

Ridgeway Primary Academy – Behaviour Policy

A relational, restorative and praise-rich approach to behaviour



1. Vision & Principles

At Ridgeway Primary Academy, we believe every child can thrive when surrounded by secure relationships, high expectations, and unconditional positive regard. Behaviour is understood as communication, and our responses are rooted in empathy, consistency, and clarity.

We aim to create a safe, inclusive and nurturing environment where children feel valued, understood, and supported to succeed academically, socially and emotionally.

Our Core Values

- **Ready** – prepared to learn, participate and grow
- **Respectful** – kind to others, property and self
- **Safe** – physically and emotionally safe in all settings

These values underpin our Pupil Charter, Code of Conduct and daily routines.

2. Our Behaviour Culture

Relational Practice

We treat behaviour as communication. Staff respond with curiosity, compassion and clarity, separating the behaviour from the child and focusing on growth.

Equity Over Equality

Fairness means giving each child what they need to succeed. Responses are predictable but personalised.

Foundations of Behaviour

We teach and model:

- **Secure attachments**
- **Healthy self-esteem**
- **Emotional development**

3. Adult Behaviour Expectations

Our Behaviour Blueprint (appendix 1) sets out five non-negotiable expectations for adults:

- Calm
- Consistent
- Positive
- Empathetic
- Reflective

Staff model the behaviour we expect, greet children warmly at the door, and use predictable routines to create safety and belonging.

4. Teaching Behaviour: “This is how we do it here” (Appendix 2)

Behaviour is taught through our Behaviour Curriculum, which includes:

- Relentless routines
- Explicit teaching of expectations

- Modelling and narration
- Restorative dialogue

Children learn that mistakes are part of learning. We support them to reflect, repair and grow.

5. Praise, Recognition & Rewards

Ridgeway's culture is built on **high levels of praise, positive reinforcement and celebration**. We recognise that children flourish when their efforts, kindness and perseverance are noticed.

Our Praise Principles

- Praise is **sincere, specific and timely**
- We “catch children getting it right”
- We celebrate behaviour that matters
- We prioritise **intrinsic motivation** over extrinsic rewards

Whole-School Recognition Systems

- **Recognition Boards** in every classroom
- **Shout-Out Assemblies**
- **Praise Pads** (positive notes home)
- **Dojo Points**
- **Positive phone calls home**
- **ParentMail praise messages**
- **Stickers and certificates**

These actions strengthen relationships with families and reinforce high expectations.

Above & Beyond Behaviours

We spotlight:

- Putting others first
- Rising to a challenge
- Persevering

6. Responses to Behaviour

Natural Consequences

Where safe and appropriate, children experience natural consequences

Examples of natural consequences include:

- Refusing to put on a coat → the child feels cold.
- Pushing in line → the child is moved to the back.
- Refusing to eat → the child feels hungry.

Supportive Consequences

When behaviour affects learning or safety, staff use proportionate, relational responses such as:

- Restorative conversations
- Re-doing work to an acceptable standard
- Completing missed learning
- Repairing damage

- Time-out or reflection time

Behaviour Monitoring and Support Plans

To help pupils reflect and improve, Ridgeway uses graduated monitoring tools:

- **KS1 Behaviour Charts** – daily visual trackers reinforcing Ready, Respectful, Safe choices.
- **KS2 Report Cards** – short-term personalised targets reviewed with staff and parents.
- **Behaviour Contracts** – formal agreements for sustained improvement, co-signed by pupil, parent and senior leader. These tools are supportive, not punitive, and are reviewed regularly to celebrate progress and adjust strategies.

Time-Out and Isolation

At Ridgeway Primary Academy, time-out and isolation are used as supportive strategies, not punitive measures. They are designed to help children regulate their emotions, reflect on their behaviour, and re-engage with learning in a calm and safe way.

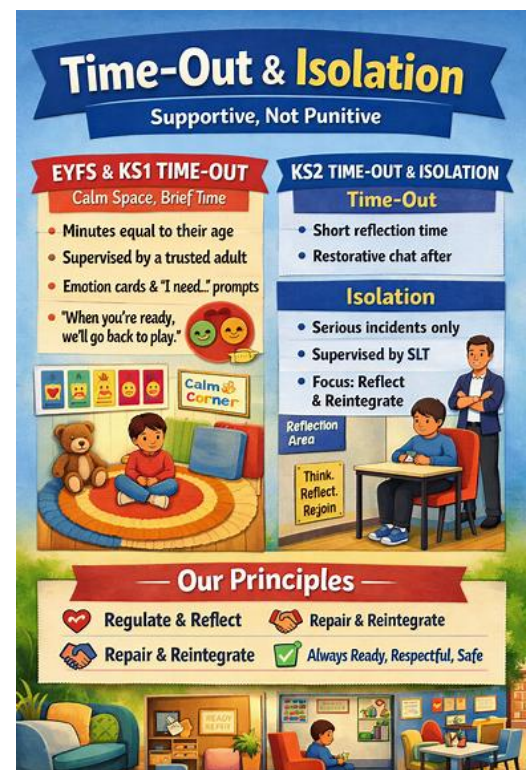
EYFS and KS1

For younger children, particularly in EYFS and KS1, time-out is brief, age-appropriate, and relational.

- Children may be asked to sit in a calm space for the number of minutes equal to their age (e.g. 4 minutes for a 4-year-old)
- This is always supervised by a trusted adult and framed as a moment to regain control, not as punishment
- Visual supports (e.g. emotion cards, “I need...” prompts) may be used to help children express their feelings and make positive choices
- Staff use warm, clear language to explain the reason for time-out and support the child’s return to play or learning

In Key Stage 2, time-out may involve:

- A short reflection period in a designated calm space within the classroom or hub
- A restorative conversation with an adult before rejoining the group
- For repeated or more serious incidents, a supervised isolation session may be used as a pre-exclusion measure, particularly in upper KS2. This is:
 - Led by a member of SLT
 - Logged on CPOMS
 - Focused on reflection, accountability, and reintegration



- Used only in exceptional circumstances and never as a default response

Across all phases, the emphasis is on repairing relationships, restoring readiness to learn, and supporting emotional development. Time-out and isolation are always proportionate, purposeful, and rooted in Ridgeway's relational ethos.

7. Serious Incidents & Safeguarding

Suspension and Serious Behaviour Incidents

At Ridgeway Primary Academy, suspensions are considered a last resort, used only in response to serious or persistent breaches of our Behaviour Policy. Suspensions may be **internal (within school) or external (fixed-term)** depending on the severity and risk posed by the behaviour.

To support consistency and transparency, we have developed **Appendix 3: Suspension Categories and Pre-Suspension Actions**. This appendix provides:

- Clear **examples of behaviours** that may result in suspension
- **Pre-suspension actions** that staff must undertake before a suspension is issued
- A **checklist** ensuring all safeguarding, restorative, and parental communication steps have been followed

Exclusions and Suspensions

In cases of serious or persistent breaches of the Behaviour Policy, the school may implement a suspension or permanent exclusion. Any decision to suspend or exclude a pupil will be made in accordance with the school's **Exclusions and Suspensions Policy** and relevant statutory guidance. Staff, parents/carers and pupils should refer to the Exclusions and Suspensions Policy for full details of procedures, rights of representation, reintegration arrangements and appeals processes.

Staff should refer to Appendix 3 when determining whether a suspension is appropriate. All suspensions are logged centrally, and senior leaders ensures that each decision aligns with the policy and statutory guidance.

Key points:

- Suspension is not the first response; natural consequences, restorative approaches, and behaviour support plans should be used wherever possible.
- Pre-suspension actions must be fully documented in accordance with the checklist in Appendix 3.
- All incidents that may lead to suspension are reviewed by the leadership team to ensure fairness, proportionality, and safeguarding considerations.

See Appendix 3 for detailed categories, examples, and pre-suspension actions.

Suspension Decision Flowchart (Internal & External)

Purpose: To ensure a consistent, fair, and proportionate response to serious or repeated behaviour incidents, in line with DfE 2023 guidance.

Step 1 – Incident Occurs

- Observe or report serious or repeated behaviour.
- Gather immediate facts (who, where, witnesses).
- Ensure safety and de-escalate first.

→ Move to Step 2.

Step 2 – Initial Assessment

- Review behaviour against policy:
 - Is it *persistent disruptive behaviour*?
 - Is it *physical aggression, verbal abuse, bullying, vandalism, theft, racist or discriminatory conduct, or sexual misconduct*?
- Consider **impact on others, frequency, severity, and intent**.

→ If low-level or first incident → consider restorative or internal reflection instead.

→ If serious or repeated → move to Step 3.

Considering Impact, Frequency, Severity and Intent

When deciding on a suspension, we consider the **context and proportionality** of the behaviour.

Factor	Low Level (Address in School)	Moderate (Internal Suspension)	Severe / High Risk (Possible Fixed-Term or Permanent Suspension)
Impact on Others	Minor disruption or upset quickly resolved (e.g. talking over others, refusing instructions once).	Distress or disruption to others' learning or safety (e.g. verbal aggression, targeted unkindness).	Serious harm, fear, or danger caused to others (e.g. physical assault, bullying, or sustained intimidation).
Frequency	One-off or isolated incident.	Repeated incidents despite intervention and support.	Persistent pattern of behaviour or escalation following previous support.
Severity	Minimal harm or disruption.	Moderate harm, disruption, or defiance with some risk to safety.	High level of harm or risk (e.g. weapon use, serious physical harm, damage to property, discriminatory behaviour).
Intent	Impulsive, unplanned behaviour without malicious intent.	Deliberate but provoked or emotionally reactive behaviour.	Planned, deliberate, or malicious behaviour with intent to cause harm or disruption.
Examples	• Refusing to complete work • Mild classroom disruption • Name-calling (first instance)	• Verbal abuse or swearing at staff • Repeated physical contact (e.g. pushing) • Defacing school property	• Assault causing injury • Bringing prohibited items (e.g. knife, drugs) • Serious discriminatory comments or bullying • Endangering others' safety deliberately

Step 3 – Investigate

- Speak to all involved; take written accounts.
- Review evidence if relevant.
- Consult with behaviour lead and DSL if safeguarding is involved.

→ *Ensure pupil voice is recorded and considered.*

Step 4 – Decide Response Type

A. Internal Suspension (In-School Reflection)

- Appropriate when behaviour is serious but manageable on site.
- Used to:
 - Provide time to reflect
 - Continue learning
 - Avoid escalation to exclusion
- Usually 0.5–1 day, supervised by a senior leader.
- Reintegration conversation required before returning to class.

B. Fixed-Term Suspension (External)

- Consider only when:
 - Serious breach of behaviour policy
 - Safety of others or education is at risk
 - Other interventions have failed or are inappropriate
- Duration proportionate (1–5 days typical).
- Headteacher decision only (DfE requirement).
- Inform parents *in writing and by phone* the same day.
- Notify LA, Trust, and governors within statutory timescales.

→ *If behaviour is extremely severe or risk remains high, consider Step 5.*

Step 5 – Permanent Exclusion (in exceptional cases only)

- When a serious breach makes reintegration impossible, or safety cannot be maintained.
- Only after consulting governors and Trust.
- Must comply with all statutory reporting and appeal processes.

Step 6 – Reintegration & Support

- Hold a **re-admission meeting** (pupil + parent + senior leader).
- Discuss what led to incident, what's changed, and next steps.
- Agree *targets, support, and monitoring* (e.g., pastoral check-ins, restorative work).
- Update behaviour records and review triggers or unmet needs.

Step 7 – Reflection & Review

- Reflect as staff: Was suspension necessary and effective?
- Track frequency by pupil, type, and phase.
- Report to governors termly.
- Consider early help or multi-agency support if behaviour escalates.

Examples of extremely severe or high-risk behaviours can be found in appendix 3.

Risk Assessment

Safety is our top priority. Staff continuously monitor and assess behaviour, managing risk

while maximising learning opportunities. If a child leaves the site, staff follow at a safe distance and involve the police if necessary. Risk assessments are conducted for all educational visits and external factors in line with local authority procedures.

Working with External Professionals

In line with the **Equality Act 2010**, our approach to challenging behaviour is differentiated to meet individual needs. A graduated, trauma-informed approach supports SEMH needs, as outlined in the **SEND Policy**. Most children's needs can be met through this inclusive approach, but in cases of continuous dysregulation, external professionals may be consulted to provide additional support.

9. Roles & Responsibilities

Staff

- Implement the policy consistently
- Model the Behaviour Blueprint
- Record incidents accurately
- Liaise with families
- Engage in CPD

Families

We work in partnership with families to reinforce Ready, Respectful, Safe at home.

Pupils

Children are expected to:

- Regulate emotions
- Follow school rules
- Move safely
- Engage in restorative conversations

10 – Statutory Powers and Rights of School Staff (2026 Update)

At Ridgeway Primary Academy, most pupils' social, emotional and behavioural needs are met through our relational and restorative approach. In rare cases, staff may need to exercise statutory powers to maintain safety and order.

1. Discipline in Schools

- Staff have authority under Sections 90–91 of the Education and Inspections Act 2006 to discipline pupils for unacceptable behaviour, breaking school rules, or failing to follow reasonable instructions.
- This power applies to all paid staff with responsibility for pupils.
- Discipline may occur in school or during any school-related activity, including trips and visits.
- Staff may confiscate items when reasonable and proportionate.

2. Behaviour Beyond the School Gate

Staff may respond to misbehaviour outside school when it:

- Occurs during school activities, travel, or while wearing uniform
- Has repercussions for the orderly running of the school
- Poses a threat to others or damages the school's reputation

Responses follow this policy and are proportionate to the behaviour.

3. Physical Intervention

- The use of reasonable force is rare and only used to prevent injury, damage, or disorder.
- Any intervention is minimal, proportionate, and recorded.
- Where possible, only staff trained in restraint techniques will intervene.
- All incidents are logged and reviewed by SLT.

4. Searching and Confiscation

Staff may search pupils or possessions for prohibited items as defined by DfE guidance (2022), including:

- Weapons, drugs, alcohol, stolen items, tobacco, fireworks, inappropriate images or other prohibited items.
- Any item likely to cause harm or disrupt learning

Searches are:

- Conducted by authorised staff, ideally of the same gender and with a witness
- Carried out respectfully and recorded on CPOMS
- Followed by parental contact when appropriate

5. Allegations and Pastoral Care

- Staff accused of misconduct receive pastoral support in line with the *Managing Allegations Against Staff* policy.
- Pupils making malicious or false allegations will be disciplined appropriately.
- The school considers the welfare of all involved and may refer pupils for additional support if needed.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policies
- Managing Allegations against Staff policy
- E-Safety Policy
- Child Protection Policy
- Use of Mobile Phones and Cameras policy
- Preventing Extremism and Radicalisation Policy
- Screening and searching policy DfE document 'Use of reasonable force'
- RPI Policy
- Exclusions & Suspensions Policy
- SEND policy
- Peer on Peer
- Police and the child protection - Safeguarding.

Document History

25 th April 2008	Adopted at Governing Board meeting 18 th June 2008
June 2011	Updated and adopted at Full Governors Meeting 28 th June 2011
June 2012	Amended and adopted at Full Governors Meeting 26 th June 2012

October 2012	Further amendments adopted at Governors 8 th November 2012
January 2013	Amended adopted at Personnel Committee 24 th January 2013
April 2016	To be presented to Behaviour & Safety Committee Summer term 2016 for adoption (22 nd June 2016)
April 2019	
September 2019	Updated the Behaviour Flow Chart
September 2021	Updated with peer on peer abuse mentioned. Adaptation of GTBG and other strategies used to promote positive behaviour.
July 2022	Update of the policy due to removal of GTBG and use of Paul Dix – Be Ready, Be Safe and Be Respectful and Restorative Practice.
March 2024	Addition of The Kindness charter
September 2024	Reference made to The Behaviour Curriculum.
November 2025	Streamlined structure: Policy reorganised into clear, concise sections aligned with DfE guidance (<i>Behaviour in Schools 2022, KCSIE 2024</i>) EYFS inclusion: Time-out guidance now explicitly includes age-appropriate reflection for EYFS pupils Suspension and isolation: Updated to include a clear, step-by-step process for staff to follow before issuing a suspension, including EYFS-specific guidance and a structured reintegration approach.
July 2026	• Section titles streamlined for clarity and consistency • Praise and recognition systems expanded across all phases • “Teaching Behaviour – This is how we do it here” appendix added • “Time-Out and Isolation” visual guidance introduced • Part Five (Statutory Powers and Rights of Staff) updated to reflect current DfE guidance (2023–2024) and simplified for readability

Ridgeway Primary Academy – Staff Behaviour Blueprint (2026)

1. Adult Non-Negotiables

- **Calm Regulation** — Adults regulate first, model composure, and create emotional safety.
- **Consistency** — Predictable routines, language and responses across all settings.
- **Positive Regard** — Every child is valued; behaviour is separated from identity.
- **Empathy** — Adults seek to understand the child's perspective, especially during distress.
- **Reflective Practice** — Staff adapt, review and refine responses through dialogue and coaching.

2. Daily Relational Routines

- **Warm Greeting** — Every child greeted at the door to build connection and readiness.
- **Relentless Routines** — Clear expectations for movement, transitions, voice levels and equipment.
- **Modelling & Narration** — Adults show the behaviour they expect and narrate thinking aloud.
- **Emotion Coaching** — Label feelings, offer choices, support regulation.

3. Praise, Recognition & Rewards (Expanded for 2026)

- **Specific Praise** — Sincere, timely, behaviour-linked praise.
- **Recognition Boards** — Spotlight behaviour that matters; aim for whole-class success.
- **Positive Communication Home** — Praise pads, ParentMail messages, phone calls, shout-outs.
- **Dojo Points** — Used to reinforce effort, kindness, perseverance.
- **Above & Beyond** — Putting others first, rising to a challenge, sticking at something.

4. Responding to Behaviour

- **Behaviour as Communication** — Curiosity first, judgement last.
- **Natural Consequences** — Used where safe and appropriate to build independence.
- **Supportive Consequences** — Re-doing work, repairing damage, reflection time, restorative dialogue. Supportive Consequences may include behaviour charts, report cards or contracts to guide reflection and accountability.
- **Restorative Conversations** — Repair harm, rebuild relationships, agree next steps.

- **Time-Out & Isolation** — Short, supervised, relational; never punitive.

5. Staff Responsibilities

- **Implement Policy Consistently** — Across classrooms, playgrounds, corridors and clubs.
- **Record Accurately** — Clear, factual CPOMS entries for patterns and safeguarding.
- **Proactive Family Communication** — Early contact, shared language (Ready, Respectful, Safe).
- **Personalised Responses** — Adaptations for SEND, SEMH, trauma, developmental needs.
- **Engage in CPD** — Restorative practice, attachment, trauma, emotional literacy.

6. When Behaviour Escalates

- **Safety First** — De-escalate, supervise, remove risk.
- **Investigate Fairly** — Pupil voice, witness accounts, evidence review.
- **Follow Suspension Flowchart** — Internal first; external only when proportionate.
- **Reintegration** — Restore relationships, agree targets, plan support.

7. Our Shared Language

- **Ready** — prepared to learn, listen and participate
- **Respectful** — kind to self, others and property
- **Safe** — physically and emotionally safe in all settings

This language is used consistently with pupils, families and staff.

8. Quick Reference: What Staff Do Every Day

- **Connect** — greet, notice, listen
- **Teach** — model, practise, reinforce
- **Praise** — specific, frequent, meaningful
- **Respond** — calm, clear, proportionate
- **Repair** — restorative, relational
- **Reflect** — adapt, improve, align

Teaching Behaviour – “This is how we do it here”

Behaviour at Ridgeway Primary Academy is taught, modelled, and practised just like any other part of the curriculum. Children learn expectations through consistent routines, explicit instruction, relational dialogue, and praise-rich reinforcement. This appendix outlines how staff teach behaviour every day.

1. Relentless Routines

Relentless routines create predictability, safety, and calm. They are taught explicitly, rehearsed regularly, and reinforced through praise.

- **Entry Routine** — Warm greeting at the door, equipment ready, calm start.
- **Movement Routine** — Walking safely, following visual cues, transitions with purpose.
- **Listening Routine** — One voice, eyes on speaker, ready to respond.
- **Work Routine** — Start quickly, stay focused, complete tasks to the best standard.
- **End-of-Lesson Routine** — Tidy, reflect, praise, calm dismissal.

Routines are taught through modelling, narration, and repetition. Staff use positive reinforcement to anchor them.

2. Explicit Teaching of Expectations

Children are taught *what* to do, *how* to do it, and *why* it matters.

- **Clear Instruction** — Short, simple, positively phrased directions.
- **Shared Language** — Ready, Respectful, Safe used consistently across school.
- **Pre-Teaching** — Expectations taught before transitions, tasks, or new activities.
- **Practice & Rehearsal** — Children practise routines until fluent.
- **Praise-Rich Correction** — Correct behaviour by reinforcing what is going well.

Expectations are revisited after holidays, transitions, or when patterns of behaviour emerge.

3. Modelling & Narration

Adults show children the behaviour they expect and narrate their thinking aloud.

- **Live Modelling** — “Watch me first...”
- **Narration** — “I’m walking calmly because it keeps everyone safe.”
- **Positive Framing** — Highlighting desired behaviour rather than errors.
- **Behaviour Spotlighting** — Drawing attention to children demonstrating expectations.

- **Catch Them Getting It Right** — Specific praise to reinforce learning.

Modelling is used for routines, emotional regulation, social interactions, and learning behaviours.

4. Restorative Dialogue

Restorative practice helps children understand impact, repair harm, and rebuild relationships.

- **Calm Connection** — Adult regulates first; child feels safe.
- **Curiosity Questions** — “What happened?” “What were you feeling?”
- **Impact Reflection** — “Who was affected?” “How?”
- **Repair Planning** — Agreeing actions to put things right.
- **Reintegration** — Returning to learning with clarity and support.

Restorative dialogue is used for unkindness, conflict, disruption, and emotional dysregulation.

5. Praise & Positive Reinforcement

Praise is a core teaching tool. It is used to reinforce routines, expectations, and relational behaviours.

- **Specific Praise** — “I noticed you waited patiently. That was respectful.”
- **Recognition Boards** — Spotlighting behaviour that matters.
- **Positive Notes Home** — Praise pads, ParentMail, phone calls.
- **Dojo Points** — Reinforcing effort, kindness, perseverance.
- **Above & Beyond** — Celebrating exceptional conduct.

Praise is sincere, timely, and linked to behaviour — not personality.

6. How We Teach Behaviour Every Day

- **Connect** — greet, notice, listen
- **Teach** — model, practise, reinforce
- **Praise** — specific, frequent, meaningful
- **Respond** — calm, clear, proportionate
- **Repair** — restorative, relational
- **Reflect** — adapt, improve, align

Appendix 3

Examples of Extremely Severe or High-Risk Behaviour

Category	Example Behaviour	Notes / Response Guidance
Physical harm to others	- Deliberate, serious assault on a pupil or adult (e.g. hitting, kicking, biting, strangling, using an object as a weapon) - Physical attack that causes injury or fear	Usually warrants fixed-term or permanent exclusion, depending on severity and intent. Consider whether there was a safeguarding or self-defence element.
Use or possession of a weapon	- Bringing or using any item intended to cause harm (knife, sharp object, tool, etc.)	Always reported to police and governors. DfE guidance supports permanent exclusion in most cases.
Sexual misconduct	- Sexual assault, harassment, or inappropriate touching - Sharing sexualised images or comments	Must involve the DSL immediately. Follow KCSIE and DfE Sexual Violence and Harassment guidance.
Drug, alcohol or substance misuse	- Possession or use of illegal substances or vaping on school site	Contact parents immediately; consider police involvement. Fixed-term or permanent exclusion depending on context.
Serious bullying or targeted abuse	- Sustained verbal, physical, or online bullying - Hate incidents (racist, homophobic, sexist, ableist, or faith-based)	Investigate thoroughly; may meet threshold for fixed-term exclusion or hate crime reporting.

Category	Example Behaviour	Notes / Response Guidance
Deliberate damage or arson	- Intentional vandalism causing significant damage to property - Setting fires or attempting to	Fixed-term or permanent exclusion depending on risk and cost implications.
Persistent or escalating violent behaviour	- Repeated violent outbursts despite interventions and support - Poses ongoing risk to peers or staff	Consider multi-agency involvement. If safety cannot be maintained, fixed-term or permanent exclusion may be necessary.
Bringing the school into disrepute (serious incidents)	- Criminal behaviour outside school - Online activity threatening pupils or staff	Consult governors/trust and, if needed, the police. Outcome based on severity and impact.
Safeguarding concerns	- Behaviour linked to exploitation, gang involvement, or radicalisation	Suspension may be used for safety while safeguarding measures are put in place. DSL must lead response.

Suspension Categories: Examples for Policy Clarity

Category	Example Scenario	Pre-Suspension Actions
Physical assault against a pupil	A child punches another during playtime, causing injury.	Incident logged, restorative conversation attempted, parent informed, behaviour plan reviewed.
Physical assault against an adult	A pupil kicks a staff member during a transition, with intent.	Immediate safety response, incident logged, parent contacted, SEN needs considered.

Category	Example Scenario	Pre-Suspension Actions
Verbal abuse/threatening behaviour against a pupil	A pupil repeatedly threatens another with harm, using aggressive language.	Pattern tracked, peer mediation offered, parent meeting held.
Verbal abuse/threatening behaviour against an adult	A pupil shouts profanities at a teacher and refuses to de-escalate.	Restorative conversation attempted, parent contacted, reflection task assigned.
Bullying	A pupil targets another over several days with name-calling and exclusion.	Bullying log completed, peer support offered, parent meeting held.
Racist abuse	A pupil uses a racial slur toward another child.	Incident logged as prejudice-related, parent contacted, restorative session planned.
Sexual misconduct	A pupil makes inappropriate sexual comments or gestures to peers.	Safeguarding lead informed, incident logged, parent contacted, external advice sought.
Drug and alcohol related	A pupil brings a prohibited substance into school.	Immediate safeguarding response, police informed if necessary, parent contacted.
Damage	A pupil deliberately smashes a window or destroys school property.	Incident logged, cost assessed, parent contacted, restorative action discussed.
Theft	A pupil is found to have stolen from another's bag or classroom resources.	Incident logged, item returned, parent contacted, restorative conversation held.
Persistent or general disruptive behaviour	A pupil repeatedly refuses to follow instructions, disrupting learning daily.	Behaviour tracking, support plan reviewed, parent meeting held.

Category	Example Scenario	Pre-Suspension Actions
Use or threat of use of an offensive weapon or prohibited item	A pupil brings a sharp object to school and threatens others.	Immediate safety response, safeguarding lead informed, parent contacted, police if needed.
Abuse against sexual orientation and gender identity	A pupil mocks another's identity or uses homophobic language.	Logged as prejudice-related, restorative conversation held, parent contacted.
Abuse relating to disability	A pupil mocks or excludes a peer based on their SEND needs.	Incident logged, SENCo involved, parent contacted, restorative work planned.
Inappropriate use of social media or online technology	A pupil shares harmful messages or images targeting peers.	Screenshots collected, safeguarding lead informed, parent contacted.
Wilful and repeated transgression of protective measures	A pupil repeatedly refuses to follow health protocols (e.g. during outbreak).	Behaviour logged, parent contacted, risk assessment reviewed.

Pre-Suspension Checklist

Before any suspension is issued:

- ☒ Incident logged with full context on CPOMS
- ☒ Restorative conversation attempted (where safe and appropriate)
- ☒ Parent/carer contacted and informed
- ☒ Behaviour support plan reviewed
- ☒ DSL consulted (if relevant)
- ☒ Leadership team decision with rationale recorded