



Behaviour, Rewards and Sanctions Policy

Signed:

Chair (LGC): S. Phillips

Chair (Trust): S. Gribbin

Head: D. Beardsmore

CEO: R. Swindells

Date: 15th October 2026

Review date: October 2028



Churchfields Primary School Behaviour, Rewards and Sanctions Policy

The school motto is:

“To be the best that you can be”

This policy is rooted in our motto, “Be the best you can be”, and our values of Respect, Resilience and Responsibility. It will be applied consistently and fairly so that pupils can learn in a calm, safe and supportive environment. Children are explicitly taught what good behaviour looks like and are encouraged to make positive choices, repair mistakes and succeed.

High expectations of behaviour are essential for effective teaching, learning and safeguarding. Expectations, routines, rewards and consequences must be clear, predictable and understood by pupils, staff and parents. Reasonable and proportionate sanctions may be used where behaviour falls below the expected standard, alongside support to reduce the likelihood of recurrence. The school recognises that behaviour can sometimes be linked to SEND, social, emotional and mental health needs, safeguarding concerns or other vulnerabilities; these will be considered through an individualised and graduated response without lowering appropriate expectations.

Aims

At Churchfields Primary School we aim to promote high standards of behaviour through positive relationships, explicit teaching of routines, praise and consistent adult responses. We expect pupils to show Respect, Resilience and Responsibility, to allow others to learn, and to behave safely. Bullying, discrimination, harassment, intimidation, violence and derogatory language are not accepted. Our approach is inclusive and takes account of individual needs, reasonable adjustments and the school’s safeguarding duties.

Procedure

Churchfields operates a simple, clearly understood behaviour system: Good to be Green, Amber/Stop and Think, Red/Consequences and Blue/Outstanding. The system is supported by a common approach to praise, rewards, routines and proportionate consequences. Behaviour expectations are taught and revisited throughout the year and when pupils join the school. This policy is published on the school website and communicated to pupils, staff and parents; parents are encouraged to reinforce the school’s expectations at home.

Legal framework and linked guidance

This policy has regard to relevant legislation and current Department for Education guidance, including:

- Education and Inspections Act 2006; Equality Act 2010; Children and Families Act 2014; Human Rights Act 1998; and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- DfE “Behaviour in schools: advice for headteachers and school staff”; “Keeping children safe in education 2026”; “Special educational needs and disability code of practice: 0 to 25 years”; and “Mental health and behaviour in schools”.
- DfE “Searching, screening and confiscation”; “Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” (July 2026); “Mobile phones in schools” (statutory guidance from September 2026); and “Restrictive interventions, including the use of reasonable force, in schools” (effective April 2026).

This policy should be read alongside the Trust/school policies for safeguarding and child protection, SEND, anti-bullying, online safety, suspension and permanent exclusion, complaints, and any relevant restrictive-intervention or physical-intervention procedures.

All children and adults in school have rights and responsibilities



Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

Rights

- to enjoy a safe and welcoming environment
- to have effort and achievement recognised and rewarded
- to be able to learn and teach without disruption
- to aim at a set of clear, realistic and challenging targets
- to recognise that all members of the school are individuals whose needs should be met

Responsibilities

- to attend school regularly
- to be friendly and kind to other people
- to work to the best of my ability everyday
- to take pride in all my work
- to show respect to others

In the classroom

All staff are responsible for establishing and maintaining calm, orderly classrooms and for teaching, modelling and reinforcing the behaviour expected at Churchfields. Staff should respond to behaviour promptly, predictably and proportionately, while maintaining positive relationships and pupils' dignity.

Basic guidelines to be recognised by staff, and which should be the entitlement of children, means that staff should:

- arrive on time for lessons, and whenever possible be ready to greet the class at the beginning of the lesson
- check pupil attendance by using Arbor to take a register
- apply the behaviour and reward policy consistently – firmly, but fairly
- plan and adapt teaching to meet pupils' needs, remove barriers to learning and make reasonable adjustments where required

A good lesson should have:

- a punctual and positive start, recapping on the previous lesson
- pupils working on task, and motivated to achieve
- behaviour in line with the class rules
- individual achievement recognised and rewarded
- a variety of teaching and learning methods appropriate to the class
- resources of a high quality which set standards to the pupils
- a safe environment with risk assessment for practical activities
- a high level of positive pupil/teacher interaction
- an opportunity at the end of the lesson to check if targets have been met

To support individual teachers, whilst recognising the need to allow personal approach for each member of staff, the following checklist may be of help in managing the classroom:

- start a lesson promptly, maintaining pace and challenge
- staff should position themselves appropriately to maintain effective supervision, engagement and visibility to pupils, whilst addressing the class but recognising that they can move around the room whilst teaching
- speak confidently with clear instructions, using voice control and using eye contact
- expect and reinforce good behaviour
- know and use the pupil's names
- develop and use a variety of strategies to overcome difficulties



Churchfields Primary School Behaviour, Rewards and Sanctions Policy

Classroom Rules

At the start of each academic year, and regularly thereafter, teachers explicitly teach and rehearse classroom rules and routines. These are linked to the school values and the Good to be Green system and are reinforced using consistent language. Pupils should know what is expected, what happens when expectations are not met and how they can return to Green. Reasonable adjustments to routines may be made for pupils with additional needs.

Behaviour curriculum and pupil induction

Expected behaviour is taught, not assumed. Pupils are taught and reminded how to enter and leave classrooms, move around school, line up, listen, respond to adults, work independently and collaboratively, use shared spaces, behave at break and lunchtime and show respect to others and the environment. New pupils, including mid-year arrivals, receive an appropriate induction into the school's behaviour system and routines.

Referrals

The referral system on Arbor is used to monitor behaviour across the school. A pattern of repeated Stop and Think incidents will be monitored by the class teacher and Behaviour Lead. Normally, three Stop and Think incidents within a two-week period will trigger a negative referral and parent/carers contact; professional judgement will always be used and serious behaviour may move directly to Red/Consequences. Relevant staff, including the SENDCo, DSL and headteacher, will be involved where appropriate.

Good to be Green

Every child starts every day on green. Children's names/photos will be on GREEN. GREEN is what we want, so it is wonderful if the children end the day on GREEN. This is to be applauded. Some children will be on GREEN throughout their time at our school and this is to be celebrated.



BLUE/OUTSTANDING

Occasionally, children demonstrate outstanding behaviour, learning or the school values and move to BLUE/OUTSTANDING. Each child has a BLUE collection card. Every time a child moves to Blue, a mini sticker is added to the card. At 10 Blue stickers the child receives a certificate and prize from the Behaviour Lead; at 20 they receive a further prize from the Deputy Headteacher; and at 30 they receive a prize from the Headteacher. The card remains behind the child's name/Good to be Green card.



On a half-termly basis, the children have REWARD time. This is an afternoon of fully supervised activities that the adults organise to reward those children who remain on GREEN (or achieve BLUE, naturally). Those children who do not take part in part or all of the REWARD time are also thoroughly supervised and given an age-appropriate supervised reflection or learning activity. Recognising their level of development, children in EYFS and year 1, may follow an adapted system (such as 'pebbles in a jar') that accommodates a more timely and immediate reward. This adaptation recognises that for younger children, the 'time' until the end of a half term can be both endless and meaningless.



Throughout school, the behaviour information will be displayed on the wall in the classroom on the Behaviour and Reward chart.



Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

To ensure continuity throughout the school, we use the following graded response to low-level inappropriate behaviour. Staff should apply the system consistently and fairly, using professional judgement and making reasonable adjustments where needed.

1. Use calm, non-verbal or low-key prompts to remind the pupil of the expected behaviour.
2. Positively state the behaviour expected and offer support where appropriate.
3. Give a quiet verbal warning, clearly naming the expected behaviour.
4. If the behaviour continues, give a second clear warning and explain the likely next step.
5. Move the pupil to AMBER/STOP AND THINK and ensure they understand which expectation has not been met.
6. If the pupil responds positively, they move to Road to Recovery and return to GREEN at the start of the next appropriate session.
7. If the behaviour continues or escalates, the pupil may move to RED/CONSEQUENCES. Serious behaviour can result in an immediate move to Red without working through every stage.
8. Repeated Stop and Think incidents are monitored on Arbor. Normally, three Stop and Think incidents within a two-week period will trigger a negative referral, parent/carer contact and Behaviour Lead review.

On **RED/CONSEQUENCES**

(these actions apply throughout school)

Firstly, and this should always be emphasised, 'Red is Rare'

- Once a pupil reaches RED/CONSEQUENCES, they will normally miss the following break or up to 15 minutes of lunchtime, depending on the time of day and the circumstances. The pupil will be supervised and must still have reasonable time to eat, drink and use the toilet.
- At breaktime, the class teacher or another appropriate member of staff will supervise the pupil.
- At lunchtime, the pupil may be supervised by the member of the Senior Leadership Team on duty or another designated adult.
- Parents/carers must be informed by the end of the school day when their child has been placed on RED/CONSEQUENCES, unless there is a safeguarding reason why this would not be appropriate.
- Repeated RED/CONSEQUENCES or a serious incident may lead to additional support and/or sanctions, determined case by case. These may include:
 1. Removal from the classroom for a limited period in a supervised setting where education can continue.
 2. A behaviour support plan, SEND/SEMH review, reasonable adjustments and/or support from external agencies.
 3. Suspension by the headteacher where this is warranted and proportionate, in line with the Collective Vision Trust Suspension and Permanent Exclusion Policy.
 4. Permanent exclusion, as a last resort, only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Once **RED/CONSEQUENCES** is reached:

- If the pupil continues to behave inappropriately after reaching RED/CONSEQUENCES, or if the incident is serious, the Behaviour Lead, Deputy Headteacher or Headteacher will become involved.
- The Behaviour Leader/ Deputy Head / headteacher will then:



Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

1. Review the incident and, where necessary, arrange a limited removal from the classroom to a supervised setting where the pupil can continue meaningful work and regain calm.
2. Contact parents/carers, consider the need for additional support or a behaviour support plan, and involve the SENDCo/DSL or external agencies where appropriate.

More serious behaviour

Serious or unsafe behaviour may require an accelerated response and immediate involvement of senior leaders. Examples include, but are not limited to: violence or aggression; serious bullying or discriminatory behaviour; sexual harassment or sexual violence; threats; theft; deliberate serious damage; possession of prohibited items; absconding/running from supervision; serious or persistent refusal to follow reasonable instructions; or behaviour that places others at risk or seriously disrupts learning.

On Call and the Buddy System

It has already been stated that each teacher has a responsibility to manage lessons in a positive manner, and that the first line of support comes from the teaching buddy on the flow chart. This should allow staff to work together to support one another and ensure that where pupils need to be disciplined it can be done in the most effective way.

In the event of a serious emergency arising, which cannot be dealt with by the normal systems, staff will call upon a member of SLT to support.

Lunchtimes

The same high standards of behaviour apply at lunchtime. The school rules and Good to be Green system continue to operate. Low-level incidents may result in a supervised lunchtime time-out or loss of part of a break. Serious incidents will be referred promptly to the member of SLT on duty. Pupils will always be allowed reasonable time to eat, drink and use the toilet.

Where persistent or serious lunchtime behaviour warrants exclusion from the school premises, this can only be imposed formally by the headteacher as a lunchtime suspension in line with the Trust Suspension and Permanent Exclusion Policy. Pupils will not be informally sent home for disciplinary reasons.

The role of the Headteacher

The headteacher is responsible for the day-to-day implementation of this policy, setting and communicating high expectations, supporting staff to apply the policy consistently, and ensuring that sanctions are lawful, reasonable and proportionate. The headteacher oversees records of serious incidents and has sole authority to suspend or permanently exclude a pupil on disciplinary grounds. The headteacher will also ensure that safeguarding, SEND, equality and welfare considerations are taken into account.

The role of parents

The school works in partnership with parents/carers so pupils receive consistent messages about behaviour. Parents are expected to support the school's rules, routines and reasonable sanctions, share information that may affect their child's behaviour and work with staff on agreed support. The school will communicate behaviour concerns promptly and will also celebrate positive behaviour and achievement. Concerns about the application of this policy should first be raised with the class teacher or relevant senior leader and, if unresolved, through the Trust Complaints Policy.

The role of governors



Churchfields Primary School Behaviour, Rewards and Sanctions Policy

The Local Governing Committee supports and monitors the school's behaviour culture and the consistent implementation of this policy on behalf of the Trust. It will consider behaviour data, including suspensions and permanent exclusions, and seek assurance that the policy is fair, inclusive and compliant with safeguarding, equality and SEND duties. The Trust Board retains overall responsibility as proprietor of the academy.

Suspensions and permanent exclusions

Only the headteacher (or acting headteacher) can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. The law does not allow a suspension to be extended or "converted" into a permanent exclusion; in exceptional circumstances a further suspension or a permanent exclusion may be issued to begin after the original suspension ends. Permanent exclusion will only be used in response to a serious breach or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. All decisions and procedures will follow the Collective Vision Trust Suspension and Permanent Exclusion Policy and current statutory guidance.

Staff induction, development and support

All new staff are inducted into Churchfields' behaviour culture, including the Good to be Green system, routines, rewards, sanctions, safeguarding links and the support available when behaviour is difficult to manage. Training needs are reviewed regularly and may include SEND, SEMH, de-escalation, child-on-child abuse and restrictive interventions. Staff are expected to ask for support early and to apply agreed systems consistently.

SEND, disability and social, emotional and mental health needs

High expectations apply to all pupils, but behaviour will be considered in the context of individual need. The school will not assume that every incident involving a pupil with SEND is caused by SEND, nor will it ignore a relevant need. Where appropriate, the graduated approach of assess, plan, do and review will be used. Reasonable adjustments may include changes to communication, seating, movement breaks, sensory support, visual prompts, adult support, routines or the environment. Where behaviour changes suddenly or persists despite support, staff will consider whether there are unmet SEND, SEMH, safeguarding or other needs and involve parents, the SENDCo, DSL and relevant professionals as appropriate.

Prevention, support and de-escalation

The school aims to prevent recurrence by identifying triggers, teaching replacement behaviours and providing targeted support. Staff will use calm, clear language, allow processing time and personal space, reduce unnecessary audience or confrontation, offer appropriate choices and regulation strategies, and seek support where risk is increasing. Behaviour support plans may be used for pupils who need an individualised approach and will be reviewed with the pupil and parents/carers.

Removal from the classroom and detention

Removal from the classroom is a serious sanction and will normally be used only when other classroom strategies have been attempted, unless behaviour is so serious that immediate removal is necessary. Removal will be for a limited period, in a supervised setting, with meaningful work and consideration of SEND and welfare needs. Parents will normally be informed the same day. Reintegration will be planned when required.

Detention may be used as a sanction, usually at break or lunchtime. After-school detention is not a routine sanction at Churchfields but may be used where appropriate and lawful. Parental consent is not required for a lawful detention, but staff will consider age, safety, SEND/medical needs, caring responsibilities, medical appointments and travel arrangements. Lunchtime detention will always allow reasonable time to eat, drink and use the toilet.

Restrictive interventions, reasonable force and seclusion

All members of school staff have a legal power to use reasonable force in limited circumstances to prevent a pupil from injuring themselves or others, committing an offence, damaging property or



Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

causing disorder. Force will never be used as a punishment and staff will use no more force than is necessary for the least amount of time. Prevention and de-escalation will be used wherever possible, with particular care for pupils with SEND, medical needs or other vulnerabilities.

Any significant incident involving the use of force, and any use of seclusion, will be recorded as soon as practicable, normally on the same day, and reported to parents/carers as soon as practicable, normally the same day, unless a statutory exception applies. Seclusion is a safety measure, not a disciplinary sanction, and will only be used to protect people from immediate harm; the pupil will be supervised and allowed to leave as soon as the immediate risk has reduced.

Prohibited items, searching and confiscation

The headteacher and staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect possession of a prohibited item, in accordance with DfE guidance. Statutory prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles suspected of being used to commit an offence, cause injury or damage property. Churchfields also bans e-cigarettes/vapes and nicotine products, lighters/matches, and mobile phones or smart devices being used or retained contrary to school rules. Confiscation will be proportionate and handled in line with the law and safeguarding requirements.

Mobile phones and smart technology

Churchfields is a mobile phone-free environment during the school day. Pupils must not use or access mobile phones, smart watches or other smart communication technology during lessons, transitions, breaktimes or lunchtime. Where a pupil needs to bring a device to school, it must remain switched off and stored in accordance with school arrangements. Parents who need to contact their child during the school day should do so through the school office. Exceptions or adaptations may be agreed for medical needs, SEND, disability-related reasonable adjustments or other exceptional circumstances.

Child-on-child abuse, bullying and sexual harassment

Bullying, discriminatory behaviour, sexual harassment, sexual violence, harmful sexual behaviour, intimidation and derogatory language are not tolerated. Reports will be taken seriously and managed in line with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. The DSL or deputy will be involved where there is a safeguarding concern. Behaviour sanctions may be used alongside safeguarding action, but any school investigation will be managed so that it does not compromise police or children's social care enquiries.

Behaviour outside school and online

The school may sanction behaviour outside the school premises, including online behaviour, where it is reasonable to do so. This includes behaviour while travelling to or from school, taking part in school-related activities, wearing school uniform or otherwise being identifiable as a Churchfields pupil, and behaviour that threatens another person, has repercussions for the orderly running of the school or could adversely affect the school's reputation. Reports of bullying or harmful online behaviour that affect school life will be addressed under this policy and relevant safeguarding/anti-bullying procedures.

Communication with parents and carers

Parents/carers will be informed about significant behaviour concerns in a timely and appropriate way, normally by telephone, face-to-face discussion or agreed school communication systems.

Red/Consequences will normally be communicated the same day. For serious or persistent concerns, parents may be invited to meet with staff to agree support and next steps. The school also communicates positive behaviour and achievement through praise, awards, celebration assemblies and positive contact home.

Pupil transition and reintegration

Pupils joining Churchfields are taught the school rules, values, routines and Good to be Green system. Where a pupil returns following a significant removal, suspension, off-site direction or other serious incident, the school will consider an appropriate reintegration plan so expectations, support and any reasonable adjustments are clear.



Churchfields Primary School Behaviour, Rewards and Sanctions Policy

Monitoring

The headteacher and senior leaders monitor the effectiveness of this policy and report to the Local Governing Committee as appropriate. Behaviour is recorded on Arbor and through relevant safeguarding, suspension/exclusion, searching/confiscation and restrictive-intervention records. The school will review patterns in behaviour incidents, Red/Consequences, removals, bullying/discrimination, suspensions, permanent exclusions and use of restrictive interventions. Data will be considered in relation to SEND and protected characteristics so that any disproportionate impact can be identified and addressed. Pupil, parent and staff feedback may also be used to evaluate the behaviour culture and inform improvements.

Rewards

The majority of our children behave well and are a credit to themselves, their parents or carers, and the school. Rewarding pupils is vitally important to achieve desired behaviour and pride.

Rewards include:

Daily

- Verbal praise – used frequently, throughout the day and whenever possible.
- Team points – awarded for a variety of reasons; e.g. manners, helpfulness, good work, effort.
- Stickers
- Positive referral for moving to blue plus sticker on collection card
- Special work is sent to other members of staff for additional praise
- Star of the Day – awarded to the child nominated by the class teacher
- Positive messages, telephone calls or other agreed communication home

Weekly

- Star of the Week – awarded to children nominated by the class teacher
- Mystery Prize draw – children earn tickets from collecting team points- randomly drawn at the end of the week
- Headteacher's award – the child who has been recognised for their outstanding contribution to school that week
- Praise postcards – are awarded when the need arises. These are awarded for excellent work, consistent effort or other particularly impressive achievement
- Best class attendance - stickers
- Reading Reward – weekly prize for reading that follows the school expectations
- Good to be Green Reward – weekly prize for one child who has had no name moves throughout the week

Termly

- Team of the term is celebrated

Annually

- Prefects – Upper Key Stage 2 pupils are chosen at the beginning of the school year to be Prefects for the year. They are chosen for being responsible, well behaved and setting a good example to others. They are given duties to complete throughout the week.
- Awards for years 1-6 in English, mathematics, science, humanities and understanding the world, creative arts, citizenship and PE
- Nursery/reception – Graduation from the year group
- Team of the year is celebrated



Churchfields Primary School Behaviour, Rewards and Sanctions Policy

Senior Awards

- Headteacher award – pupil in years 1-6 who is outstanding when following the school values
- SLT team award - pupil in EYFS who is outstanding when following the school values
- Governor's award – for academic excellence

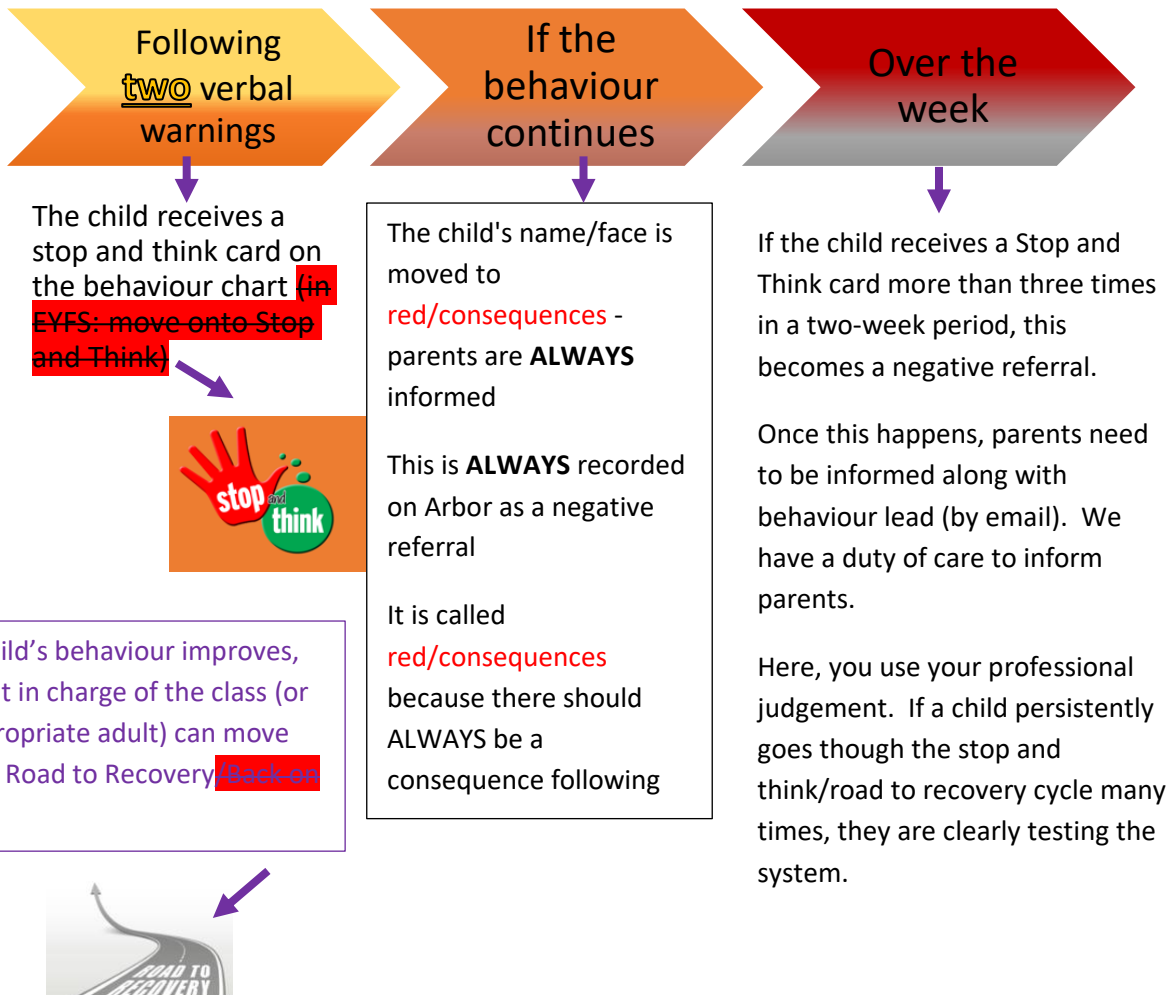


Churchfields Primary School Behaviour, Rewards and Sanctions Policy

Behaviour and Consequences Flow Chart

To ensure continuity and consistency throughout the school, we use the following graded system to respond to low level inappropriate behaviour

These methods must be consistently applied by **all staff** to ensure that the whole school policy is effective:



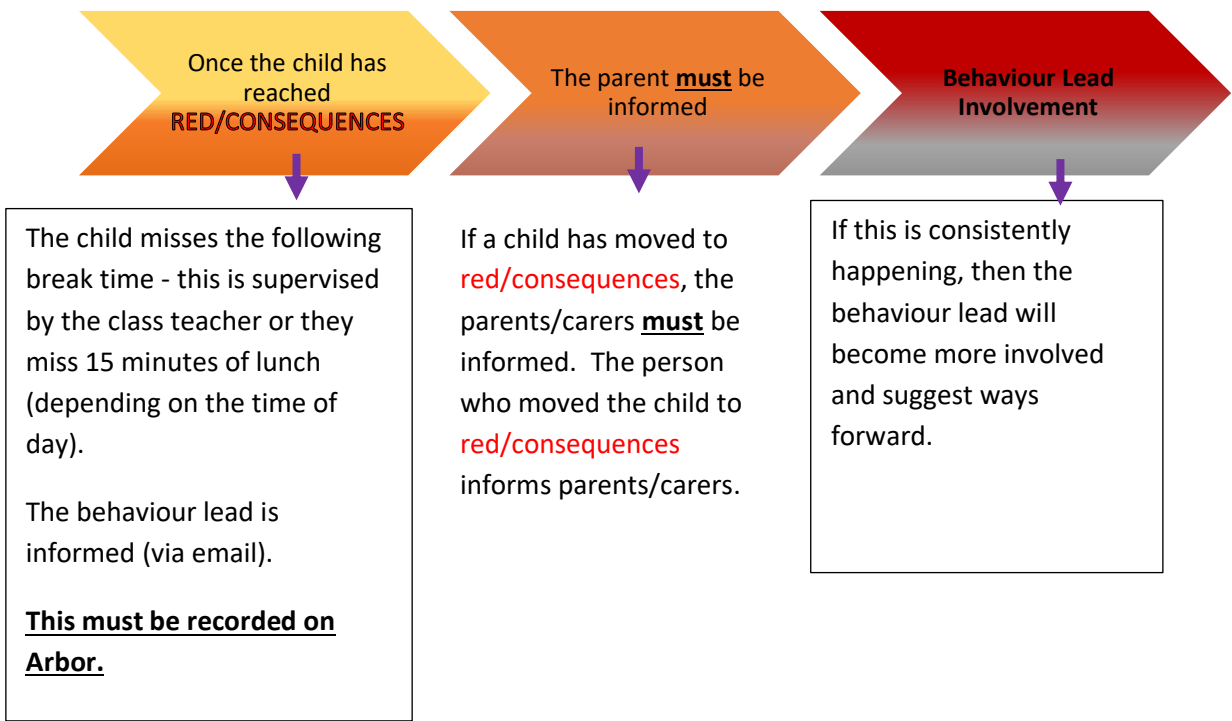


Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

On Red

(Red is Rare)



Persistent poor behaviour in class = ways forward

