TAKE 1 STUDIOS
Behaviour Policy

C.A.R.E. Behaviour Framework and Arbor Points System • 2026/27

Policy owner	Headteachers / Behaviour Lead
Approved by	Governing Body / Proprietor
Effective from	1 September 2026
Review date	August 2027, or sooner following statutory/guidance change
Behaviour recording system	Arbor
Points scale	-5 to +5
Core framework	C.A.R.E. - Community, Attendance, Respect, Engagement for Learning
Applies to	All pupils and all staff responsible for behaviour and pastoral support

1. Policy statement

Take 1 is committed to creating a calm, safe, supportive and inclusive environment in which pupils can learn, develop positive relationships and take increasing responsibility for their choices. Behaviour is understood as both an individual responsibility and a form of communication. Staff will combine clear boundaries and consistent consequences with relational, restorative, trauma-informed and SEND-aware practice.
The school uses Arbor as the single behaviour-recording and points system. Class Dojo is no longer used. Positive and negative behaviour points are recorded on a scale from +5 to -5 and linked to Take 1's C.A.R.E. values: Community, Attendance, Respect and Engagement for Learning.

2. Legal and guidance framework

- Education and Inspections Act 2006;
- Education Act 1996;
- Equality Act 2010;
- Children Act 1989 and Children Act 2004;
- Education (Independent School Standards) Regulations 2014;
- DfE Behaviour in Schools: advice for headteachers and school staff;
- Keeping Children Safe in Education (KCSIE) 2026, effective from 1 September 2026;
- DfE Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026;
- DfE Searching, Screening and Confiscation: Advice for Schools;
- Working Together to Safeguard Children 2026; and
- Relevant current guidance on school suspensions/exclusions, noting that the statutory maintained-school/academy exclusion framework does not automatically apply in the same way to an independent school.

3. Aims

- Make expected behaviour explicit and easy for pupils, staff and families to understand;
- Teach and reinforce Take 1's C.A.R.E. values consistently;
- Recognise positive choices frequently and meaningfully;
- Ensure negative behaviour receives a predictable, proportionate response;
- Use Arbor data to identify progress, patterns, triggers and support needs;
- Prevent discriminatory, bullying, harmful sexual and safeguarding-related behaviour;
- Ensure behaviour responses take account of SEND, disability and reasonable adjustments;
- Support pupils to repair harm and successfully re-engage with learning; and
- Maintain high expectations without relying on purely punitive responses.

4. The C.A.R.E. framework

All behaviour points on Arbor should be linked to one of four C.A.R.E. areas. The examples below guide staff judgement; they are not exhaustive and the point value should reflect context, impact, frequency and the pupil's individual needs.

C.A.R.E. area	Positive examples	Negative examples
Community	Helping another pupil; contributing to school/community activities; looking after shared spaces; positive teamwork; being a positive role model.	Damaging or misusing shared spaces; disrupting the wider community; unsafe conduct; deliberately excluding others; behaviour that damages the school community.
Attendance	Excellent/improved attendance; punctual arrival; improved routines; returning positively after absence; attending agreed interventions.	Lateness; avoidable lesson absence; leaving lessons without permission; refusing to attend an agreed session; leaving site without permission. Statutory attendance coding remains governed by the Attendance Policy.
Respect	Kindness; respectful language; listening to others; resolving conflict appropriately; honesty; respecting difference, staff, peers and property.	Disrespectful/inappropriate language; persistent defiance; bullying; discriminatory language; threats; aggression; damage; harassment; unsafe or abusive conduct.
Engagement for Learning	Starting promptly; sustained effort; completing work; resilience; asking for help appropriately; excellent progress; supporting a positive learning environment.	Off-task disruption; refusal to engage; persistent talking over others; misuse of equipment; walking out of class; deliberate disruption; repeated refusal after support/redirection.

5. Arbor behaviour points: -5 to +5

Points are a communication and monitoring tool, not a substitute for professional judgement. Staff should record the most appropriate C.A.R.E. reason and add a concise factual note for significant negative incidents. Points must not be manipulated to punish a pupil twice for the same behaviour or awarded inconsistently simply to reach a reward or sanction threshold.

Points	Indicative meaning	Examples
+5	Exceptional positive contribution	Outstanding achievement/progress; exceptional leadership or kindness; sustained improvement; representing Take 1 exceptionally well.
+4	Excellent behaviour/achievement	Going significantly above expectations; excellent sustained engagement; major positive contribution.
+3	Strong positive behaviour	Very good effort; resilience; helpfulness; strong improvement; positive participation.
+2	Positive choice above routine expectation	Good engagement; respectful conduct; punctuality improvement; helpful contribution.
+1	Everyday positive recognition	Meeting expectations particularly well; prompt start; good manners; completing a task; positive participation.
-1	Low-level concern	Minor disruption; off-task behaviour; reminder needed; minor lateness/expectation issue.
-2	Repeated/clear low-level concern	Repeated disruption; refusal after reminder; inappropriate language; poor choices affecting learning.
-3	Significant or persistent concern	Persistent refusal; walking out of class; repeated disrespect; behaviour requiring mentor/tutor intervention.
-4	Serious concern	Serious verbal aggression; significant disruption; bullying/discriminatory conduct; deliberate damage or unsafe behaviour.
-5	Very serious incident	Physical aggression; serious threats; weapon/prohibited item concern; serious safeguarding incident; leaving site where significant risk is created.

6. Awarding positive points

Staff should actively look for opportunities to recognise pupils doing well. Positive points should be specific and linked to the C.A.R.E. behaviour demonstrated. Pupils with additional needs or historically low engagement should be able to gain recognition for meaningful personal improvement as well as absolute achievement.

- Points should be entered on Arbor as close to the event as practicable.
- Staff should tell the pupil what they have done well and which C.A.R.E. value it demonstrates.
- Positive contact home should be used regularly, not only when a pupil reaches a formal milestone.
- Exceptional achievements may be recognised by SLT in addition to the points awarded.

7. Incentive and reward thresholds

Take 1 will use both weekly performance and cumulative milestones. This avoids disadvantaging pupils who join mid-term or who have had a difficult period but subsequently improve. Positive and negative points are monitored separately: negative points do not erase positive achievements, although serious behaviour may affect whether a particular reward activity is safe or appropriate.

Threshold	Recognition / incentive	Frequency	Notes
10+ positive points in a week	Weekly recognition: praise/certificate or small privilege	Weekly	Designed to reward current effort and improvement.
20+ positive points in a week	Enhanced weekly recognition / entry into weekly reward draw or agreed privilege	Weekly	Subject to safe participation and individual circumstances.
50 cumulative positive points	Bronze C.A.R.E. milestone: certificate + positive contact home + small reward	Ongoing	Cumulative across the academic year.
100 cumulative positive points	Silver C.A.R.E. milestone: certificate + enhanced reward/privilege	Ongoing	Examples may include chosen activity or school-approved treat.
200 cumulative positive points	Gold C.A.R.E. milestone: Headteacher recognition + significant school reward/activity	Ongoing	Reward to be proportionate and agreed by SLT.
End-of-term C.A.R.E. award	Recognition for achievement and/or most improved in each C.A.R.E. area	Termly	Allows recognition beyond raw totals.

SLT may adjust the practical reward attached to a milestone according to budget, safeguarding, dietary, accessibility and individual needs, but the points threshold should remain consistent during the review period. Pupils and parents/carers will be told what rewards are available.

8. Negative points and graduated consequences

Negative points identify behaviour requiring correction, support or a consequence. The response should consider both the seriousness of a single incident and the pattern over time. A serious -5 incident can require immediate senior/safeguarding action even if the pupil has no previous negative points.

Trigger	Minimum response	Possible additional action	Review
Single -1 / -2	In-class correction/redirection; restorative reminder; Arbor record where appropriate.	Brief reflection, change of seat/activity, tutor check-in.	Teacher monitors recurrence.
Single -3 or 5 negative points accumulated in a rolling school week	Tutor/mentor intervention and direct contact home (email/phone).	Reflection work; targeted support; short behaviour goal.	Tutor/Behaviour Lead reviews.
10 negative points in a rolling school week	Parent/carer informed and behaviour review with pupil.	Parent/carer meeting; Behaviour Support Plan; increased check-ins.	Behaviour Lead reviews weekly.
15 negative points in a rolling school week OR repeated -3/-4 incidents	Formal parent/carer meeting and SLT review.	Individual behaviour plan/risk assessment; commissioner/SENCO/DSL involvement as relevant; internal removal from activity/class where appropriate.	Set review date, normally within 1-2 weeks.
Single -4 / -5 serious incident	Immediate senior response; parent/carer contact; safeguarding assessment where relevant.	Risk assessment; restorative/reintegration plan; suspension/exclusion or other serious sanction where lawful and proportionate; police/agency referral where thresholds are met.	SLT/DSL review before re-entry where appropriate.
20+ negative points across 4 school weeks or repeated serious incidents	Multi-agency/placement review as appropriate.	Commissioner meeting; SEND review; behaviour contract/support plan; review of timetable/provision and external support.	Formal review with clear actions and timescale.

Thresholds do not create automatic exclusions or other high-level sanctions. Leaders must consider the facts of the incident, proportionality, previous support, safeguarding, SEND/disability, reasonable adjustments, the pupil's age and understanding, and any relevant placement arrangements.

9. Recording and communication on Arbor

- Arbor is the authoritative behaviour points record; Class Dojo must not be used.
- Staff should select the correct C.A.R.E. category and point value.
- Significant negative incidents should include objective factual notes: what happened, action taken and who was informed.
- Safeguarding information must be recorded on the school's safeguarding system in accordance with the Safeguarding Policy; Arbor behaviour points do not replace a safeguarding record.
- Where a consequence threshold is reached, the responsible tutor/Behaviour Lead should record the contact, meeting or plan.
- SLT will monitor both gross positive/negative points and patterns by pupil, lesson, staff member, C.A.R.E. category and time period.

10. Staff consistency and professional judgement

Consistency means applying the same principles, not treating every pupil identically. Staff should use the agreed point values and thresholds while making reasonable adjustments and taking account of context. Staff should avoid public shaming, sarcasm, collective punishment or escalating a pupil through repeated point entries for one continuous incident.
Where staff disagree about the appropriate point value, the Behaviour Lead/SLT may moderate the entry to support consistency. Behaviour data will also be reviewed for possible bias or disproportionality.

11. SEND, disability and reasonable adjustments

Take 1 will maintain high expectations for pupils with SEND and disabilities while recognising that behaviour may be affected by communication, cognition, sensory needs, trauma, mental health, unmet need or disability. The Equality Act 2010 duty to make reasonable adjustments applies to behaviour systems and sanctions.

- Consider whether additional or different support is required;
- Consult the SENCO and relevant professionals where patterns emerge;
- Review behaviour plans, risk assessments and EHCP provision where applicable;
- Adapt communication, reflection and restorative processes where necessary; and
- Avoid sanctioning behaviour that the school could reasonably have prevented through an identified adjustment, while still addressing safety and impact.

12. Safeguarding and child-on-child abuse

Behaviour concerns can be safeguarding concerns. Bullying, discriminatory abuse, sexual harassment/violence, exploitation, serious threats, weapons, substance-related concerns, online abuse and repeated harmful behaviour must be considered through a safeguarding lens. Staff must report safeguarding concerns to the DSL in line with KCSIE 2026 and Take 1's Safeguarding and Child Protection Policy.

Behaviour points must never be used as the sole response to suspected abuse or significant harm.

13. Attendance, punctuality and leaving site

Attendance is one of the four C.A.R.E. areas, but behaviour points do not replace the statutory attendance register. Pupils are expected to arrive by 8:50am for a 9:00am start. The morning register remains open until 9:30am in accordance with Take 1's Attendance and Punctuality Policy.

Leaving a lesson or site without permission may receive negative C.A.R.E. points, but any missing-pupil incident must also be managed under the Missing Pupil and Leaving Site Without Permission Policy using a safeguarding and risk-based response.

14. Restorative practice and re-engagement

Take 1 uses restorative approaches where safe and appropriate. Restorative work is intended to understand impact, repair harm and support re-engagement; it is not a substitute for safeguarding action or a mandatory meeting between pupils.

- Pupils returning after a serious incident should receive a proportionate reintegration conversation.
- Behaviour support plans and risk assessments should be updated where required.
- Staff should communicate any agreed strategies before the pupil returns to ordinary routines.
- Pupils should have a genuine opportunity for a fresh start while previous risks remain appropriately managed.

15. Removal from lessons and internal responses

Where behaviour seriously disrupts learning or creates risk, a pupil may be removed from a lesson or activity for a limited period under senior oversight. Removal should be purposeful, supervised and followed by work, reflection/support and a plan for successful return. It must not become an informal exclusion or an unsupervised arrangement.

16. Serious incidents, restrictive intervention and reasonable force

Take 1 follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026. Prevention and de-escalation are prioritised. Any restrictive intervention must have a lawful basis and be necessary, reasonable and proportionate, using no more force than necessary for the least amount of time.

There is no automatic authority to use force merely because a pupil is leaving site. Staff must make an individual risk-based judgement and follow Take 1's Restrictive Intervention / Positive Handling Policy. Force must never be used as punishment. Significant incidents must be recorded, parents/carers informed as appropriate, and safeguarding/medical follow-up completed.

17. Suspension, exclusion and placement decisions

The 2025 policy stated that fixed-term exclusions were limited to 15 days per year. That statement has been removed. Take 1 is an independent school and must follow the contractual, registration, safeguarding, equality and Independent School Standards requirements that apply to it, rather than simply importing the statutory maintained-school/academy exclusion process.

Suspension or exclusion will be considered only by the Headteacher or authorised senior leader in accordance with Take 1's separate Suspension/Exclusion Policy, admissions/placement arrangements and applicable law. Serious sanctions must be reasonable, proportionate, procedurally fair and properly communicated to parents/carers and commissioners.

Informal or unofficial exclusions are not permitted. A pupil must not be sent home to 'cool off' without the decision being formally recorded and managed under the appropriate procedure.

18. Searching, screening and confiscation

Searching, screening and confiscation will be conducted under Take 1's separate policy and current DfE guidance. The safety and dignity of pupils and staff are paramount. Only authorised staff should conduct searches without consent where the legal conditions are met. Prohibited or restricted items may include weapons, alcohol, illegal drugs, tobacco/vapes, stolen items, fireworks, pornographic material, items intended to cause harm or commit an offence, and mobile phones where possession/use breaches Take 1's Mobile Phone Policy or creates a safeguarding concern. Pupil mobile phones are collected at the start of the school day and returned at the end of the day under the Mobile Phone Policy.

19. Behaviour outside school and online

Take 1 may respond to behaviour outside school, including online behaviour, where it affects the safety or welfare of pupils or staff, damages the orderly running or reputation of the school, or has a clear connection with school. Safeguarding and police referrals will be considered where appropriate.

20. Parents/carers and commissioners

Take 1 will work in partnership with parents/carers and commissioners. Communication should include positive achievements as well as concerns. Where thresholds are reached, meetings should focus on what has happened, the impact, barriers or unmet needs, support already tried, agreed actions and how improvement will be measured.

21. Monitoring, quality assurance and governance

- Behaviour Lead/SLT will review Arbor behaviour data at least weekly.
- Weekly reviews will identify pupils approaching reward or negative-consequence thresholds.
- Leaders will review patterns across C.A.R.E. categories, lessons, sites, staff and pupil groups.
- DSL oversight will be maintained where behaviour indicates safeguarding concerns.
- SENCO involvement will be sought where SEND/unmet need may be contributing.
- Positive-to-negative recognition patterns will be monitored so the system remains primarily developmental and encouraging.
- Governors/proprietor will receive appropriately anonymised behaviour information and assurance about policy implementation.
- The points and incentive thresholds will be reviewed after the first half-term of 2026/27 and may be refined if data show they are too easy, too difficult or creating unintended consequences.

22. Linked policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Missing Pupil and Leaving Site Without Permission Policy
- Mobile Phone Policy
- Vaping Policy
- Drug and Alcohol Policy
- SEND Policy
- Equality Policy
- Restrictive Intervention / Positive Handling Policy
- Searching, Screening and Confiscation Policy
- Suspension / Exclusion Policy
- Online Safety Policy
- Complaints Policy

Appendix 1 - C.A.R.E. quick guide for staff

- COMMUNITY - Does this choice help or harm our school/community?
- ATTENDANCE - Is the pupil present, punctual and where they are expected to be?
- RESPECT - Does the behaviour show respect for self, others, difference and property?
- ENGAGEMENT FOR LEARNING - Is the pupil participating, trying, progressing and allowing others to learn?
- Choose a point from -5 to +5 based on seriousness/quality, impact and context.
- Tell the pupil why the point has been given.
- Record it promptly on Arbor.
- For significant negative behaviour, add a factual note and complete any safeguarding record required.
- Act when a weekly/cumulative threshold is reached; do not wait for the behaviour to escalate.
- Keep recognising improvement - negative points do not cancel positive points.

Appendix 2 - Suggested Arbor setup

Area	**Positive reason examples**	**Negative reason examples**	**Suggested range**
Community	Helping others; teamwork; community contribution; caring for environment	Unsafe community behaviour; damage; exclusion of others; disruption to shared spaces	+1 to +5 / -1 to -5
Attendance	On time; improved punctuality; excellent/improved attendance; attending intervention	Late; missing lesson; leaving lesson/site; refusal to attend expected session	+1 to +5 / -1 to -5
Respect	Kindness; respectful communication; honesty; conflict resolution; respect for difference	Disrespect; inappropriate language; bullying; discrimination; aggression; threats; damage	+1 to +5 / -1 to -5
Engagement for Learning	Prompt start; effort; resilience; completion; progress; positive participation	Off task; disruption; refusal; walking out; misuse of equipment; persistent non-engagement	+1 to +5 / -1 to -5
Milestone	50 positive points	Bronze recognition	Cumulative
Milestone	100 positive points	Silver recognition	Cumulative
Weekly	10+ positive points	Weekly recognition	Weekly
Weekly concern	5 / 10 / 15 negative points	Home contact / review / parent meeting	Rolling school week

Appendix 3 - Key amendments from the 2025 policy

- Removed all use of Class Dojo; Arbor is now the single behaviour points platform.
- Replaced the previous general points approach with a structured -5 to +5 scale.
- Introduced C.A.R.E.: Community, Attendance, Respect and Engagement for Learning.
- Added examples of positive and negative reasons under each C.A.R.E. area.
- Created weekly and cumulative positive reward thresholds, including 50, 100 and 200 point milestones.
- Created rolling weekly negative thresholds linked to home contact, behaviour reviews and parent/carer meetings.
- Clarified that serious incidents override points thresholds and receive an immediate risk/safeguarding response.
- Updated KCSIE references from 2025 to 2026.
- Updated reasonable-force wording to the DfE restrictive-interventions guidance effective from April 2026.
- Removed the inaccurate statement that fixed-term exclusions are limited to 15 days per year.
- Clarified the independent-school position on suspension/exclusion rather than applying the maintained-school statutory framework wholesale.
- Strengthened SEND, Equality Act reasonable adjustments, safeguarding, child-on-child abuse, online behaviour and data monitoring.
- Linked attendance behaviour to Take 1's 8:50am expected arrival, 9:00am start and 9:30am register closure.
- Updated 'Absconding Policy' terminology to Missing Pupil and Leaving Site Without Permission Policy.