



Tadpole Farm CEPA Behaviour and Exclusion Policy



Tadpole Farm
CE Primary Academy

Approved by	Governing Board
Policy owner	Headteacher
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Tadpole Farm CEPA Behaviour and Exclusion Policy 2025

Blue Kite Academy Trust (BKAT) Tadpole Farm CE Primary Academy BEHAVIOUR AND EXCLUSIONS POLICY

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1. Introduction:

Tadpole Farm CEPA is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain high standards of conduct, take responsibility for their behaviour and support others to do the same.

This policy retains our established Pivotal, relational approach while ensuring full alignment with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- DfE Guidance on Restrictive Interventions (use of reasonable force)
- Equality Act 2010

Behaviour and safeguarding are intrinsically linked. All staff must maintain the mindset: “It could happen here.”

As a Church School, we strive to live out our Christian beliefs in all that we do. We aim to demonstrate love, forgiveness and understanding in every interaction, guiding children to behave in ways that contribute to a positive school ethos.

2. Aims:

- Promote a calm, safe environment where all children flourish
- Create a culture of exceptionally good behaviour for learning, community and life
- Teach self-regulation and responsibility
- Build positive relationships rooted in respect, kindness and empathy
- Support children to take ownership of their behaviour and its consequences
- Work in partnership with parents and carers
- Ensure restrictive interventions are safe, lawful and a last resort

3. Our Approach

Leadership and Management:

Leadership and governance play a central role in sustaining our behaviour culture.

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- The Headteacher and SLT lead on behaviour and model expectations.
- All staff are responsible for consistent application.
- Governors monitor behaviour data and review policy impact.
- Trustees receive regular reports on exclusions, incidents and support for pupils with additional needs.
- Resources are allocated to staff training, pupil support and supervision.

Golden Rules and Christian Values:

Our **Golden Rules: Ready, Respectful, Safe** provide a simple and consistent framework for behaviour.

At Tadpole Farm CE Primary Academy, our **Golden Rules: Ready, Respectful, Safe** provide a simple, consistent framework for behaviour. These rules are the foundation of our behaviour culture and are understood by every child and adult in our community.



- **Ready** – Being prepared to learn and try our best; having a positive attitude towards our learning; focusing on our own learning.
- **Respectful** – Listening actively to all adults; responding to others appropriately; respecting the views of our friends; being polite and using good manners; respecting property, of others and the school; taking pride in our learning.
- **Safe** – Using kind hands and feet; using resources correctly; following instructions; walking around the school calmly; using the internet and technology appropriately.

These rules are not just statements; they are taught, modelled and practised every day. They are displayed in every classroom, reinforced through worship, and shared regularly with parents and carers so that our community uses the same language of expectation.

The Golden Rules are underpinned by our **12 Christian values**, which are rooted in scripture and explored through stories and collective worship. These values provide children with a deeper understanding of how to live together in harmony, develop resilience, and recognise their responsibilities to others.



By embedding the Golden Rules within the Christian ethos of our school, we ensure that expectations are simple, fair and consistent, while also guiding pupils to make positive choices that prepare them for life beyond school.

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The Five Pillars of Pivotal Practice

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**:

1. Calm, Consistent Adult Behaviour:

Calm and consistent adult behaviour is the foundation of all good behaviour management.

- Consistency lies with the behaviour of adults, not just the application of procedure.
- An adult's emotional response has the greatest impact on the child's behaviour.

Strategies include:

- *Our calm meets their chaos*: co-regulation occurs when adults remain calm in the face of dysregulation. **(See Appendix A)**
- Be curious, not furious.
- Be proactive, not reactive.
- Pick up your own tab – take responsibility for addressing behaviour you see and follow up restorative conversations.
- Relationships with children are key.

2. Relentless Routines:

- Routines provide security and predictability across the school day.
- All adults greet children in the morning, either in class or at the school gate.
- Adults use countdowns, hand signals, and calm movement throughout the school.
- Children and adults move quietly and in register order during transitions.

3. First Attention to Best Conduct:

- Staff notice and celebrate positive behaviour before addressing poor choices.
- Tools include: class recognition boards, certificates, spotlight awards, Dojo points, phone calls/postcards home.

4. Scripted Conversations: (See Appendix B)

- Simple scripts ensure behaviour conversations are non-confrontational and depersonalised.
- Key phrases include:
 - "I have noticed (that you are: having trouble getting started, wandering around etc) right now..."
 - "Are you being Ready, Respectful, Safe?"
 - "Do you remember yesterday/last week when you...(refer to a previous positive behaviour)?"
 - "That is the behaviour I need to see. Thank you for listening."
- Walk away to allow reflection and avoid escalation.

5. Restorative Practice:

- Restorative conversations repair relationships and encourage responsibility.
- Adults follow up promptly and consistently after poor behaviour choices.
- Key questions during restorative conversations:
 - What happened?
 - What happened before?
 - How were you feeling?
 - Who has been affected by this?

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- What needs to happen to put things right?
- How do you feel now?



Expectations of Adults and Leaders

At Tadpole Farm, we believe that *every adult sets the standard*. The way we speak, act and respond to children has the greatest influence on behaviour. All staff share responsibility for maintaining high expectations and modelling our Golden Rules: Ready, Respectful, Safe.

Expectations of ALL adults:

All adults will:

- Warmly **meet and greet** children each day, setting a positive tone for learning.
- **Model** positive behaviour and live out the school's 12 Christian values in every interaction.
- **Plan** lessons that engage, challenge and meet the needs of learners.
- **Use** visible recognition and precise positive praise in every lesson.
- **Speak calmly** and privately when addressing behaviour.
- Follow up with restorative conversations, **ensuring relationships are repaired**.
- Take responsibility for behaviour they see, **never walking past or ignoring learners in need of support**.
- **Praise in public** and respond to poor behaviour in private.

Expectations of Senior Leaders:

Senior leaders will not be expected to manage behaviour in isolation. Instead, they will stand alongside colleagues to support, guide and model good practice, ensuring a consistent approach across the school. They will:

- **Greet learners** at the start of the day.
- Be a **visible and approachable presence** in classrooms, corridors and on the playground.
- **Support staff with managing** behaviour of children with more complex needs.
- **Share and celebrate** good practice across the school.
- **Support staff in creating personalised behaviour plans** and leading formal meetings when required.
- **Recognise and celebrate staff and learners** who go above and beyond.
- **Regularly review provision** for learners whose needs extend beyond classroom management.

By holding ourselves to these expectations, we ensure that children see clear, consistent role models who reinforce the values and standards of Tadpole Farm every day.

Routines, Recognition and Rewards

At Tadpole Farm CE Primary Academy, we place great emphasis on creating strong routines and celebrating success. Clear routines help children feel secure and ensure learning time is maximised. Recognition and rewards are central to reinforcing our Golden Rules of *Ready, Respectful, Safe*.

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Routines:

- Every class teacher greets children at the door or school gate with a smile and positive welcome.
- Attention is gained through agreed signals (e.g. countdown from 5).
- Children line up and walk through school calmly and respectfully, in register order.
- Transitions between activities are smooth, so learning time is not lost.

Adults consistently use visual prompts and reminders to support children in following our Golden Rules of *Ready, Respectful, Safe*.

Recognition and Rewards:

- Verbal Praise – immediate, specific praise for behaviour linked to the Golden Rules.
- Recognition Boards – class recognition boards focus on collective goals, highlighting children who demonstrate the desired behaviour.
- Certificates and Awards – given in celebration workshops to acknowledge significant achievements in behaviour, effort and living out our Christian values.
- Communication with Parents – positive phone calls, Class Dojo messages and notes home share success and strengthen the partnership with families.
- Dojo Points – awarded for demonstrating Ready, Respectful, Safe behaviour. Points contribute to class and individual recognition. (See Appendix B)
- Whole Class Rewards – classes work towards shared targets, reinforcing teamwork and community spirit.

Recognition is never about extrinsic rewards alone. Our focus is on helping children to recognise the satisfaction of making good choices, contributing to the community, and building positive relationships. Staff give **first attention to best conduct** and celebrate children who consistently meet or exceed expectations. Recognition is precise, fair and inclusive, ensuring that all pupils feel valued for their contributions.

Sanctions and Restorative Practice

At Tadpole Farm CE Primary Academy, we believe sanctions should be fair, proportionate and consistent. They are designed to:

- Remind pupils of our Golden Rules (Ready, Respectful, Safe).
- Provide opportunities for pupils to reflect on their choices.
- Protect learning and maintain a calm, safe environment.
- Repair relationships and restore trust.

Sanctions are applied in a stepped approach, ensuring pupils have opportunities to make positive choices before further action is taken.

4. Stepped Behaviour Responses

Stepped Sanctions: (See Appendix D)

1. **Reminder** – gentle verbal reminder of the Golden Rules.
2. **Caution/Redirection** – clear, private warning of consequences if behaviour does not improve (verbal or non-verbal e.g. proximity, glance, positive redirection).
3. **Last Chance** – 30-second scripted conversation and, if needed, a brief reflective discussion at break/lunch.
4. **Time to Think/Cool Off** – short time away from peers (in class, buddy class or agreed space).
5. **Restorative Conversation** – follow-up with the adult who dealt with the behaviour, ensuring reflection, responsibility and repair.

Principles of Restorative Practice: (See Appendix E)

- Conversations are calm, respectful and focused on understanding impact.
- The pupil is supported to take responsibility for their behaviour.
- Repairing the relationship is prioritised so learning and trust can continue.
- Follow-up is consistent and proportionate, ensuring the child feels supported as well as accountable.

Red Card Behaviours:

There are some behaviours that will not be tolerated and children will be given an appropriate sanction and parents will be communicated with when these incidents occur. These include:

- Violence (physical harm or intent to harm).

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- Persistent taunting, teasing or bullying.
- Swearing or the use of racist, homophobic, transphobic or discriminatory language.

Responses to Red Card Behaviours:

Any of these behaviours will result in an instant move to 'Time to think' as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher and where appropriate, conjunction with SLT. Red Card incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be a member of SLT)

All red card incidents should be recorded on CPOMS.

Considerations for children with SEN will be taken into consideration. A clear safety support plan outlining what to do when these behaviours will occur will be written following a conversation with the SENCo and relevant SLT.

Key Principles:

- Sanctions are reasonable, relevant and related to the behaviour.
- Poor behaviour choices are dealt with privately to preserve dignity (praise in public, reprimand in private).
- Repeated low-level behaviour or serious incidents are always communicated to parents.
- A graduated response is used for pupils requiring additional support, which may include engagement plans, personalised behaviour targets and work with external agencies.

Our approach ensures that children understand the consequences of their actions, learn how to make better choices, and know that forgiveness and a fresh start are always possible.

5. When Behaviour Escalates (De-escalation First)

Staff must prioritise:

- Calm tone and body language
- Reducing audience
- Giving time and space
- Offering choices
- Avoiding confrontation

Restrictive intervention must never be the first response.

Pupil Support

At Tadpole Farm CE Primary Academy, we recognise that behaviour is often a form of communication. It can indicate unmet needs, social, emotional and mental health (SEMH) challenges, adverse childhood experiences (ACES), trauma, or other circumstances affecting a child's wellbeing. Our approach balances high expectations for behaviour with tailored support to ensure every pupil can thrive.

Key Principles:

- All pupils are entitled to a safe, supportive learning environment.
- Behaviour support is proactive, not punitive.
- Staff work closely with the SENDCo, pastoral team, and external agencies to meet the needs of each child.
- Individual support plans are co-created with pupils, parents and relevant staff. These plans outline:
 - Agreed strategies for regulation and coping. **(See Appendix E)**
 - Clear expectations for behaviour.
 - Safety measures to prevent harm to self or others.
- Support plans are regularly reviewed and adapted as needs change.
- KS2 – Work Not Completed: Any work which is not completed due to poor behaviour choices will be completed in a reasonable portion of the child's break or lunch. In some cases, it may be appropriate to send the work home.

Supporting SEMH and Vulnerable Pupils

- Staff are trained to recognise triggers and respond consistently to dysregulation.
- Co-regulation and restorative approaches help pupils manage emotions and repair relationships.

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- Children with SEMH or additional needs may have personalised behaviour targets and graduated support.

External Support and Engagement Plans

- If behaviour challenges persist despite classroom strategies and internal support, an engagement plan may be developed with parents, setting clear targets and additional interventions.
- External agencies may be involved to provide specialist support where necessary.
- All interventions aim to keep the child in school whenever safely possible and promote long-term behaviour change.

Monitoring and Review

- Staff regularly track the effectiveness of support plans and interventions.
- Patterns of behaviour are reviewed by SLT to ensure equity, consistency and that no child's needs are overlooked.
- Communication with parents is ongoing to ensure partnership and shared responsibility for behaviour and support.

This approach ensures that every pupil is supported to manage their behaviour safely and positively, while maintaining a calm, consistent and inclusive school culture.

Graduated Response (*See Appendix F*)

- For those children where Pivotal Practice is not having a positive impact on behaviour, staff will follow a clear graduated response.
- Meetings with parents will be arranged, and if appropriate, an Engagement Plan will be created.
- The child will be actively involved in the Engagement Plan, which clearly outlines:
 - Targets for the child to work on
 - Support in place beyond classroom expectations
- If behaviour persists, the Senior Leadership Team will consider appropriate next steps and may involve external agencies to support the child's behaviour.

6. Restrictive Interventions (Updated in line with DfE Guidance)

Definition:

Restrictive intervention refers to any action that restricts a child's movement, liberty or freedom to act. This includes physical restraint and, in some circumstances, removal to a space where freedom is restricted.

In line with Department for Education guidance (2026), the school recognises that the use of restrictive intervention, including reasonable force, is a serious measure. It will only ever be used as a last resort, when all other strategies have been exhausted, and where it is necessary to prevent harm.

Reasonable force is a form of restrictive intervention involving physical contact. Restrictive interventions may also include actions that limit a child's movement or liberty, whether or not physical force is used.

Legal Position

All school staff have a legal power to use reasonable force where necessary to:

- Prevent a pupil from hurting themselves or others
- Prevent serious damage to property
- Prevent serious disruption where safety is at risk

Core Principles

At Tadpole Farm CE Academy, restrictive intervention:

- Is always a last resort
- Is used for the shortest possible time
- Is reasonable, proportionate and necessary
- Is used in the best interests of the child

We prioritise de-escalation at all times.

De-escalation First

Staff must always attempt to:

- Use calm, consistent language
- Reduce audience and stimulus
- Offer space and time
- Provide clear choices
- Support the child to regulate

Restrictive intervention must never be used as a punishment.

During Intervention

If restrictive intervention is necessary, staff must:

- Use the minimum force necessary
- Maintain the child's dignity and safety
- Continue to communicate calmly
- Monitor the child's physical and emotional wellbeing

The use of force must stop as soon as the risk has reduced.

Prohibited Practice

The following must never be used:

- Techniques that cause pain
- Restricting breathing
- Face-down restraint
- Any intervention intended to punish or humiliate

Recording and Reporting

In line with statutory expectations, all significant incidents of restrictive intervention must be formally recorded and reported.

Records must be factual, completed as soon as possible after the incident and include:

- The context and events leading up to the incident
- De-escalation strategies attempted
- The reason the intervention was necessary
- The type and duration of intervention used
- The outcome for the child
- Any follow-up actions

Parents/carers will be informed on the same day wherever possible. All incidents will be reviewed by leaders to identify patterns, inform training and reduce the future need for restrictive intervention.

All incidents of restrictive intervention must be considered within a safeguarding context, particularly for pupils who are vulnerable or have SEND, as behaviour may be an indicator of unmet need or risk of harm.

Debrief and Follow-Up

After any incident:

- A restorative conversation must take place with the child
- Staff should reflect on triggers and preventative strategies
- Plans should be updated if needed

7. Seclusion and Withdrawal

Definition:

Seclusion is defined as forcing a pupil to spend time alone in a room or space against their will, where they are prevented from leaving.

In line with Department for Education guidance, seclusion is not used at Tadpole Farm CE Academy as a behaviour management strategy.

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The school may use supervised withdrawal as part of its graduated response to behaviour. This is a supportive strategy to help a child regulate and does not constitute seclusion.

When withdrawal is used:

- The child will be supported by an adult
- The environment will be safe and appropriate
- The child will not be prevented from leaving once regulated
- The focus will be on regulation, not punishment

Any practice that could be perceived as seclusion will be treated as such and must be recorded and reported in line with statutory guidance.

Where a pupil regularly requires withdrawal from the classroom, this will trigger a review of support, including the possible development or adaptation of an individual behaviour or risk management plan.

Key Expectations

- Withdrawal must never feel punitive
- Children must be supported, not isolated
- Staff must remain present or aware of the child
- The focus is always regulation and safety

Safeguarding Considerations

Any use of withdrawal or removal from class must:

- Be proportionate
- Be recorded where significant
- Be reviewed if used frequently

If a child is regularly requiring removal, an individual plan must be developed.

Safeguarding and Behaviour

Behaviour may indicate safeguarding concerns.

Staff must:

- Record concerns on CPOMS
- Report immediately to DSL
- Follow safeguarding procedures

The welfare of the child is paramount.

The school is committed to reducing the need for restrictive interventions over time through proactive, relational and trauma-informed practice.

8. Child-on-Child Abuse and Bullying

Child-on-child abuse is behaviour by an individual or group intended to physically, sexually, or emotionally hurt others. All staff recognise that children are capable of abusing their peers, including:

- Bullying (including online bullying)
- Physical abuse
- Sexual abuse and sexual harassment
- Initiation or hazing-type violence and rituals
- Discriminatory behaviour, including sexist, racist, homophobic, transphobic, or disablist actions.

Preventative Measures

- Anti-Bullying Week and Internet Safety Week help pupils recognise and respond to bullying.
- A programme of PSHE lessons is taught throughout the year to support positive relationships.
- School rules and the Golden Rules (Ready, Respectful, Safe) are taught, modelled and reinforced consistently.
- Pupils are encouraged to speak to adults if they feel unsafe or are experiencing bullying.

Responding to Incidents

- Where bullying or child-on-child abuse occurs, both the victim and perpetrator(s) are supported with

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bespoke social, emotional, and mental health interventions.

- All incidents are logged on CPOMS and investigated thoroughly.
- Parents/carers of all children involved are informed promptly, either by the class teacher or, in more serious cases, a member of SLT.
- Sexual harassment or abuse incidents may involve the Trust, Swindon MASH or other external agencies, in line with safeguarding procedures.
- A clear graduated response is recorded on CPOMS to outline next steps if behaviour continues.

Key Principles

- All child-on-child abuse and bullying incidents are treated seriously, consistently, and with full consideration of the emotional and mental wellbeing of all children involved.
- Interventions focus on repairing harm, restoring relationships, and supporting the pupil's learning and development.
- Incidents are regularly analysed and reported to School Governors three times a year.

Through prevention, education, and careful follow-up, Tadpole Farm ensures that all pupils can learn and develop in a safe, respectful, and supportive environment.

9. Suspensions and Exclusions

At Tadpole Farm CE Primary Academy, we aim to manage behaviour within school wherever possible. However, there are times when internal or external suspensions may be necessary to maintain a safe and productive learning environment.

Internal Suspensions

- Internal suspensions are used when repeated behavioural incidents or breaches of the behaviour policy require a child to spend time away from the classroom.
- During internal suspension, pupils continue learning in a safe, supervised environment.
- Staff work with the pupil and parents to create clear, specific behaviour plans to prevent further incidents.
- Reintegration into the classroom is carefully planned and supported by staff to restore relationships and learning engagement.

Fixed-Term (External) Suspensions

- Fixed-term suspensions are used when a child's behaviour poses a risk to themselves, others, or the wider school community, and cannot be managed within school.
- Suspensions provide an opportunity for the school to reset the classroom environment and allow the pupil to reflect on their behaviour.
- Reintegration is supported with a meeting involving parents, staff, and where necessary, SLT.
- Each day of suspension is treated as a fresh start, with the pupil welcomed back without animosity.
- All fixed-term suspensions are recorded on SIMS and reported to School Governors three times a year.

Permanent Exclusion

- Permanent exclusion is a last resort, used only when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Before permanent exclusion, a variety of strategies must have been attempted, including:
 - Pastoral Support Plans in place for a period of six months or more
 - Expert advice sought
 - Assessment of Special Educational Needs and Disabilities (SEND)
 - Consideration of alternative provision or negotiated transfer to another school
- Blue Kite Academy Trust and the Local Authority Inclusion team are informed when a pupil is at risk of permanent exclusion.

Key Principles

- Suspensions and exclusions are always proportionate, fair and consistent.
- The child's needs, safety, and reintegration are prioritised.
- Communication with parents is prompt and transparent.

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Through careful use of internal and external suspensions, Tadpole Farm aims to maintain a safe learning environment while supporting pupils to reflect, learn, and reintegrate positively.

10. Banned Items, Mobile Phones and Smart Watches

Banned Items

Certain items are not permitted in school due to the risk they pose to the safety and wellbeing of pupils and staff. These include, but are not limited to:

- Knives or weapons of any kind
- Alcohol, drugs, or related paraphernalia
- Fireworks or explosives
- Stolen property
- Tobacco, e-cigarettes, or vapes
- Pornographic or extremist material

Searches may be conducted in line with statutory guidance if there is a concern that a pupil has brought a banned item into school. Staff follow the Trust's protocols to ensure searches are carried out safely, respectfully, and proportionately.

Mobile Phones

- Pupils are not permitted to use mobile phones during the school day.
- Phones brought into school must be switched off and handed in at the start of the day.
- Mobile phones will be returned at the end of the school day.
- Staff are not responsible for loss or damage to phones that are brought to school.

Smartwatches

- Smartwatches that have messaging, camera, or internet capabilities are treated in the same way as mobile phones.
 - Pupils must ensure these devices are switched off or in "school mode" during the school day.
 - Devices should not be used to communicate or record at any time during lessons or breaks.
 - Staff are not responsible for loss or damage to smartwatches.
- By prohibiting banned items and restricting mobile phone and smartwatch use, Tadpole Farm ensures a safe, calm, and focused learning environment for all pupils.

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Appendix A - Zones of Regulation



-Used to help children know how they are feeling, that it is normal and how to regulate

Appendix B - 30 second script/restorative conversation

30 second Script: I have noticed ... Are you Ready/ Respectful/ Safe? Do you remember when... I would like to see this today.Thank you. Walk away	Repair: What happened? What happened before? How were you feeling? Who's been upset by this? What needs to happen to put things right? Next time? How do you feel now?
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Appendix C - Dojo boards/recognition boards
-for individual and precise positive praise



We use Class Dojo for precise praise - Dojo points are given for being READY, RESPECTFUL and SAFE, Achievement and effort as well as completing homework.

-All parents are expected to use it- it is the class teacher's responsibility to make sure that every parent is connected

-Teachers will not respond outside of their working hours Monday - Friday 8-4:30.

-Teachers have a Class Dojo-er of the day who are recorded on recognition board

-Teachers will refresh their Dojo points every week after the class's 'top earner' receives a reward from SLT in Friday's Celebration Worship. This could include hot chocolate, milkshakes etc.

Recognition board - for whole class reward (Based on Paul Dix)

-Used for whole class rewards and have a clear focus.

-Working towards a reward: decide whether they are earning a reward at the end of the lesson or day or week depending on the context and make this clear to the children.

-End of term rewards can be used or built towards if appropriate

Appendix D

Stepped Sanctions
1. Reminder of Rule- Show me/Are we Ready, Respectful and Safe?
2. Caution/redirection - verbal or non-verbal reminders e.g. glance, standing close, positively praising someone doing the right thing.
3. Last Chance- 30 Second Script, and a a short discussion at the start of break/lunch to remind them of behaviour expectations.
4. Time to think and/or appropriate sanction e.g. space in classroom, buddy class, wall on playground, partner class
5. Restorative conversation- 5 minutes with key adult

If there are more than 1 incident of needing a full restorative conversation in a day = teachers need to let parents know.

Appendix E - Restorative Process



Appendix F - Graduated response

