be enjoyable and relaxing for the children; a time when they can demonstrate character virtues in a spontaneous way. We provide a play environment with structured games as well as free choice activities and all staff are required to actively facilitate positive play.

5.1 Play choices may not include:

- any games or activities which staff deem unsafe and/or unkind
- boyfriend/girlfriend games or references
- play fighting or fighting of any kind
- rough and tumble games
- moving around in groups/clubs
- linking arms
- any activity leading to exclusivity

- hiding during lining up time
- chasing and capturing/grabbing or 'Cops & Robbers' style games
- no touching of any kind [if Covid19 or medical measures need to be enhanced]

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on the playground and ensure that pupils enter school ready for learning. Playground incidents are never dealt with during learning time. See **section 8** for sanctions related to playground incidents at break times.

6. Principles for effective Behaviour Management

To achieve our aim for a calm school all staff are required to manage behaviour consistently and affirmatively.

6.1 Good Behaviour

Good Behaviour – what we do:

- Use the four positive directives in the 'Calm School Code' in order to manage pupil behaviour affirmatively.
- Use reward, praise and encouragement *at every opportunity* to foster self-esteem and motivation.
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.
- Provide a role model of calm self-management in all relationships with children, parents and other staff.
- Clarify the rights and responsibilities that underpin our calm, safe school: *Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.*
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to the Headteacher.
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the wellbeing and progress of pupils anywhere in the school.
- Employ rewards and sanctions in a fair and consistent way. Always applying the minimum sanction to restore character virtue.
- Exercise positive handling (restraint) of a child only in strict accordance with statutory regulations.
- Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss poor behaviour in private, engaging the parent to support the child and the school. *"I need your help please…"* is best way of ensuring parents remain positively engaged with the school.

6.2 Poor Behaviour – what we do:

- Our core values form the basis of all communications relating to behaviour. *"Show me (+ a character virtue)…"* is best way of ensuring pupils remain positively engaged with correcting their behaviour.
- Give time for a child to engage ('calm compliant') so that contrition and a change in behaviour is genuinely appropriated (eg: ask for an apology only when the child is able to respond).
- State clearly what the poor behaviour is and how to correct it.
- Discuss problems/reprimand pupils in a private space away from others – address one pupil at a time.
- Use positive directives telling children what to do, rather than what *not* to do.
- Keep the focus on the primary behaviour. Tactically ignore the non-verbal secondary behaviour. Any form of confrontation or argument must be avoided.

- Shouting, sarcasm, humiliation and put-downs are strictly not allowed.
- Use a calm, quiet voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. These may be deferred if necessary or helpful, for example, until the following playtime.
- Allow the consequences to do the teaching – avoid oppressive talk.
- Always re-establish relationships after correction.

6.3 Physical Intervention

Physical force should only be used within the strict safety guidelines of the GLF Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the school's website.

A Physical Intervention Plan (agreed to by parents), Risk Assessment and Team Around the Child Meeting minutes must be up to date if a child is to receive planned physical intervention.

6.4 Items in School

Children are not allowed to bring in sweets, crisps, chocolate, sugary drinks or chewing gum. Pupils must not bring anything from home other than that specified by the school. Snacks, toys, electronic games and mobile phones are not allowed.

7. Rewards

In School Rewards

- Commitment/Most Improved Awards (termly)
- Verbal praise
- Name under happy face (see appendix 1 for an example of a Wall Chart for Behaviour)
- Individual sticker chart completed = prize from the Prize Box
- Table points/other class motivators (at teacher's discretion)
- Attendance certificates (twice annually)
- Character Certificates (weekly)
- Head Pupils
- Marbles in the jar (class treat)
- Children will be given a 'smiley face' chart when appropriate

No consumable items will be given as rewards in school, on the playground or during after-school clubs.

8. Sanctions

8.1 Class Time Sanctions

It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management. Pupils should only leave class as a last resort for serious/persistent disruptions to learning or unsafe behaviour. The following table outlines the steps that should be taken when dealing with disruptive or unsafe behaviour. However, staff may use their discretion to employ different strategies if the steps below are not effective or practical for a particular pupil. If staff need support with managing behaviour they should seek guidance from a member of Senior Leadership to ensure that all pupils flourish and the calm school code is upheld.

CLASS TIME SANCTIONS

Stages	Steps to be taken by staff
STAGE 1 - ALL STAFF Disruption to learning/unsafe behaviour (one-off/occasional) Consistently breaking school rules.	1. Name under '**Improvement Arrow**' as a first consequence. 2. '**Minute to manage**' taken out of room with 1 minute timer then back into class. *At this point only use talk where it is specifically targeted at moving the behaviour forward otherwise move through procedure without discussion or negotiation.* 3. If unable to work in class = work for the rest of the lesson or part of the lesson in the **partner class** 4. If unable to work in partner class = **SLT** room/office OR **Reflection Time** (as required). 5. If unsuitable behaviour persists or there are instances of more serious or unsafe behaviour then the **pupil is to remain with a member of the leadership team for the rest of the session as required**. **KS1 & FS:** Teachers & Leaders will work together with the parents to achieve the best possible outcomes for the pupil. **KS2:** Parents will receive copies of any **KS2 Reflection Times forms**: 1st, 2nd and 3rd Reflection Times in a full term: 20 minutes during lunch time [parents notified and a plan put in place] 4th, 5th and 6th Reflection Times in a full term: 30 minutes during lunch time After this, the team will meet with the parents to communicate if an internal suspension will be put in place (Stage 2). • Behaviour logged in an **Individual Behaviour Log** (see appendix 2) when appropriate. • If behaviour does not improve then proceed to Stage 2.
STAGE 2 - LEADERS Consistently disturbing the learning of themselves/others or consistently unsafe/unkind behaviour can lead to **INTERNAL SUSPENSIONS** Consistently breaking school rules.	• **Parents informed** by class teacher at the end of the day. • **Internal suspensions** as necessary to protect learning of others (parents informed) and ensure that the pupil in question completes their learning. • A decision can be made by the SLT to not allow a pupil to attend a trip if they have been consistently unsafe in or out of school (this is decided on a trip-by-trip basis). Options for inclusion will be explored and every reasonable effort will be made to include the pupil e.g. can the parent accompany the pupil. • **Pupil's behaviour monitored** by class teacher and playground staff during proceeding classroom sessions / break times as required. • Teachers or senior leaders inform the headteacher of the child who should now be formally monitored. The name of the pupil will go onto the **Central Behaviour Record** (appendix 5).
STAGE 3 - HEADTEACHER or DEPUTY HEAD in the absence of the Headteacher Critical one off incidents, consistently disturbing	• Investigate and make a decision about consequences. All voices must be heard. • Behaviour logged using a **Serious Incident Report** (see Appendix 3) or in an **Individual Behaviour Log** (as appropriate)

the learning of themselves/others or consistently unsafe/unkind behaviour can lead to **FIXED TERM SUSPENSION/PERMANENT EXCLUSIONS**	• Parents called into school with clear actions communicated. • Reference to SSB/GLF, as required. • The **Central Behaviour Record** will be kept updated with the name of the pupil and the relevant actions.

8.2 Break Time Sanctions

Playground staff should always take an active role in engaging with pupils, creating opportunities for character development and physical pursuits. Although outdoors, the notion of a calm school is still imperative when engaged in play and pupils should be guided through any disruptive or unsafe behaviour choices using positive directives. As with managing classroom behaviour, pupils should be guided through the following steps to make good choices. Similarly, adult discretion should be employed when the strategies below are not effective with particular pupils during break times (e.g. a pupil with special needs).

BREAK TIME SANCTIONS

Stages	Steps to be taken by staff
STAGE 1 - **ALL STAFF** Disruption to others play/unsafe behaviour (minor)/unkind behaviour Consistently breaking school rules.	1. If there is an occurrence of undignified behaviour the pupil is to be given a **'Minute to manage'** whilst sitting on a bench (staff to be mindful of weather conditions). The child should then have an opportunity to reflect on their behaviour with the same adult and be guided to move onto a positive activity. 2. **Reintegrate**: Staff to speak to the pupil/s involved and facilitate a dialogue between pupils as necessary. e.g. 'I am sorry I…' / 'It would make me feel better if you…' 3. **Reintegrate:** Pupils should then be directed to activities that they can engage with in a positive manner. This may involve asking them to relinquish toys/equipment. 4. If unsuitable behaviour persists or there are instances of more serious or unsafe behaviour then **the pupil is to remain with a member of the leadership team for the rest of the session as required**. **KS1 & FS:** Teachers & Leaders will work together with the parents to achieve the best possible outcomes for the pupil. **KS2:** Parents will receive copies of any **KS2 Reflection Times forms**: 1st, 2nd and 3rd Reflection Times in a full term: 20 minutes during lunch time [parents notified and a plan put in place] 4th, 5th and 6th Reflection Times in a full term: 30 minutes during lunch time After this, the team will meet with the parents to communicate if an internal suspension will be put in place (Stage 2). • Behaviour logged in the **Break Time Logbook** and/or **Individual Behaviour Log** (see appendix 2) when appropriate. • If behaviour does not improve then proceed to Stage 2.
STAGE 2 - LEADERS Consistently disturbing the learning of others or consistently unsafe/unkind behaviour can lead to **INTERNAL SUSPENSION** Consistently breaking school rules.	• **Parents informed** by class teacher at the end of the day. • **Internal suspension** as necessary to protect learning of others (parents informed). • A decision can be made by the SLT to not allow a pupil to attend a trip if they have been consistently unsafe in or out of school (this is decided on a trip-by-trip basis). Options for inclusion will be explored and every reasonable effort will be made to include the pupil e.g. can the parent accompany the pupil. • **Pupil's behaviour monitored** by class teacher and playground staff during proceeding classroom sessions / break times as required.

	• Teachers or senior leaders inform the headteacher of the child who should now be formally monitored. The name of the pupil will go onto the **Central Behaviour Record** (appendix 5).
STAGE 3 – HEADTEACHER Critical one off incidents, consistently disturbing the learning of others or consistently unsafe/unkind behaviour can lead to **FIXED TERM SUSPENSION/PERMANENT EXCLUSIONS**	• Investigate and make a decision about consequences. All voices must be heard. • Behaviour logged using a **Serious Incident Report** (see Appendix 3) or in an **Individual Behaviour Log** (as appropriate) • Parents called into school with clear actions communicated. • Reference to SSB/GLF, as required. • The **Central Behaviour Record** will be kept updated with the name of the pupil and the relevant actions.

A **Break Time Sanctions Chart** for staff is displayed in the staffroom (see section 9).

Adults should use their experience and knowledge of the pupil to decide whether an incident is minor (stage 1) or more serious (stages 2 or 3). They should consider which steps to resolve the issue best fit the behaviour displayed. Repetitive Stage 1 behaviour should be brought to the attention of the pupil's class teacher and SLT to ensure that action is taken to support the pupil to develop positive choices during break times.

8.3 Non-Negotiables & School Clubs

- All adults must follow through with a direct plan of action every time
- Adults will only listen to one child at a time if dealing with a complaint
- Children must not interrupt adults / 'backchat'
- All adults use language such as 'Show me that you can have kind hands.' or 'Show me that you can make a good choice'.
- Staff must always be aware of the children having a reflection time to restore dignity i.e. appropriate time / not in direct sunlight.

Verbal warning for unsafe, unkind or undisciplined behaviour.
Appropriate phrases:

- 'X, it is now time to make a sensible choice.'
- 'I like the way Y is sitting' (deliberate praising of a child sitting close to X).
- 'X, you have a choice. Either you sit with your friends sensibly or you will be asked to move next to an adult (or away from the carpet).'

SCHOOL CLUBS

- Pupils must display safe behaviour at all times.
- A pupil can be withdrawn from their current allocated after school or breakfast club(s) if the club provider has reported unsafe behaviour. This is at the discretion of the Headteacher /SLT.
- Verbal warnings will be followed by written warnings where parents will be notified that their child is at risk of forfeiting their place.

==========

Appendix 1: Sample Behaviour Wall Charts –

Internal Poster for Pupils



Floreat Wandsworth





1

Well done for making excellent choices and following the **Calm School Code**.

Your name will be written on the board at the start of every day.



2

You are being an excellent role model!

You might receive a **sticker for your chart** or a **prize** from the prize box or you may even receive a **certificate**!

20 stickers automatically wins you a prize from the prize box.

Whole Class Reward



when you get 20 marbles in the jar.





1

Your behaviour will improve.

Your name will be placed on the board under the arrow.

Your **teachers** will help you to make better choices.



2

Take a "**Minute to Manage**".



3

Are you able to return after 'Minute to Manage'? If not, go to your **Partner Class**.

4

Are you able to return after working in your partner class? If not, go to a member of the **Senior Leadership Team**.



5

If your behaviour does not improve then your **parents** will be called and a meeting will be arranged.

Floreat Wandsworth

Internal Poster for Pupils

Key Stage 2 Behaviour

1 	Your behaviour will improve. Your name will be placed on the board **under the arrow**.
2 	Take a **minute to manage** within the classroom. Use this time to reflect and restore your self-control.
3 	Please go to the **partner class** and take time to reflect on your choices.
4 	If your choices do not improve then you will be asked to attend a **Reflection Time** during the lunch break for **15 minutes**. A **written record** of your reflections will be sent home.
5 	If your behaviour does not improve then **your parents will be called after 3 Reflection Times**. Your parent or parents will be asked to come into school to meet with a school leader.

Internal Poster for Staff

Floreat Wandsworth

✓ OUR COMMITMENT TO BREAK TIMES ✓

We want all pupils to have great time playing outside with their friends. Break times should be where **happy memories** are made. This is also the perfect time for **character development**!

The playground should a place **full of laughter** and fun activities! These activities are carefully chosen by the team to ensure all ages are appropriately catered for.



STAGE 1

If pupils are unkind or unsafe then a **Minute to Manage** should be given.

Pupils need to sit on the bench and a TA will log this in a book so that teachers and leaders can track incidents carefully and eliminate any type of bullying.

Teachers should be notified as required.

STAGE 2

If pupils continue to repeat any unsafe or unkind behaviour then the appropriate **leader** must be notified.

A **Reflection Time** can be given by a teacher or leader as required.

STAGE 3

Any **serious incident** must be reported to the **senior leader**. A serious incident is when a pupil has displayed seriously unsafe or unkind behaviour.

Please note that a single Behaviour strategy or policy will never fit all pupils particularly those with a SEN. Please talk to the teachers or the senior leaders if you need advice or support in helping pupils to have a happy and safe break time.

Floreat Wandsworth

Appendix 2 Individual Log

Name of Pupil:

Class:

This log is for:

- Safeguarding disclosures/issues
- behaviour incidents
- meetings with parents
- relevant SEN matters
- actions for individual pupils

When logging Behaviour Incidents please note the following:

- brief details of the incident
- the impact on others
- how you notified the parents
- the consequences

Time / Date /	Incident / Meetings / Actions / Pupils & Adults involved

Appendix 3: Serious Incident Report (now forms part of the child's Pupil Log)

SERIOUS INCIDENT REPORT

This report is usually completed if a child has been suspended (internally or externally) as a result of a serious breach to the Behaviour Policy.

1. Person completing the form:
2. Staff Involved (if applicable):
3. Pupil involved:
4. Other Pupil/s Involved:

==========

A. Circumstances leading to the incident.
Describe the circumstances leading up to the incident (include location/s, verbal exchanges, etc, as appropriate):

==========

B. Describe the serious incident that occurred after the above.
Include all relevant information (include location/s, verbal exchanges, etc, as appropriate):

==========

C. Injuries (include details of medical attention):
To pupil/s:
To staff:

==========

D. At this stage please contact the Headteacher if you suspect that this could be a case of 'child on child' abuse.

==========

Checklist:

1. Did a breach of the school's Equality and Diversity Policy (e.g. racism) occur? YES/NO (if yes please contact SLT)
2. Parents notified of incident? YES/NO
3. First aid treatment / bumped head notes given out as required? YES/NO
4. Physical Intervention record required? YES/NO (please see the SENDCo for more details)
5. Post accident care/support given to the child/family: YES/NO
6. Post accident care/support given to the staff impacted: YES/NO

==========

Report Completed by:

Appendix 4 Suspensions

1.1 Suspension from School

Floreat Wandsworth follows the Department for Education statutory guidance (2017) on exclusion. The link to this guidance is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

In addition to this, Floreat Wandsworth, follows the procedures for exclusion laid out by Wandsworth LA. This information is here:
https://www.wandsworth.gov.uk/media/4113/exclusions_leaflet_fixed_period_or_permanent.pdf

Floreat Wandsworth is committed to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff can flourish. Everyone is treated fairly and with respect.

We will work in partnership with parents to ensure that behavioural expectations are clear and parents can reinforce them with their children. This includes our strong emphasis on character development which enables pupils to conduct themselves with dignity and kindness.

All pupils have the right to be safe and stress-free in school. The school has a duty of care to keep every child completely safe. Parents expect nothing less. As part of the school's duty of care, exclusion will be used when all other strategies to support safe behaviour have been exhausted. Exclusion is always a formal procedure and in every case it will be reported to governors and the Local Authority. In every case, exclusion from school will trigger the engagement of all available agencies to support a positive change in behaviour for the child.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Serious risk of harm to the education or welfare of the pupil or others in the school

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be the decision of the Headteacher. Parents will be notified immediately either in person, or by telephone, and this will be followed up with a formal exclusion letter.

1.2 Internal suspension

Internal suspension is when a pupil must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is very unsafe or causing persistent disruption to learning. Parents will always be notified.

1.3 Fixed-Term suspension

A fixed term suspension is when a child is suspended from school and must remain at home for a fixed amount of time. This will always be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

1.4 Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with the CEO and Chair of the Governing Body as soon as possible in such a case.

1.5 Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently, is seen as a last resort by the school. The physical and emotional wellbeing of our pupils and staff is our primary concern. We are committed to enabling all pupils to flourish in calm classrooms where the culture for learning is positive and rates of progress high.

Any decision to exclude will follow a range of positive strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of a weapon, including any kind of knife
- Persistent bullying
- Deliberate and persistent disruption of learning

The Governing Body will be informed of all exclusions on a termly basis; additional consultation may also take place about key incidents with the Chair of Governors.

If the Headteacher decides to exclude a pupil he will:

- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision.
- Contact the parents, explain the decision and ask that the child be collected.
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, including the length of the exclusion and any terms or conditions agreed for the pupil's return.
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Plan how to address the pupil's needs and integration back into their class on his/her return.
- Plan a meeting with parents and pupil on return ('reintegration meeting').

1.6 Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports events, is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

If a pupil is not on school business and they behave inappropriately outside of school, then staff will communicate with parents when required e.g. offer advice and support on how pupils can stay safe when taking part in online gaming or how to conduct themselves in public spaces. In this situation, communication between the school and parents is conducted on the grounds of safeguarding.

Children who walk to and from school will have a consent form signed by their parent/guardian. This consent form can be withdrawn if children display unsafe or inappropriate behaviour on the way to school or on their way back home.

1.7 Work Set

When a pupil is excluded for more than one day, work will be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

On the sixth continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

1.8 Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure. See guidance documents at the top of this policy.

1.9 Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

1.10 Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

1.11 Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional, as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Appendix 5: School Central Behaviour Record

SCHOOL CENTRAL BEHAVIOUR RECORD

STAGE 2 (see Behaviour Policy)

If a pupil is persistently unsafe and/or persistently disturbs the learning of others then the Headteacher must be informed. This pupil will then be formally monitored with clear actions in place. Staff will be kept updated on who is on the Central Record and the relevant actions.

Status	Name of child & Year Group	Latest Actions
Pupils being formally monitored by the SLT		

Appendix 6: Alternative Rewards and Sanctions

Behaviour Policy update.

Some children may need a more tailored approach in helping them to make good behaviour choices around the school. If the standard policy rewards and sanctions are not leading to desired results, then teachers have the option of introducing the system below in partnership and agreement with the Inclusion Lead.

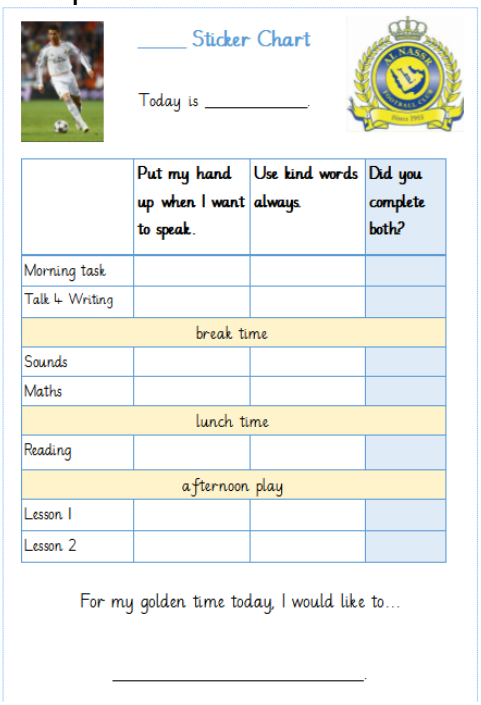
- Each child gets 5 x 5-minute brain breaks per day. These brain breaks must be inside and be enriching activities such as the brain break box, a sensory activity or something exercise based.
- Zones of regulation discussion to take place when child's behaviour is beginning to bubble. Each child to have a Zones of regulation bead string (as in MG class).

For rewards and sanctions see below:

Rewards	**Sanctions**
1. Positive praise	1. Warning
2. Tick on reward chart *	2. A blue 'think' card *
3. Sticker/house token	3. A zones of regulation discussion
4. A note of celebration in the Character book	4. 5 minutes of break missed to regulate
4.A message home	5. A call home

***** Each child has their own personalised reward chart with targets suited to them. They will continually work with the teacher to design this with things they enjoy, so it is personal to them. This is also a wonderful opportunity for the teacher to find out more about them in a positive relationship building exercise. The child will decide what they would like for reward time eg; ipad time, time with a friend, outside time with an adult.

An example of a chart can be found below:



_____ Sticker Chart

Today is _____.

	Put my hand up when I want to speak.	Use kind words always.	Did you complete both?
Morning task			
Talk 4 Writing			
break time			
Sounds			
Maths			
lunch time			
Reading			
afternoon play			
Lesson 1			
Lesson 2			

For my golden time today, I would like to...

_____.

*** A blue 'think' card:** this card is placed in front of a child to indicate to them that they need to reflect on their behaviour (this is non-verbal). The child is given 5 minutes 'take up time' to rectify the behaviour.

10. Behaviour Policy Addendum - during Covid19

Floreat Wandsworth Primary School is committed to ensuring the safety and wellbeing of all its children and staff. The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing, wearing face coverings and other measures to limit the risk of spread of COVID19.

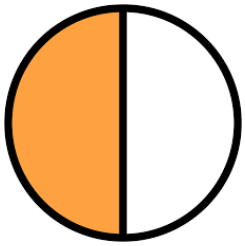
Additional health and safety protocols have been established and all members of the school community are expected to adhere to these. The school will adopt a risk assessment approach for anyone who forgets or does not adopt our safety protocols with age appropriate sanctions where necessary.

We recognise that some children may have suffered anxiety, bereavement or additional welfare concerns during this extended period of time away from school. Others may struggle to return to the routine of lessons and being part of a larger group. We have a pastoral team in place to support these children.

11. Behaviour System Pilot - 2026/27

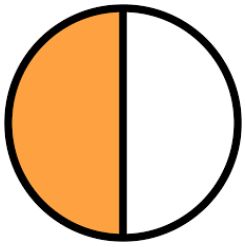
Shared with staff 13.4.26
Shared with the SSB 14.4.26
Shared with pupils 14.4.26
Shared with parents 17.4.26

	KS1	KS2
PART 1	**Arrow** (for that period e.g. until break time) **B2L**	**Arrow** (for that period e.g. until break time) **B2L**
	Veral warning 1 'I need you to…' or 'Show me…' **B2L**	**Verbal Warning 1** 'I need you to…' or 'Show me…' **B2L**
	Verbal Warning 2 'I need you to…' or 'Show me…' **B2L**	**Verbal Warning 2** 'I need you to…' or 'Show me…' **B2L**
PART 2	Then… '**5 Minutes to Manage in a different learning space'** + a **restorative conversation** with a teacher or TA. **B2L**	**Restorative conversation** with a teacher or TA (ideally in a quiet space if possible). **B2L**
	Half of the next break time missed (sit out 10 or 15 minutes – in class or outside as convenient)	**Half of the next break time missed** (sit out 10 or 15 minutes – in class or outside as convenient)
PART 3	Repeated issues: **Formal parent meeting/phone call** with child present **Internal Suspensions** to be considered.	**Lunchtime Sanction – full 30-minute break missed** Email sent by SLT to parents Parents notified via phone call by teacher
		Repeated issues: **2 x LSs: Formal parent meeting/phone call** with child present **4 x LSs: Internal Suspensions**

	Years 1 and 2 Poster	Floreat Wandsworth
PART 1	**Improvement Arrow**	
	Verbal Warning 1	
	Verbal Warning 2	
PART 2	**5 Minutes to Manage in a different learning space.**	
	You will miss half of your next break time.	
PART 3	Repeated issues: **1. Parent meeting** **2. You will learn away from the rest of the class.** **You will not be allowed in the hall or on the playground.**	

Years 3, 4, 5 and 6 Poster

Floreat Wandsworth

PART 1	**Improvement Arrow** 
	Verbal Warning 1 
	Verbal Warning 2 
PART 2	**Restorative conversation** with a teacher or TA 
	You will miss half of your next break time. 
PART 3	**Lunchtime Sanction** – this is for the full 30 minutes  **2 x Lunchtime Sanctions:** Formal parent meeting or phone call **4 x Lunchtime Sanctions: Internal Suspension** You will learn away from the rest of the class. You will not be allowed in the hall or on the playground.