



Positive Behaviour Policy

Greenlands Primary School

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools Guidance 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspensions & Exclusion Guidance 2026](#)
- [Use of Reasonable Force in Schools 2026](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Poor Behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further information can be found in our anti-bullying policy which can be found here: [Cygnum Anti Bullying Policy](#)

5. Rights, roles and responsibilities

• We (pupils and staff) all have the right to:	• We will respect these rights by: •
• Be safe	• Being kind in our actions • Being kind in our words • Being kind to our environment
• Maximise our potential	• Trying our best • Having good attendance • Being punctual
• Be heard	• Listening to others • Being honest and truthful

5.1 The Trust

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving the school's behaviour strategies and procedures
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on the CPOMS behaviour incident
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following poor behaviour (for example: attending reviews and reintegration meetings)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are in year arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils may bring mobile devices into school, but these should be handed to staff on arrival and will be handed back to the pupil at the end of the school day. Pupils may not use their mobile devices during the school day.
- Any breach of this policy or the acceptable use agreement by a pupil may trigger disciplinary action in line with school policy, which may result in the confiscation of their device.

7. Responding to behaviour

7.1 Classroom management

Each school sets out its unique approach to specific behaviour management – see Appendix 2.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the school's child protection policy for more information available on the school website and National College Library.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

See the school specific procedures in Appendix 2.

Positive behaviour will be rewarded and may include:

Verbal praise

Communicating praise to parents via a phone call or written correspondence

Certificates, celebration assemblies

Position of responsibility or being entrusted with a particular decision, task or project

Whole class or year group rewards such as a popular activity or golden time

7.4 Responding to poor behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of poor behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. It is important for pupils to understand how to improve their behaviour.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil to another class/adult.
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom – see section 8.1
- Suspension
- Internal exclusion
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Physical Interventions/Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Committing an offence
- Causing serious disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the positive handling incident form on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

See Trust Physical Intervention including the Use of Reasonable Force Policy.

7.6 Confiscation, searches, screening

Any prohibited items listed in Section 3 found in pupil's possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

For more information see Searching, Screening & Confiscation policy: [Searching, Screening and Confiscation policy](#)

7.7 Off-site poor behaviour

Sanctions may be applied where a pupil has displayed poor behaviour off-site when representing the school. This means poor behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has displayed poor behaviour off-site, at any time, whether or not the conditions above apply, if the poor behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online poor behaviour

The school can issue behaviour sanctions to pupils for online poor behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to the school's child protection policy for more information on the school website and in National College library, as well as KCSIE Part 5.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the school's child protection policy on the school website and in the National College library.

Please also refer to Allegations of Abuse Against Staff, other Workers or Volunteers policy for more information on responding to allegations of abuse against staff or other pupils on the website and National College.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time - internal exclusion.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious poor behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, including:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour incident form on CPOMS.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to poor behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of poor behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of poor behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of poor behaviour will be made on a case-by-case basis.

When dealing with poor behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Any triggers of poor behaviour will be monitored and preventative measures may include:

- Short planned movement breaks for a pupil with SEND who finds 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
- Considering uniform adjustments for a pupil with diagnosed sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include the following measures:

Having a discussion with the pupil

Having a discussion with the parents

Reintegration meetings including with parents

Daily contact with a specific member of staff

Asking the DSL to look into the pupil's circumstances outside of school

A personalised behaviour plan

Considering whether the current support the school is offering is still suitable

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction information to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with this policy and other relevant safeguarding policies. Staff receive training on managing behaviour and the needs of the pupils at the school e.g ASC, ADHD, de-escalation, Team Teach.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units (if relevant), off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives and the school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, including pupils with SEND and protected characteristics, the school will review its policies and training to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Trust at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies:

Suspensions and Exclusions policy

Child Protection policy

Physical Intervention policy

Anti bullying policy

Searching, Screening and Confiscation policy

Allegations Against Staff policy

Appendix 1: behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances by any member of the school community.

Appendix 2: School Specific Procedures



Greenlands
Primary School

SCHOOL SPECIFIC PROCEDURES

Our Vision

Every child and member of staff becomes part of our Greenlands family, from the very first day they join us to the day they leave. Our overarching aim is to foster in every child a love of learning, a curiosity about their world and a desire to be the very best version of themselves.

We believe that positive relationships are at the heart of what we do. Through these relationships we nurture an understanding of each other, diversity and how these positively impact on society.

We promise to work tirelessly to champion the needs of every child in our care. We will ensure that they enjoy a stimulating and inclusive education, where learning is irresistible and exciting and offers new, enriching, fulfilling experiences, that open the doors to the world beyond our school.

The GREENLANDS' PROMISE

We promise to:

- Treat each other as we want to be treated
- Be respectful
- Be resilient
- Be safe.

In order to achieve, children need to learn to self-regulate their behaviour. As adults working at Greenlands Primary School, we all have a duty to help them to do this through a consistent approach, whilst understanding individual children's needs, and helping them to develop effective strategies to manage their own behaviour.

OUR APPROACH TO POSITIVE BEHAVIOUR MANAGEMENT

At Greenlands, we look to recognise where children are behaving in an appropriate way. In every Key Stage 2 classroom there is a Recognition Board which targets one learning attitude at a time. It is used persistently and relentlessly to capture those children who are demonstrating the right attitude to learning in a highly visual way.

To support behaviour in Key Stage 1 and EYFS a visual prompt to behaviour is given in the form of cloud to rainbow scale. The aim is for all children to remain on the sun with special recognition of good behaviour by moving to the rainbow. We use this approach to establish expected or above and beyond overall behaviour.

All adults use the same language to praise expected behaviour and also when addressing behaviour that is less than this. This gives a consistency of approach so that children are clear regarding expectations.

Children who display behaviour that is above our expectations are celebrated in our Friday assemblies.

We follow the approach below:

STEP 1: Reminder of the expectations of the children: treat each other as we want to be treated, be respectful, be resilient, be safe. This is delivered privately to the child.

STEP 2: Caution: a clear verbal caution delivered privately, making the child aware of their behaviour and clearly outlining consequences should they continue. At the end of this the adult should say 'Think carefully about your next step.'

STEP 3: Last Chance: speak to the child privately giving them a final opportunity to engage. Offer a positive choice to do so. Use the 30 second script intervention at this point. The child will have to stay in for 2-5 minutes to discuss this with the adult. It cannot be removed, reduced or substituted.

STEP 4: Time Out. A short time outside of the classroom (where safe to do so) or somewhere in the room. This is a few minutes for the child to calm down, breathe and review the situation.

STEP 5: Repair: a quick chat at break time or a more formal meeting if needed.

We use the following script to support this:

- I've noticed you are...
- It was the rule about ...that you broke
- This means that ...
- Do you remember last....when you....
- That is who I need to see today.
- Thank you for listening.

Children will be expected to reflect upon their own behaviour. Younger children will do this with the support of an adult.

KS2 children will be asked to record their behaviour in their 'Think Book'. This allows children to reflect upon their own behaviour and to ensure they take responsibility for their own actions.

The use of Restorative Justice approaches (see Appendix 2) may also be used to support the child, any victims, and the staff member to support the improvement in positive behaviour.

For some children a different approach may be needed to that used by the whole school. This is individualised and detailed in a personal behaviour plan

Behaviour Tiers

BEHAVIOUR TIER 1	
Behaviours could be: Low level disruption Friendship issues Rudeness to staff Calling out Not listening to instructions	Consequences: Reminder of expectations linked to The Greenlands Promise Restorative conversation led by class teacher or teaching assistant Caution (if behaviour continues)

Stopping others learning	
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BEHAVIOUR TIER 2	
Behaviours could be: A repeat of Tier 1 behaviour Swearing Name calling (not discriminatory language)	Consequences: Time out for 5 minutes (led by the member of staff dealing with the behaviour) Reflection of behaviour (led by adult KS1/in Think Book KS2) Parents informed by class teacher Our script is used at this stage.

BEHAVIOUR TIER 3	
Behaviours could be: A repeat of Tier 2 behaviour Use of discriminatory language Physical violence Bullying Sexualised language Destruction of school property	Consequences: SLT informed Internal exclusion to another class Parents informed by class teacher in the first instance

Repetition of Tier 3 Behaviours or extreme behaviours may result in a formal suspension.

Bullying

Bullying is not tolerated at Greenlands Primary School. Further strategies used to address bullying are laid out in our anti-bullying policy.

Bullying is behaviour that is:

- Deliberately hurtful.
- Repeated over time.
- When there is an imbalance of power.

- Difficult for the victim to defend themselves against.

It may be:

- Physical.
- Verbal.
- Indirect (e.g. spreading stories).
- Happening inside or outside of school – or on line (Refer to E-Safety policy).

In our school we use the following strategies:

- Awareness raising in assembly.
- Awareness raising in class discussions and circle time.
- Awareness raising among all the staff to look out for incidents and significant changes in children's behaviour.
- Encouraging children to confide in staff when they feel threatened or unhappy or when they think someone else is. This may involve letting the class teacher know via a note in the child's Think Book.
- A positive, caring attitude is promoted as part of the school's ethos.
- Where incidents of bullying occur, the sanctions in this policy are applied. A member of the Senior Leadership Team (SLT) will also see the children involved separately and liaise with class teachers and parents.

Behaviour outside of school

Poor behaviour outside of school that could have repercussions for the orderly running of the school or pose a threat to another pupil or could adversely affect the reputation of the school will be dealt with, following this policy, by a member of the Senior Leadership Team (SLT).

Communication and partnership with parents and carers

We give high priority to clear communication between the school and parents and carers. A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents or carers will be informed and action will be discussed as detailed above.

***Racism is considered to be prejudice, discrimination or antagonism directed against someone of a different race based on the belief that one's own race is superior.**

Appendix A

Restorative Justice

Background:

Restorative Justice (RJ) is where parties come together to resolve conflict and look at implications for the future. The philosophy is that if you are part of the problem, you need to be part of the solution.

It is based upon the four Rs

- Respect
- Responsibility
- Repair
- Re-integration

Traditional Mindset	Restorative Mindset
What have you done?	What has happened?
Why have you done that?	Who has been harmed/affected?
Who is to blame?	How can we involve everyone who has been affected in repairing harm and finding a way forward?
What are the consequences for you?	How can everyone do things differently in the future?

Staff at Greenlands Primary School have adopted the Restorative Justice approach and are using the following questions.

- What happened?
- What were you thinking when it happened?
- What do you think now?
- Who has been upset/affected by this?
- What needs to happen to put things right?

GREENLANDS MANAGING BEHAVIOUR STRATEGIES

Appendix A outlines Greenlands' approach to managing behaviour across all year groups. Behaviours are tiered (1–3) with clear examples, step-by-step responses, actions, and use of Paul Dix restorative conversations to support reflection and repair. It includes classroom and break/lunchtime behaviours, ensuring consistency, fairness, and positive outcomes for all pupils. Staff should follow these strategies to maintain a safe and respectful learning environment.

Appendix A: Greenlands Managing Behaviour Strategies

Year R & Year 1 Behaviour Plan

Behaviour (Tier)	Examples	1st Time Response	2nd Time Response	3rd Time Response	Actions Taken	Paul Dix Restorative Conversation	Assigned Staff
Disrupting the Class (Tier 1) Responsible – (Class teacher or TA)	Calling out, wandering, not listening	Gentle reminder + redirection	Calm spot in class (2–5 mins) + restorative chat	Time out in buddy class (5 mins) + parent informed if persistent	1. Remind 2. Redirect 3. Calm spot 4. Restorative chat	1. What should we do in class? 2. How can we try again? 3. Who was affected? 4. What will you do differently next time?	Dave Taylor
Refusal to follow Instructions (Tier 1) Responsible – (Class teacher or TA)	Saying “no”, ignoring requests	Offer choice + friendly prompt	Sit alongside adult + short reflection	Parent informed if persistent	1. Offer choice 2. Encourage compliance 3. Restorative chat	1. What happened? 2. How could you do it differently? 3. How did that affect others? 4. How can we move forward?	Dave Taylor
Refusal to work (Tier 1) Responsible – (Class teacher or TA)	Sitting out, avoiding task	Gentle check-in + offer help	Short break (2–5 mins) then return to task	Parent informed if persistent	1. Check for barriers 2. Support with adult 3. Restorative chat	1. What makes it tricky? 2. How can we make it easier? 3. What could you try differently? 4. How can I help you next time?	Dave Taylor

Mild inappropriate language (Tier 1) Responsible – (Class teacher or TA)	“Silly” words, copying older peers	Gentle reminder, explain kind words	Calm spot + restorative chat	Parent informed if persistent	1. Explain expectations 2. Restorative chat 3. Parent contact if repeated	1. What words are kind? 2. What can you say instead? 3. How did those words affect others? 4. What will you do differently?	Dave Taylor
Persistent Low-Level Behaviour (Tier 1) Responsible – (Class teacher or TA)	Ongoing calling out, silliness	Reminder + redirection	Calm spot + restorative chat	Parent informed + support plan if ongoing	1. Remind 2. Redirect 3. Calm spot 4. Parent contact if repeated	1. What can you do differently? 2. How does this affect your learning/others' learning? 3. What could you do next time? 4. How can I help you?	Dave Taylor
Leaving Class Without Permission (Tier 1–2) Responsible – (Class teacher)	Wandering off, curiosity	Calm return + reminder about safety	Parent informed if repeated	Parent meeting if persistent	1. Bring child back calmly 2. Restorative chat 3. Parent contact	1. Why do we stay together? 2. How can we stay safe? 3. Who was worried when you left? 4. What will you do next time?	Dave Taylor
Pushing / Shoving (Tier 2) Responsible – (Class teacher)	Rough play, bumping	Separate gently + restorative chat	Parent informed + short removal from play	Parent meeting + support plan if repeated	1. Separate 2. Restorative chat 3. Parent informed at 2nd incident	1. What happened? 2. How did it make others feel? 3. What could you have done differently? 4. How will you put it right?	Dave Taylor

Directed Inappropriate Language (Tier 2-3) Responsible – (Class teacher)	Name-calling, insults	Calm removal + restorative chat	Parent informed + short reflection	Parent meeting + support plan if repeated	1. Remove 2. Restorative conversation 3. Parent contact	1. Why were those words hurtful? 2. What's a kinder way to express yourself? 3. How did the other person feel? 4. How can you put this right?	Dave Taylor
Physical Incidents (Tier 2–3) Responsible – (Class teacher – first incident; SLT for repeated incidents)	Hitting, biting, kicking, spitting	Immediate separation + restorative chat	Parent informed + reflection time (playtime)	Parent meeting + behaviour plan if repeated, removal from class	1. Keep safe 2. Remove child 3. Record on CPOMS 4. Parent informed	1. What happened? 2. How did it make others feel? 3. How can we put it right? 4. What will you do differently next time?	Dave Taylor
Bullying / Discriminatory / Sexualised Incidents (Tier 3) Responsible – (Class teacher and SLT for first incident and repeated)	Teasing, exclusion, racist/homophobic language, inappropriate gestures	Restorative chat + SLT informed, break time lost, parent meeting	Parent informed + safeguarding log, removal from class, parent meeting	Parent meeting + safeguarding follow-up	1. DSL informed 2. Record incident 3. Parent meeting 4. Agree support plan	1. Why was this unkind/unsafe? 2. How did it make others feel? 3. What will you do differently next time? 4. How can you repair the harm?	Alison Cook

Year 2 +

Behaviour (Tier)	Examples	1st Time Response	2nd Time Response (Tier)	3rd Time Response (Tier)	Actions Taken	Paul Dix Restorative Conversation Template	Assigned Staff
Disrupting the Class (Tier 1) Responsible - (Class teacher or TA)	Calling out, walking off, low focus.	Time out + reminder + restorative	Break loss + chat. Parent informed.	Work elsewhere + parent meeting	1. Give time out 2. Provide reminder 3. Hold restorative chat 4. Inform CT 5. Contact parent if repeated	1. What rule was broken? 2. Who was affected and how? 3. What could you do differently next time? 4. How will you put that right?	Dave Taylor
Refusal to Follow Instructions (Tier 1) Responsible - (Class teacher or TA)	Not doing as asked	Choice + short time out. Warnings given.	5 minutes off break time + parent informed	Loss of break time and meeting with class teacher.	1. Offer choice 2. Short time out 3. Record behaviour 4. Contact parent if repeated	1. What happened and why did you choose not to follow the instruction? 2. How did that affect the class or the adult? 3. What's a better way to respond next time? 4. What support do you need to do that?	Dave Taylor
Refusal to Work (Tier 1) Responsible - (Class teacher or TA)	Ignoring tasks	Check barriers + support + reminder	Private talk + timeout + chat	Learning support + parent contact	1. Check for barriers 2. Provide support 3. Restorative conversation 4. Contact parent if repeated	1. What made the work hard for you today? 2. What could make it easier? 3. What will you try differently next time?	Dave Taylor

						4. How can I help you next lesson?	
Persistent Low-Level (Tier 1) Responsible - (Class teacher or TA)	Ongoing minor behaviours	Reminder + redirection	Break loss + restorative chat, parent called.	Parent meeting + mentor involvement	1. Give reminder 2. Redirect behaviour 3. Restorative chat 4. Record incident 5. Contact parent if repeated 6. Monitor closely	1. What has been happening and when? 2. How does it affect your learning and others' learning? 3. What could you change right now? 4. How can we help you make that change?	Dave Taylor
Leaving Classroom Without Permission (Tier 1 if happens once, Tier 2 if happens more) Responsible - (Class teacher or TA)	Leaving class without telling staff	Reminder + return to class, loss of break time, parent called.	Loss of play time/lunch time, time spent in another class to reflect. Parent contacted – meeting with class teacher.	Internal exclusion (half a morning), parent meeting with class teacher and SLT.	1. Give reminder 2. Redirect behaviour 3. Restorative chat 4. Record incident 5. Contact parent if repeated 6. Monitor closely	1. Why did you leave the classroom? 2. Who might have been worried and why? 3. What could you do next time instead? 4. How will you keep yourself and others safe?	Dave Taylor
Pushing / Shoving (Tier 2) Responsible - (Class teacher)	Light physical contact, bumping, rough play without injury	Restorative chat. Parent informed. 5 minutes off break	Loss of break time/lunch time + parent informed and meeting to be arranged.	Half day internal exclusion. Break time behaviour plan.	1. Remove child safely 2. Hold restorative conversation 3. Inform class teacher 4. Contact parent at 2nd incident 5. Monitor behaviour	1. What happened? 2. How did that behaviour affect the other person? 3. What could you have done instead? 4. How will you put	Dave Taylor

						this right and behave next time?	
Repeated Tier 1 behaviour (Tier)	Any repeated behaviour						
Inappropriate Language (Tier 3) Responsible - (Class teacher or TA)	Swearing	Reminder + restorative conversation, loss of minutes at break time, parent informed.	Break loss + tracked Parent meeting.	½ day internal exclusion. Parent meeting to be arranged with class teacher and SLT.	1. Reminder given 2. Restorative chat held 3. Record incident 4. Contact parent if repeated	1. What words did you use and why? 2. What does respectful language sound like? 3. How did those words make others feel (even if not aimed at them)? 4. What will you say instead next time?	Dave Taylor
Scratching/Pinching (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Scratching or pinching causing mild discomfort	Internal exclusion (half day) + restorative conversation. Parent informed.	Internal exclusion (full day) + parent contact, parent meeting to be arranged with class teacher and SLT, monitor	Suspension considered, meeting with SLT, behaviour plan implemented.	1. Remove child safely 2. Record incident on CPOMS 3. Contact parent 4. Monitor behaviour pattern 5. Inform DSL at 2nd incident 6. Consider suspension if repeated	1. Why is this behaviour unsafe? 2. What harm did it cause to the other person? 3. What could you have done instead? 4. How will you make amends and avoid this in future?	Dave Taylor
Spitting (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Spitting at or near others	Internal exclusion (half day) + parent call.	Internal exclusion (full day) + parent call.	Suspension considered	1. Remove child immediately 2. Inform DSL 3. Contact parent via CT 4. Record incident fully on CPOMS 5. Consider suspension/reintegration	1. Why is spitting taken seriously? 2. How did it affect the person it was aimed at? 3. What would you do differently next time?	Dave Taylor

					6. Escalate to SLT if needed	4. What will you do to repair this?	
Punching / Hitting (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Closed fist, intentional hitting	Internal exclusion (half or full day) + parent informed, meeting with class teacher and SLT.	Internal exclusion (full day) + parent informed, meeting with SLT. Suspension considered.	Suspension – ½ day – full day. Meeting with SLT	1. Separate child safely 2. Remove from class 3. Record incident on CPOMS 4. Inform class teacher & parent 5. SLT risk assessment 6. Consider suspension/exclusion	1. What happened before the hitting? 2. What harm was caused and to whom? 3. How could this have been avoided? 4. What will you do to repair and to keep others safe?	Dave Taylor
Kicking (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Targeted kicking to harm	Internal exclusion (half day) + parent informed, meeting with class teacher and SLT.	Internal exclusion (full day) + parent informed, meeting with class teacher and SLT.	Suspension considered. Meeting with SLT and behaviour plan.	1. Remove child safely 2. Record incident 3. Contact parent 4. Inform DSL 5. Consider suspension or safeguarding action	1. Why is kicking dangerous? 2. What was your intention? 3. What could you have done instead? 4. How will you act differently in future?	Dave Taylor
Throwing Objects to Harm (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Intentionally throwing to injure	Internal exclusion (half day) + parent informed, meeting with class teacher and SLT.	Internal exclusion (full day) + parent informed, meeting with class teacher and SLT.	Full day internal exclusion. Risk assessment & parent meeting with SLT	1. Remove child safely 2. Log incident 3. Inform CT 4. Conduct restorative conversation 5. Contact parent 6. Consider suspension	1. What were you trying to do when you threw the object? 2. How could someone have been hurt? 3. What safer choices are there? 4. How will you make it right?	Dave Taylor

Fighting (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Mutual or retaliatory hitting	Separate children, inform DSL, suspension considered or full day internal exclusion. Meeting with class teacher and SLT.	Parent informed, monitor pattern. Suspension considered or full day internal exclusion.	Suspension extended.	1. Separate children 2. Record incident 3. Inform DSL 4. Contact parents 5. Monitor pattern 6. Consider suspension	1. What led to the fight? 2. What could each of you have done instead? 3. What repair is needed for those involved? 4. How will you avoid this situation in future?	Dave Taylor
Biting (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Breaking skin or repeated biting	Internal exclusion (full day) + parent call or suspension considered. Separate children, inform DSL, suspension considered or full day internal exclusion. Meeting with class teacher and SLT.	Suspension considered. Meeting with parent to be arranged with class teacher and SLT. Behaviour plan to be put in place.	Extended suspension possible	1. Remove child safely 2. Record incident 3. Contact parent 4. Inform DSL 5. Monitor injury and behaviour 6. Consider suspension	1. What caused you to bite? 2. How did that affect the other person? 3. What could you do next time instead of biting? 4. What support do you need to stop this happening again?	Dave Taylor
Bullying – (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Teasing, exclusion	Restorative conversation + monitored, loss of break time, parents informed.	Internal exclusion (half or full day) + parent meeting to be arranged with class teacher and SLT.	Suspension	1. Hold restorative conversation 2. Monitor behaviour 3. Record incident 4. Contact parent 5. Consider internal exclusion/suspension	1. What happened and how often has it happened? 2. How did this make others feel? 3. Why is this behaviour unacceptable? 4. What will you do to repair and to stop it happening again?	Dave Taylor

Discriminatory Language (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Racism, homophobia, etc.	Internal exclusion (1/2 day), parent called.	Internal exclusion (full day), parent called.	Suspension + parent meeting with class teacher and SLT.	1. Remove child 2. Record on prejudice log 3. Inform CT and parent 4. Inform DSL 5. SLT review 6. Consider exclusion	1. Why is this language unacceptable? 2. Who was affected and how? 3. What changes will you make to your words and thinking? 4. How will you repair the harm caused?	Alison Cook
Sexualised Language (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Sexual words, jokes	Loss of play time, + DSL + restorative, parent contacted. Education put in place.	Internal exclusion (half day) Safeguarding log + parent contact, parent meeting with class teacher and SLT.	Suspension considered or full day internal exclusion.	1. Remove child 2. Inform DSL 3. Record incident 4. Contact parent 5. Plan safeguarding meeting 6. Consider suspension	1. Why is this language inappropriate and potentially harmful? 2. Who could be affected by these words? 3. What boundaries do we need to respect? 4. How will you behave differently and repair any harm?	Alison Cook
Sexualised Gestures (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Inappropriate acts/self-touch	Removal + DSL + restorative conversation, parent contacted.	Parent + safeguarding involvement, half internal exclusion.	Full day exclusion or Suspension + plan	1. Remove child 2. Inform DSL 3. Record incident 4. Contact parent 5. Follow safeguarding protocols 6. Consider suspension	1. How might that action make others feel unsafe or uncomfortable? 2. Why do we need boundaries in school? 3. What will you do differently next time?	Alison Cook

						4. How will you repair any upset caused?	
Sexualised Physical Contact (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Unwanted touch (mild/mod/severe)	Immediate removal, DSL, parent. Full day exclusion. Parent meeting with class teacher and SLT.	Suspension + safeguarding plan	Extended suspension or permanent exclusion.	1. Immediate removal 2. Inform DSL 3. Contact parent 4. Record fully 5. Refer to agency 6. SLT oversee safeguarding plan	1. Why is this behaviour very serious? 2. Who has been affected and how? 3. What boundaries must be respected? 4. What steps are needed to keep everyone safe and to repair harm where possible?	Alison Cook
Bullying – Severe (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents)	Threats, violence, harassment	Investigation + full day exclusion, parent meeting to be arranged with class teacher and SLT.	Suspension + reintegration plan	Suspension extended.	1. Investigate fully 2. Inform DSL 3. Inform SLT 4. Contact parents 5. Consider suspension or managed move 6. Safeguarding plan	1. What exactly happened and who was involved? 2. How did this affect those involved and the school community? 3. How can you take responsibility for what happened? 4. What repairs and actions are needed to keep everyone safe?	Dave Taylor
Cyberbullying – (Tier 3)	Mean messages, teasing	In School - Restorative + device check, parent called, loss of break	Restriction + parent contact Internal exclusion ½ day.	Whole day internal exclusion.	1. Hold restorative conversation 2. Check device use 3. Record incident 4. Contact parent 5. Restrict device if	1. What was sent/shared and why? 2. How did it affect the person who received it?	Dave Taylor

		time/internal exclusion			needed 6. Monitor behaviour	3. What is safe/appropriate online behaviour? 4. How will you put this right online?	
Cyberbullying – Severe (Tier 3) Responsible - (Class teacher – first incident; Class teacher or SLT for repeated incidents) In/Out of school.	Threats, image sharing,	In School – Restorative conversation, device check, parent called, parent meeting with class teacher and SLT, loss of break time Full day internal exclusion + DSL + parent meeting with class teacher and SLT. Education put in place Out of school – Meeting with parent.	Full day internal exclusion Parent meeting with SLT	Suspension.	1. Inform SLT 2. Exclude child 3. Inform DSL 4. Contact parent 5. Involve agencies 6. Police referral if necessary 7. Monitor reintegration	1. What was shared and why is it harmful? 2. Who was affected and how? 3. Why is this behaviour unacceptable online and offline? 4. What steps will you take to repair harm and to avoid repeating this?	Dave Taylor

Breaktime behaviour

Behaviour (Tier)	Examples	1st Time Response	2nd Time Response	3rd Time Response	Actions Taken	Restorative Conversation (Paul Dix Template)	Assigned Staff
Not Following Staff Instructions (Tier 1)	Ignoring lunchtime supervisor, arguing	Verbal reminder, chance to correct behaviour	Short time-out with staff	Parent informed, logged on CPOMS	1. Reminder 2. Time-out 3. Record if repeated 4. Parent contact	1. What did the adult ask you? 2. Why didn't you follow it? 3. What will you do differently next time?	Dave Taylor
Exclusion in Play (Tier 1–2)	Not letting someone join in, leaving peers out	Reminder and encourage inclusion	Restorative conversation + short time-out	Parent informed + social support plan if persistent	1. Encourage inclusion 2. Restorative chat 3. Parent informed if repeated	1. How did it feel to be left out? 2. What could you do differently next time? 3. How can you make it right?	Dave Taylor
Damage to Equipment / Property (Tier 2)	Breaking footballs, damaging displays/equipment	Restorative chat + reparation (help repair/tidy)	Loss of play + parent informed	Parent meeting + behaviour plan	1. Restorative conversation 2. Reparation activity 3. Parent contact if repeated	1. Why was this damaged? 2. How can you put this right? 3. What will you do differently next time?	Dave Taylor
Rough Play (Tier 2)	Play-fighting, chasing too roughly, pushing in games	Reminder of playground rules, short chat, re-join play	5 mins time-out from play with staff + restorative chat	Loss of break/lunchtime play + parent informed	1. Stop game 2. Restorative chat 3. Record if repeated 4. Parent informed if persistent	1. What game were you playing? 2. How did it get too rough? 3. What do you need to change next time so everyone feels safe?	Dave Taylor

Throwing Objects (Tier 2)	Throwing stones, sticks, or equipment at others	Stop immediately, restorative chat, removal from game	Loss of play + parent informed	Lunchtime exclusion + risk assessment	1. Stop unsafe play 2. Remove from area 3. Parent informed if repeated	1. What were you trying to do? 2. How could someone have been hurt? 3. What will you do differently next time?	Dave Taylor
Inappropriate Language (Tier 3)	Swearing, name-calling, insults	Restorative chat + reminder of kind words	Loss of part of break/lunchtime + parent informed	Quiet area/loss of lunchtime/ SLT	1. Restorative chat 2. Record incident 3. Parent informed if repeated	1. What did you say? 2. How did it affect others? 3. What will you say differently next time?	Dave Taylor

		Behaviour plan
1	Reminder	a reminder of the expectations for children-Resilient, Respectful & Safe--delivered privately to the child. The teacher is making them aware of their behaviour and the child has a choice to do the right thing.
2	Caution	A clear verbal caution delivered privately, whenever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step.'
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. Use the 30 second scripted intervention. I always say 'Stay behind two minutes after the lesson' to this step. That two minutes is owed when the child reaches this step; it is not part of some future negotiation. It cannot be removed, reduced or substituted.
4	Time out	Short time outside the room (if safe to do so) or somewhere in the room. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	A quick chat at breaktime or a more formal meeting if needed.