UPSHIRE PRIMARY FOUNDATION SCHOOL

BEHAVIOUR & RELATIONSHIPS POLICY
September 2026

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the pupils to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment

School Vision

*INSPIRE*EXCITE*ACHIEVE*

Imagine an inspiring and exciting environment where learning happens because pupils want to achieve!

"Teachers are curious about behaviour (not dismissive of pupils) and question what the behaviour is trying to communicate about the situation. Teachers respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame."
Ordinarily Available: Inclusive Teaching Framework (Essex, April 2023)

"When the adults change, everything changes"
Paul Dix 2017

This policy has been informed by the work of Paul Dix (2017), Ordinarily Available (Essex, 2023) and Trauma Perceptive Practice (TPP).

Policy Statement

How we interpret behaviour is vital. We understand that behaviour is understood as a communication of an unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they should not have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child's stress is so high. (Essex Trauma Perceptive Practice Manual).

The understanding that pupils learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

All staff at Upshire Primary Foundation School have high expectations of pupils' behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising, and rewarding behaviour that is good.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all pupils and staff follow.

All adults in the school share these 5 Pillars of Practice:
1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Trauma Perceptive Practice (Essex Local Authority)

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Purpose of the Policy

The purpose of the policy is to ensure:

Consistent language and consistent response: Referring to the rules or the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: Ensuring 'certainty' in the classroom, in the playground, and senior leadership level.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed, and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage. (Rules, Values, Zones of Regulation).

Consistent respect from the adults: Even in the face of disrespect.

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, (Zones of Regulation), pupils are never 'shamed', teachers as role models for learning, teachers learning alongside pupils.

Consistently reinforced rituals and routines for behaviour: In classrooms, and around the site. (TEAM STOP, TERRIFIC lining up, TERRIFIC Walking - see appendix).

Our priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their Green Zone. In line with TPP, these may include respecting personal space, keeping tone and body language neutral, being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For pupils, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our Core Values

Our 'TERRIFIC' values are at the heart of everything we do and are the foundation of how we expect pupils to conduct themselves at school. All members of the school community teach the values of 'TERRIFIC' from Reception through to Year 6 at all times. 'TERRIFIC' skills are progressive and tailored to the child's age and individual needs.

Each letter represents the value we aim to teach and model.

Trustworthy
Enthusiastic
Respectful
Resilient
Independent
Fair
Inclusive
Caring

All pupils are taught the meaning of these words, how to sign them (using Makaton) and how to recognise these values.

Our School Rules

Our rules are simple and straight forward so that all pupils and staff can remember them. We rehearse and sign them (using Makaton) each day and expect all pupils to follow them.



Ready - We are ready to learn, to help others and to do our best.

Respectful - We are kind and respectful to others, to the environment and to ourselves.

Safe - We will stay safe and keep others safe. We are responsible for our own actions.

Our Approach to Positive Behaviours

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed.

Rewards (also see Appendix 2 Responses to Behaviour)

A range of rewards are given across the school:

- Verbal descriptive praise
- Individual Green points (Track It Lights- see below)
- Certificates in assembly
- Star of the Week
- Headteacher's award
- Good news notes/postcards
- A phone call home
- Pupils are sent to HT/DHT to show their work.
- Hot chocolate with the Headteacher

Track It Lights System

Purpose of the System

The Track It Light system exists to:

- Recognise positive behaviour
- Reward effort and improvement
- Reinforce school values
- Motivate *all* students — not just high achievers
- Build a culture of fairness and consistency

It is **not** designed to reward only attainment or compliance.

Award Thresholds

Level	**Points**
Bronze	50
Silver	100
Gold	250
Platinum	400
Diamond	500
Rainbow	1000

Staff should help ensure these levels remain meaningful and achievable.

What Should Points Be Awarded For?

Points should recognise behaviour that is:

- Above normal expectation
- Linked to school values
- Demonstrating effort, progress, or character
- Contributing positively to the school community

Point Guide (To Prevent Inconsistency)

Action	Points
Excellent effort in lesson	1
Demonstrating a TERRIFIC Value	1
Significant improvement	2
Supporting another student	2
Representing the school	3
Outstanding Achievement	5

Staff Quick Checklist

- ✔ Reward effort and improvement
- ✔ Be consistent with point values
- ✔ Spread recognition fairly
- ✔ Avoid bias (conscious or unconscious)
- ✔ Keep high awards meaningful

Addressing Inappropriate Behaviour with dignity

All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour:

"Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing."
Paul Dix, 2017

Staff Training and Development

Upshire Primary is committed to equipping all staff with the knowledge and skills to manage behaviour effectively and safeguard pupils.

- Regular training on behaviour management, trauma-informed practice, and restorative approaches will be provided to all staff.
- Training includes understanding SEND and mental health needs that may affect behaviour.
- DSL and safeguarding training are refreshed annually, incorporating updates from Keeping Children Safe in Education (2025).

- Additional training on managing online behaviour, child-on-child abuse, and sexual harassment is provided to relevant staff.
- Staff are encouraged to share best practice and seek support from senior leaders as needed.

Our Behaviour Response Steps (also see Appendix 2 Responses to Behaviour)

Where pupils are not following our 3 school rules (Ready, Respectful, Safe) we will follow these steps:

Step 1: Use calm scripts (see appendix) to give up to 2 quiet reminders of expectations to re-align behaviour.



Step 2: 5 minutes calming opportunity in class using resources if needed.



Step 3: 15 minutes' time out in another class. The pupil to complete a reflection form (see appendix). Red Track it Light given and parents to be informed.



Step 4: Refer to a member of the Senior Leadership Team (SLT).

If pupils choose non-compliance to the steps listed above, staff should first use calm scripts to support them before moving to Step 4. Where there is an incident of a serious nature, senior leaders may decide to use the sanctions of an internal exclusion from class or for more serious breaches of the behaviour policy, a fixed term suspension at the Headteacher's discretion.

Where appropriate, we may call parents to support with behaviour by asking them to attend the school to speak with their child.

If a child has received 3 or more red Track It Lights in a half term, then a meeting will be arranged with their parents to discuss how behaviour could be improved.

There are sanctions that should not be used with our school:

- Pupils must not be sent to stand inside or outside the classroom.
- Names should not be written on the board as a result of misbehaviour.
- Other sanctions should not be invented.
- Whole class punishments are not condoned as this builds resentment in the pupils who behave appropriately, and they are not to blame for the unacceptable behaviour of some individuals.
- **No shouting or shaming.**

Restorative Practice

Pupils need to be taught (and they will come to expect) that the stages are governed by their choice of behaviour. It is also important to repair and restore where things have gone wrong. Each lesson and each day provide a fresh start.

Key questions could be used to ensure the conversation is reflective yet is not detrimental to a child's view of themselves.

Restorative Questions:
1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

This is the point when there will be an agreement between the pupil and adult about what should happen consequently. It is important that any consequences are developmentally appropriate and are designed to support pupils to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Recording

Behaviour logs are kept for pupils who present with behaviours Step 3 and above. This is recorded in Track it Lights under a red light. This automatically links to and is recorded within the school's safeguarding system, MyConcern. As an educational consequence, pupils may be asked to use part of their lunchtime to reflect on the incident and consider what actions they could have chosen instead.

Teachers are expected to make leadership aware if 'Time Outs' occur consistently as repetition of behaviours may require escalation to stage 5. Governors will analyse all recorded data on 'Time outs in other classes or with leadership' where a child has been removed from class for a short period and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

The use of time out in other classes is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

Parental Engagement and Communication on Behaviour

We believe that positive behaviour is best supported through strong partnerships between school and home. Effective communication with parents is essential to support pupils' social, emotional, and academic development.

- For low-level behaviour concerns, class teachers will inform parents with brief, clear updates at the end of the school day.
- For repeated or serious behaviour issues, direct contact will be made by SLT to discuss concerns and collaborate on support strategies.

- Parents may be invited to restorative meetings or behaviour support plan reviews to foster shared responsibility.
- Parents will be promptly informed of any suspensions or exclusions and involved in reintegration planning.
- We encourage parents to reinforce the school's behaviour expectations and communicate any concerns early.

We are committed to maintaining open, respectful, and constructive dialogue with parents to foster a shared responsibility for upholding our school's behaviour standards.

SEND and Communicating Behaviours

We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the staff on the facts of the situation.
We will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these.

Examples of preventative measures include (but are not limited to):
• short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
• adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
• adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
• training for staff in understanding learning differences such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

Where pupils demonstrate repeated behaviours, this may require a S.T.A.R analysis to identify possible causes.

Incidents of a Serious Nature

It is recognised that for some pupils, further sanctions may need to be used. Incidents of a serious nature (e.g., aggression, violence, racism, homophobia) will bypass the above system and will immediately be referred to and dealt with by Senior Leaders. Incidents will be recorded on the behaviour system provided online My Concern. This will involve relevant staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, a 'Behaviour Support Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan. The plan will also include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour. The interventions used by the school include but are not limited to – Zones of Regulation, SMART Thinking, Talkabout series.

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the class have been attempted, unless the behaviours are so extreme as to warrant immediate removal.

Reasons for removal are:
· To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
· To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
· To allow the pupil to regain calm in a safe place.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Prohibited and Unauthorised Items

We identify prohibited items as:
• knives or weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff (Senior Leaders) can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for.

Unauthorised Items

In addition to the prohibited items identified above there are a number of other items which could cause harm, distress or injury to pupils or persons. The Governing Board considers that the following items are inappropriate and should not be brought into school:
• chains
• catapults
• lighters, matches
• tools (scissors, screwdriver, hammer, nails, etc.)
• gas canisters
• any item fashioned to cause injury i.e., a sharpened stick, shard of glass
• laser pens
• dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
• aerosol (including deodorant and hair spray)
• E-cigarettes
• stink bombs

• solvents
• chewing gum
• energy drinks
• ‘Super Glue’
• needles (syringes if required for medical grounds should be kept in accordance with the pupil’s own care plan and the school’s own drugs/medical policy)
• offensive material - pornographic, racist, homophobic, extremist material (in any medium**)**
• cable ties

Mobile Phones and Smart Watches

To maintain a focused and safe learning environment, the following rules apply to mobile phones and smart watches:

- Pupils who walk to and from school independently may bring a mobile phone, which must be switched off and handed to the school office upon arrival for safekeeping during the school day.
- Smart watches are not permitted on school premises.
- Breaches of these rules will result in confiscation of the device, which will be returned to parents/carers.
- Persistent breaches may lead to further sanctions as outlined in the behaviour policy.
- Pupils will be educated on responsible use of technology and digital safety as part of their learning.

Suspension and Permanent Exclusion (see also the Suspension and Exclusion policy)

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to suspend or to exclude.

Reasons for Suspension or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent breaches of the behaviour policy

This list is illustrative, not exhaustive; other serious or persistent breaches of the behaviour policy may also justify exclusion.

The Headteacher can suspend a pupil from the school on disciplinary grounds for the maximum of 45 days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Headteacher is entitled to exclude the child from the school premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day suspension for the purposes of record keeping.

The Headteacher reserves the right, pursuant to Section 89(5) of the Educations and Inspections Act 2006, to suspend a pupil for actions committed out of school hours and off school premises, including when the child is not under the lawful control or charge of the school.

The Headteacher will take account of their duty of care when suspending or excluding a pupil and not allow them to leave the school premises until they are accompanied by an appropriate adult. To facilitate this the Headteacher will contact parents to arrange the collection of the child should the suspension or exclusion take place in the middle of the day.
Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to suspend or exclude them.

The Headteacher will not suspend or exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The school will not place conditions on a pupil's suspension exclusion whereby the failure to meet such conditions would result in the delaying of their return to school. It is unlawful for pupils to be excluded from the school during the presence of inspectors if they would not have been excluded otherwise.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.

The school wants to make sure that all pupils feel safe and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationships policy and will not be tolerated. Bullying can be verbal or physical, by person or by electronic, on-line, or written means and can be directed at both staff and pupils. The school practises a preventative strategy to reduce the chances of bullying. This is instilled in the curriculum, through the active development of pupils' social, emotional, and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will results in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously.
- investigate as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim.

- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that pupils who have harmed another, either physically or emotionally, redress their actions, and staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions.
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiations and sometimes sanctions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, and the perpetrator will be told why it is used.
- consider whether suspension or exclusion is appropriate in light of the circumstances.

Upshire Primary Foundation School believes pupils should be able to enjoy using technology in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the community, the member of staff should report this to a member of the Senior Leadership Team.

Online Behaviour and Cyberbullying

At Upshire Primary, we recognise that pupils' online behaviour significantly impacts the school culture and pupil wellbeing. We expect pupils to demonstrate the same respect, kindness, and dignity online as they do in person. Cyberbullying, inappropriate language, sharing of explicit images or videos, and online sexual harassment are serious breaches of our behaviour expectations and will not be tolerated.

- All concerns or incidents involving online behaviour must be reported immediately to a member of the Senior Leadership Team (SLT) or the Designated Safeguarding Lead (DSL).
- The DSL will lead investigations, liaise with parents and external agencies, and ensure appropriate safeguarding measures are in place.
- Sanctions, including suspension, may be applied when online behaviour causes harm, disrupts the school environment, or damages the school's reputation, even if incidents occur off school premises or outside school hours.
- Pupils will be supported through education on safe and respectful online conduct within the curriculum and assemblies.

Child-on-Child Abuse

- Sexual violence and harassment are never acceptable and will not be tolerated at Upshire Primary. We are committed to providing a safe and supportive environment for all pupils involved in such incidents.
- The needs and wishes of the victim are paramount; they will be supported to feel safe and in control of the process as far as reasonably possible.
- Risk assessments and safeguarding measures will be established during investigations.
- Support may include counselling and referrals to specialist services such as Sexual Assault Referral Centres (SARCs).

- Pupils who have harmed others will be supported to understand and change their behaviour, reducing future risk.
- Sanctions, including suspension or exclusion, will be applied proportionately in line with the behaviour policy.
- All incidents will be recorded, reviewed, and used to inform preventative strategies.

Appendix 1

CALM Scripts
Founded by Ginny Lalieu, C.A.L.M. Scripts are rooted in emotion coaching principles. C.A.L.M. stands for: Connect, Acknowledge, Limit, Move. Staff should use CALM scripts to engage with and support pupils. - see appendix for more information.

Below are examples of how this can be employed in common situations, using the same structure.

Scenario- Answering Back
"[Name], I am here to support you. Sometimes we get frustrated and our mouth speaks before we think. I don't communicate with you like that and I expect the same.
Do you need some time to get back into your green zone?

Scenario- Refusal to complete work
[Name], I hear you, does something about this feel tricky? I am not going to allow you to give up when things get tricky. I am here to help you. Let's do the next part together.

Scenario- Refusal to follow instruction
[Name] I need you to (follow instruction) Have another think about what I've asked. I'll come back in two minutes."

Scripts for managing high level/dysregulated behaviour

"I can see something's happened."
"I'm here to help."
"You talk and I'll listen."
"Shall we talk here or in [name room]"

Appendix 2

Responses to behaviour

Positive Behaviour: escalating examples	Positive Responses: examples
• Displaying good manners • Lining up sensibly • Tidying up • Listening carefully • Working hard • Being ready to work • Being kind • Walking around the school sensibly • Holding doors open for adults/peers	• Verbal praise • Inform class teacher • A nod, a smile, a thumbs up • A positive word • A sticker • Being first out to play or lunch • Recognition by peer • Meeting and greeting • Green Points – Track It Lights
• Kind acts • Assisting others • Seeking out challenge • Demonstrating resilience and determination • Producing high quality work • Going over and above	• Visit another teacher to celebrate work • Receive a sticker • Parents informed verbally • Opportunity to share work with other pupils or adults • Recognition in Celebration Assembly • Note from teacher
• Outstanding effort in a piece of work • Outstanding behaviour • Demonstrating trustworthiness or mature and responsible behaviour • Going over and above	• Recognition in celebration assembly • Visit Headteacher, Deputy Headteacher or phase lead for recognition or to receive a note or sticker. • Choose learning partner for the following week • Parents informed
• Exceptional effort • Going over and above • Going significantly above and beyond expectations in effort or behaviour	• Postcard home from Headteacher • Recognition from whole class or whole school

Unsocial, Anti-Social, Difficult and Dangerous Behaviour: escalating examples	Response: consequences as appropriate
• Calling out inappropriately • Silly noises • Not listening • Talking in class whilst the teacher is talking • Shouting in the dining hall at lunchtime • Not lining up sensibly • Not walking quietly to class from break time. • Teasing/name-calling • Pushing/pushing in • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Inappropriate use of school equipment including playground equipment • Running inside/rolling around • Arguing with other pupils • Swinging on two legs of a chair	• A look or a verbal warning • A reminder of 3 school rules (R, R and S) delivered privately • Repeat reminders if reasonable • Caution: a clear verbal caution delivered privately, where possible, making the student aware of their behaviour and clearly outlining the consequences if they continue • If necessary, part of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step, it is not part of future negotiation and cannot be removed or reduced). • Completing or re-doing learning tasks to an appropriate standard at home • Assisting with repairs • A helpful school-based task, e.g., litter-picking, weeding, tidying • Removal from play areas and attendance of 'time- out' lunchtime provision to calm down • Time in safe space to reflect • Seating arrangements changed • Discuss issues in PSHE lessons or assemblies • Inform parents at home time
• Persistently distracting others • Behaving inappropriately during assembly • Being unkind to other pupils • Name calling • Excluding others • Repeated ignoring adults' instructions • Being wasteful with resources • Poor attitude to learning	• Use any of the strategies from previous stage • Make links with 3 school rules (R, R and S) • Part of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step, it is not part of future negotiation and cannot be removed or reduced). • Child may complete unfinished work at playtime supervised in class by teacher or LSA

• Being uncooperative • Spoiling other pupils' games • One-off incidents of swearing	• Imposition- completing or re-doing learning tasks to an appropriate standard at home • Opportunity to resolve with another child • Conversation to explain, repair and resolve • A contract or plan to remind of boundaries and expectations
• Inappropriate language including swearing • Throwing food • Disruption in lessons • Unsafe or risky behaviour • Low level physical misbehavior (e.g., pushing, shoving, nudging) • Persistently not telling the truth • Persistent behaviours from previous stages • Verbally abusive to staff • Spitting • Lying • Biting, hitting, kicking, punching • Defacement e.g., scribbling on desk or other work • Fighting – escalating from squabbles • Repeated swearing – both verbally and other • Provocation – 'winding up' • Inappropriate use of ICT including the internet and texting	• Use the strategies from previous stages • Child may complete unfinished work at playtime supervised in class by teacher or LSA • Class teacher contact parents/carers verbally at the end of the school day • Short period of playtime is missed and child is supervised in class by teacher or LSA. • Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. • De-escalation script if appropriate • Protective consequences- removal of freedom to manage harm (e.g.: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space) • Educational consequences- learning, rehearsing or teaching so freedom can be returned (e.g., completing task, assisting with repairs, research, conversation and exploration) • Investigate further where appropriate or possible • Agreed contract or plan • Additional protective/educational consequences including withdrawal from school trips, sport events • Record on MYCONCERN

• Unsafe behaviour • Violent behaviour (e.g.: punch in the face with intent to injure) • Bullying • Racist, sexist, homophobic or discriminatory behaviour • Abusive swearing at a person • Fighting • Stealing • Graffiti and vandalism • Deliberate damage to property/ vandalism • Intimidation • Bullying behaviour • Malicious allegations	• SLT and class teacher to deal with behaviour together • Child taken to the Headteacher or Deputy Headteacher to deal with the incident alongside the class teacher. • Parents invited in to discuss behaviour • Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. • Removal from the place of the incident • Repair, reflect, restore discussed with an adult (and other pupils where appropriate) • Playtime or lunchtime break may be missed • Not allowed to join school trips if behaviour is potentially unsafe • Protective and educational consequences
• Assault/violence (serious or unprovoked) • Running out of school Some rare forms of misconduct must be reported immediately to senior leaders These include: • physical violence • physical or verbal aggression, including threats, towards others • deliberate and significant damage to property • bullying, including cyberbullying • racist, homophobic or sexist conduct • refusal to obey a member of staff • repeated disruption of lessons	• Parent/carer notified of both victim and perpetrator • An internal, fixed term or permanent exclusion • Referral to or advice sought from Pupil's Services • A Risk Assessment put in place • Record on MYCONCERN • Police involved if criminal behaviour • Classroom/ building evacuated or ambulance called if necessary The Headteacher has the right to take immediate action in the case of any serious incident. • A meeting with parents will be arranged and consequences of future misconduct clearly communicated including possible suspension/exclusion

Appendix 3

Behaviour Reflection Sheet

Our Three school rules are Ready, Respectful, Safe.



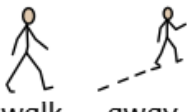
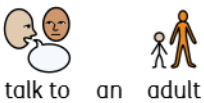
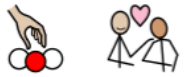
Draw or write about what happened. Tick the box to show why this behaviour is not allowed in our school.

	This behaviour is not acceptable because:	
	It is not safe 	
	It is not respectful 	
	It is unkind 	
	It hurt someone 	
	It damaged property 	
	It disrupted learning 	

How were you feeling when this happened?

What might help next time?

Appendix 4

Team Stop



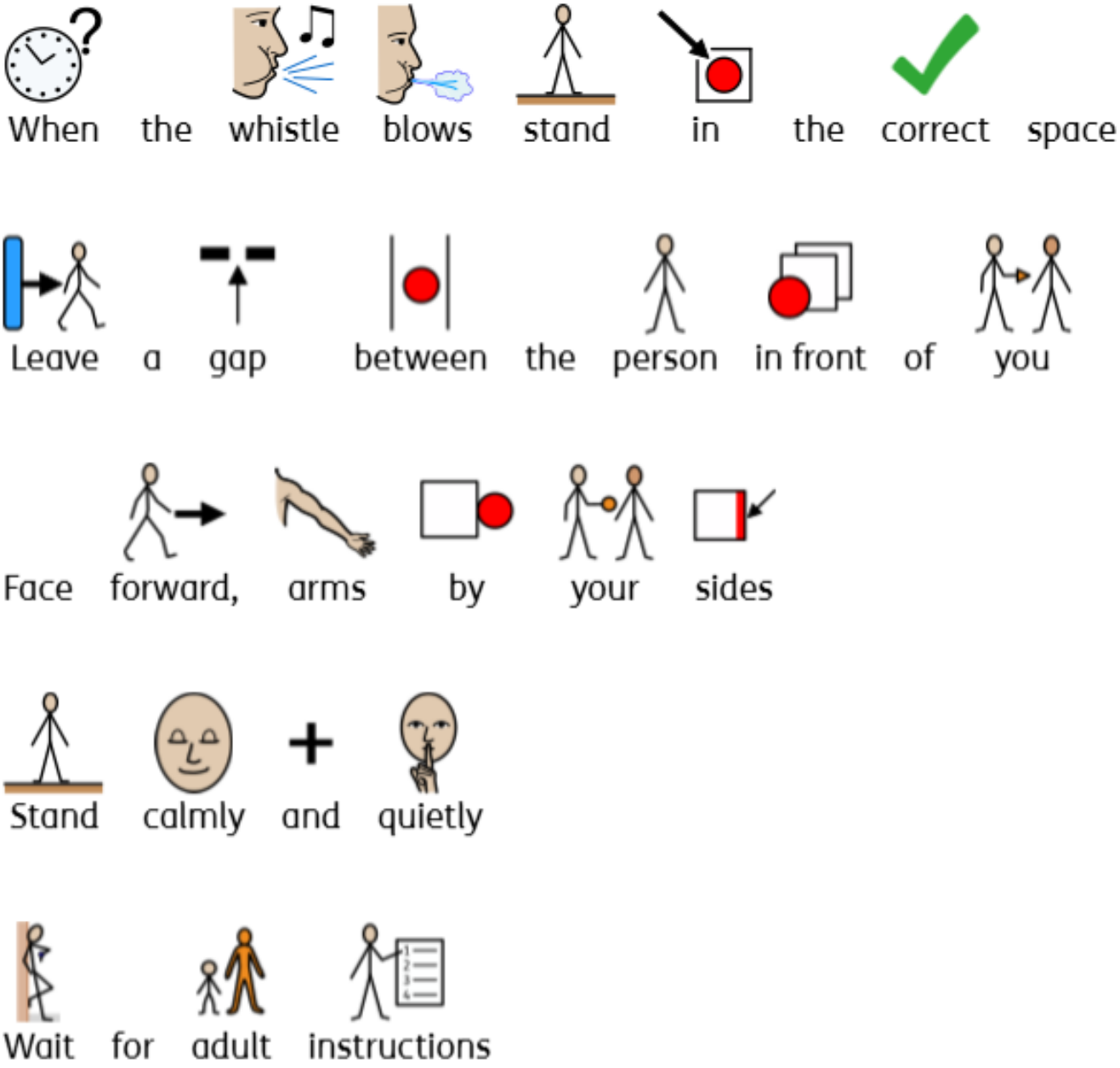
When an adult raises their hand and calls “TEAM STOP”

- Stop completely what you are doing
- Put down any items in your hand
- Stop talking
- Raise your hand to show stop
- The adult will wait for everyone to be ready.
- Listen



Appendix 5

Terrific Lining Up



Terrific Walking

