



Behaviour Curriculum

Positive Relationships & Behaviour Policy – Appendix 1

Date written:	February 2025
Date adopted/reviewed:	May 2025
Review schedule:	Annual
Policy Area:	BEHAVIOUR

Introduction

At All Saints CE Primary School we develop children's character through our Behaviour Curriculum and complementary Christian Values. We want to support our pupils on a journey of growth helping them to be individuals who are polite, respectful, safe, and considerate of others.

We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In this way our school fosters a positive culture which enhances teaching, learning personal/social development and the opportunities we can offer our children. For this Behaviour Curriculum to be effective, it must be applied consistently by all member of staff in all school contexts. **Everyone** is responsible for modelling and always managing behaviour throughout the school.

Underpinning the content of the curriculum are strategies to recognise where children are meeting and exceeding our expectations for their behaviour. The emphasis is on 'catching them getting it right' and celebrating achievement. For the times when expectations are not being met and consequences are needed, these are also outlined.

This curriculum supplements and supports the school's Positive Relationships and Behaviour Policy and the Governor Statement of Behaviour Principles.

Teaching the Curriculum

Children should learn the content of the curriculum so that they can recall the information and act upon it routinely. Just as they might any other subject in school. At the start of each term, the Behaviour Curriculum is revisited with pupils in collective worship and in class. It will continue to be reinforced throughout the year to ensure it is firmly embedded in our ethos.

Teachers will use a range of strategies and approaches to explicitly teach our Behaviour Curriculum, including regular retrieval to check and strengthen retention. Teachers will use the school values to help explain the why and context for each routine and expectation. Teachers will also demonstrate / model taught behaviours and ensure pupils have time to practise them in different contexts (particularly in the first few days of each term).

Adaptations

Teaching is progressive and age- or stage-appropriate, so that all children know what positive behaviour looks like. Some children may need additional support based on their individual need to reach the expected standard of behaviour. Any adjustments will be reasonable and where relevant detailed within individual plans using the Risk Reduction Plan or Behaviour Plan formats.

All Saints CE Primary School Behaviour Curriculum

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full behaviour curriculum Content 1-2 Weeks	Ongoing revision of content	Whole School Assembly Longer recap of the behaviour Curriculum	Ongoing revision of content	Whole School Assembly Longer recap of the behaviour Curriculum	Ongoing revision of content

Expectations

Behaviour Expectation <i>We expect everyone to be:</i>	Christian Value <i>By showing these values:</i>	Focus Themes (used in Collective Worship) <i>Learning how through these themes:</i>
READY	LOVE	Compassion, Generosity, Thankfulness
RESPECTFUL	KINDNESS	Friendship, Respect, Trust
SAFE	RESILIENCE	Courage, Perseverance, Service
	UNDERSTANDING	Forgiveness, Justice, Truthfulness

Children and adults will know that there are three behaviour expectations in our school:

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> Sitting quietly in an appropriate space Listening to others Completing learning and home learning on time Having equipment or resources ready for lessons Lining up quietly Moving around school quietly Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry 	<ul style="list-style-type: none"> Say please and thank you Being honest Being kind with words and actions Hold doors open for people Say good morning/ afternoon to adults Respect others' right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow staff instructions 	<ul style="list-style-type: none"> Walking inside the school building Remaining in the areas you should be in Using equipment and resources appropriately and safely Understanding my actions can impact others Respond appropriately to others' thoughts, feelings and actions Tell an adult when we are feeling worried (including feeling worried about/for others)

These expectations are supported by valued behaviour and routines that we promote and teach:

Culture: <ul style="list-style-type: none"> Using good manners Accepting a consequence School-wide expectations General classroom expectations Lunchtime - eating Playtime behaviour Toilets Clubs 	Taught Routines: <ul style="list-style-type: none"> Silent signal STAR sitting Legendary Lining-up Wonderful Walking 	Transitions <ul style="list-style-type: none"> Arriving at school Collective Worship End of the day
---	---	---

School Culture	
Using Good Manners <ul style="list-style-type: none"> • Say 'Please' when I ask for something. • Say 'Thank you' when I receive something. • Greet other others when I see them (Good morning / Good afternoon). • Use a calm and polite tone to be respectful. • Take turns, listen to others' opinions, ideas and beliefs. • Help others with tasks and jobs if they need it (and ask if they need help). 	Accepting Consequences <ul style="list-style-type: none"> • Be honest. • Take responsibility for my actions – not blame others or argue back. • Understand the impact my choice had on others. • Apologise if appropriate and I am ready to do so. • Reflect on my actions and what I might need to do differently next time.
School-wide Expectations <ul style="list-style-type: none"> • Follow instructions. • Stay in designated areas • Use resources appropriately and safely. • Be honest. • Be kind and respectful with my words. • Take turns and share. • Encourage others. • Be mindful of others' personal space and property. • Listen to others. • Be aware of facial expressions and body language. • Respect others' opinions, ideas and beliefs. • Pack equipment away safely. • Clean up after myself. • 	General Classroom Expectations <ul style="list-style-type: none"> • Use Star Sitting to show I'm focused and ready. • Keep workspaces neat and tidy, avoiding distractions. • Use classroom resources appropriately and safely. • Listen to others. • Wait my turn to talk. • Respect others' rights to learn. • Signal I'd like to speak by raising my hand. • Use full sentences and a clear voice. • Follow routines for handing out or collecting our books and learning resources. • Ask for help if I need it. • Tuck my chair in whenever I'm not sitting in it. • Enter and exit the classroom in a safe and calm manner.
Lunchtime – eating <ul style="list-style-type: none"> • Use 'Legendary Lining Up' when called to lunch. • Use 'Wonderful Walking' to get to the hall. • Use 'Legendary Lining Up' to wait to be served. • Collect my food and sit down straight away. • Use a normal talking volume. • Use a knife and fork to eat my food. • Only eat my own food. • Use 'Good Manners' at all times. • Stay in my seat once I have sat down. • Clear away my area and stack trays neatly. • Use the correct bins for food and waste. • I use 'Wonderful Walking' to leave the hall. 	Playground Behaviour (play time and lunch time) <ul style="list-style-type: none"> • Use 'Wonderful Walking' to go outside. • Get equipment out and put it away again at the end of play/lunch. • Solve problems without arguing. • Bring a healthy snack (KS2). • Be kind and respectful, include people in my games and share equipment/areas. • Wear appropriate footwear and clothing. • Use areas I know are open (and not those I no are closed/out of bounds). • Use equipment appropriately and safely. • Put broken equipment in the 'Broken Bin'. • Report dangerous situations to an adult immediately. • When the bell is rung, stand still and silently, listening to any instructions. • Walk and use 'Legendary Lining-up' • Use 'Wonderful Walking' to return to class.

<p>Toilets</p> <ul style="list-style-type: none"> • Let an adult know I need to use the toilet so they know where I am. • Use toilets appropriately and only for as long as I need to. • Respect the privacy of others. • Leave toilets and sinks clean. • Use good hygiene in the toilet, and wash hands. • Only go to the toilet areas if you need to use the toilet or sink. • Let an adult know if toilet or soap are running low. 	<p>Clubs</p> <ul style="list-style-type: none"> • Arrive at club on time and with the correct equipment. • Wear appropriate clothing. • Use ‘Wonderful Walking’ to get to club. • Use ‘Legendary Lining Up’ when needed. • Follow instructions. • Encourage others in club. • Leave the area neat and tidy. • Stay off school equipment that is not part of the club. • Stay at the club until I have permission to leave.
--	--

School Routines

Transition Signals:

- When the teacher signals
 - **(1)** – I should stop what I'm doing (things down, looking up, silent).
 - **(2)** – I should stand silently if sat down, tuck my chair if seated, or pack my book away.
 - **(3)** – I should move to my table/line-up or get my next book ready in front of me.

Silent Signal

Used for: gaining attention of the class/group of pupils. *This may be adapted for pupils with visual impairment e.g. use of soft sleigh bells.*

How:

- Adult raises an open hand.
- When children see this:
 - they stop what they're doing
 - raise their own hand
 - wait silently
 - tap the shoulder of the person next to them if they haven't seen
- When everyone is quiet, they listen to what the adult has to say.

STAR Sitting

Used for: times when sat for learning in class or in Collective Worship, or other times as required.

How:

- **Sit up straight:** good posture, back against the back of the chair, both feet on the floor, hands together on the table not touching anything.
- **Track the speaker:** showing others their ideas matter and they are valued.
- **Active listening:** attention at all times.
- **Respect others:** appropriate responses, smiling and encouraging.

Legendary Lining-up

Used for: whenever the class/group need to line up to move as a group.

How:

- Teacher signals:
- **(1)** – Stop what I'm doing (things down, look up at adult, silent).
- **(2)** Stand behind chairs and tuck them in / stand up silently.
- **(3)** - Move silently/quietly to line up space.
- Facing forward.
- One behind the other, in a straight line.
- Hands by side
- Wait silently
- Track (look at) the front of the line, where you are walking to, or the adult.
- Use **'Wonderful Walking'** to follow the line.

Wonderful Walking

Used for: moving around indoors or to the playground.

How:

- We walk around our school using **'Wonderful Walking'**
 - Stand up straight
 - Walk in a straight line (follow the person in front)
 - Hands by side (sensible hands)
 - Without talking
- **Pay Attention:**
 - Look where we are going
 - Safe distance from others and the environment (not leaning on walls if we have to wait)
- We know that we use **'Wonderful Walking'** to keep everyone safe in school and to make sure other children's learning is not disrupted as people move around school.

School Transitions

Transition Signals:

- When the teacher signals
 - **(1)** – Stop what I’m doing (things down, looking up, silent).
 - **(2)** – Stand silently, tuck my chair if seated, put books in a pile on table.
 - **(3)** – Move to my table/line-up, put my book away/get my book ready to learn.

Arriving At School – start of day

- Arrive on time to school.
- Wear the correct uniform and bring the things I need for each day.
- Only ride bikes and scooters off the school grounds.
- Talk respectfully and kindly to others, respect their property and personal space.
- Use **‘Wonderful Walking’** to get to class.
- Greet staff with a greeting, showing **‘Good Manners’**
- Put my belongings in the appropriate place and **get ready** for the day.
- Start my morning task promptly.
- Stay in the classroom unless I have asked an adult to leave (for a task/job etc.).

Arriving and Leaving Collective Worship

- Walk from my classroom to the hall using **‘Wonderful Walking’**.
- Follow my adult to where we are sitting.
- **‘Legendary Lining-up’** until instructed to sit.
- Use **‘STAR’** sitting
- At the end, wait silently until instructed to stand (silent instruction)
- Use **‘Legendary Lining-up’** until instructed to leave the hall.
- Walk back to my classroom using **‘Wonderful Walking’**

End of the Day Routine

- Use ‘Transition Signals’ to get ready for home.
- Wait in my seat/carpet space (**STAR Sitting**) until I am called to the door.
- Always wait for an adult to dismiss me from class.
- Talk respectfully and kindly to others, ensure I represent the school appropriately.
- Stay on school grounds unless I have permission to leave.
- Return to a teacher/school adult if I can’t find my home adult.
- Stay off the apparatus and play equipment.
- Only ride bikes and scooters off school grounds.
- Stay with my adult – don’t play in the car park.
- Leave the school site promptly.

Progression of Valued Behaviours

	Foundation	Level 1/2	Level 3/4	Level 5/6
Empathy and Acceptance	<ul style="list-style-type: none"> I show care for others' feelings I know that people have different needs and should be treated with respect 	<ul style="list-style-type: none"> I can explain why someone might be feeling happy or sad I can suggest a way forward when I have fallen out with someone I can listen to others who have different views or beliefs to me I recognise that some people might need extra help with some things 	<ul style="list-style-type: none"> I respect and celebrate the beliefs and values of others in a group I accept that people may have a different opinion to mine I appreciate that different people react in different ways to certain situations 	<ul style="list-style-type: none"> I can act as an advocate for views and beliefs that may be different to mine I understand differences of opinion and respond positively I show maturity when dealing with disputes I am able to discuss issues to reach an agreement that enables a group to move on
Kindness	<ul style="list-style-type: none"> I will look after a friend who is hurt I will invite friends to play with me I know how to share and take turns 	<ul style="list-style-type: none"> I will invite someone who is on their own to play with me I will help clean up messes that I didn't make 	<ul style="list-style-type: none"> I will look after another child who is hurt, even if I don't know them I think about the consequences of my words and actions and adapt these to ensure I don't hurt others' feelings 	<ul style="list-style-type: none"> I help friends to resolve situations without adult support I use words to stand up for people if someone isn't being kind I am an ally for people with protected characteristics I show kindness in the local community
Manners and respect	<ul style="list-style-type: none"> I say please and thank you I listen when someone is speaking I apologise when necessary I respect the personal space of others I use good table manners such as using cutlery and not talking with my mouth full 	<ul style="list-style-type: none"> I smile or give polite greetings to people I know I say excuse me if someone is in my way or I need to speak to someone who is busy I ask for permission before using someone else's things I offer to help people when appropriate I know I should knock on a door and wait to be invited in 	<ul style="list-style-type: none"> I hold open doors for others I offer to let someone through a door first I smile or give polite greetings to other members of the school community I complete tasks without grumbling 	<ul style="list-style-type: none"> I ask polite conversational questions e.g. How are you? I introduce myself to visitors of the school

	Foundation	Level 1/2	Level 3/4	Level 5/6
Self-awareness	<ul style="list-style-type: none"> I am beginning to know what I am good at 	<ul style="list-style-type: none"> I know what I'm good at and when I might need help I can identify my character strengths I can tell when something is likely to upset me 	<ul style="list-style-type: none"> I know what I'm skilled at and when I need help to improve I am able to evaluate the quality of my work I recognise that others' strengths can complement mine I recognise that I may be better at some things, and others may be better at others I know situations that are likely to make me angry or upset 	<ul style="list-style-type: none"> I can assess the quality of my learning and make precise refinements to improve it I can act on feedback from myself and others I can manage my emotions when others earn opportunities that I haven't I know situations that are likely to make me angry or upset, and avoid these where possible

Progression of Behaviour for Learning through our Learning Powers

	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Challenge	<ul style="list-style-type: none"> I am happy to have a go at some new things 	<ul style="list-style-type: none"> I am happy to have a go at something new 	<ul style="list-style-type: none"> I can set myself goals that I want to achieve 	<ul style="list-style-type: none"> I choose to try new things that I know will be challenging for me 	<ul style="list-style-type: none"> I understand how I can learn from my mistakes 	<ul style="list-style-type: none"> I embrace mistakes in my work as part of the learning process I keep trying new strategies when I cannot find a solution 	<ul style="list-style-type: none"> I can apply a range of strategies to solve problems
Communication	<ul style="list-style-type: none"> I work as part of a group or class I can take turns or share 	<ul style="list-style-type: none"> I can listen to other people's point of view I can work collaboratively in a group I can listen to people without interrupting 	<ul style="list-style-type: none"> I am happy to lead in a group, and be directed by others I consider the views of group members in discussions I am learning how to help other people with their learning 	<ul style="list-style-type: none"> I am happy to take on a specific allocated role in a group I can explain my point of view to other people I am always prepared to listen to the views of others, even when they disagree with me I can work with a range of people in group activities 	<ul style="list-style-type: none"> I can respectfully challenge other people's ideas I respect and celebrate the beliefs and values of others in a group I can empathise with others I can cope with constructive feedback and use it to improve 	<ul style="list-style-type: none"> I can take on a range of roles within a group I can accept feedback from others in a group and use this to improve I know that understanding differences of opinion are important in helping us learn 	<ul style="list-style-type: none"> I understand and appreciate that people's thoughts and opinions can change I can empathise with others on a deep level I can act as an advocate for views and beliefs that may be different to mine I show maturity when dealing with disputes
Creativity	<ul style="list-style-type: none"> I play in lots of different areas during independent time 	<ul style="list-style-type: none"> I feel confident coming up with ideas I use my imagination to create art or games 	<ul style="list-style-type: none"> I understand that it's good to be different and to create things that are different from other people I can ask 'what if' questions 	<ul style="list-style-type: none"> I engage with the arts (e.g. dance, drama, art, writing, music) 	<ul style="list-style-type: none"> I can ask 'what if' questions to enhance my learning 	<ul style="list-style-type: none"> I can 'think outside the box' when I'm approaching a task 	<ul style="list-style-type: none"> I can come up with innovative ideas I can choose how best to present my learning

	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Independence	<ul style="list-style-type: none"> I can select and use activities and resources independently I am beginning to know what I am good at 	<ul style="list-style-type: none"> I have a go at a task before I ask for help I can choose and use equipment needed for a set task 	<ul style="list-style-type: none"> I know what I'm good at and when I might need help I think carefully about what I can do to help myself before I ask for help 	<ul style="list-style-type: none"> I will get on with a task without any need to be reminded what to do I know what I'm skilled at and when I need help to improve 	<ul style="list-style-type: none"> I am able to select and choose appropriate resources for a range of tasks I know what I am skilled at and can use these skills to help others 	<ul style="list-style-type: none"> I try challenges independently and know a range of strategies for if I get stuck I am able to assess the quality of my learning and make improvements 	<ul style="list-style-type: none"> I can assess the quality of my learning and make precise refinements to improve it I can manage my own learning effectively
Positivity	<ul style="list-style-type: none"> I see each day as a fresh start I approach all tasks with a positive attitude 						
	<ul style="list-style-type: none"> I can talk about the things I enjoy at school 	<ul style="list-style-type: none"> I can practise an 'attitude of gratitude' by identifying things I'm grateful for 	<ul style="list-style-type: none"> I can talk about the things that have gone 'right' each day I can identify when I'm feeling worried and talk to an adult to help me with these 	<ul style="list-style-type: none"> I can identify things I'm grateful for about myself, others and experiences, and precisely explain why 	<ul style="list-style-type: none"> I look at things in a productive and constructive way I compliment others 	<ul style="list-style-type: none"> I actively recognise things I'm grateful for and express these without encouragement 	<ul style="list-style-type: none"> I recognise setbacks as a learning opportunity and embrace these
Resilience	<ul style="list-style-type: none"> I approach tasks with a can-do attitude I recognise when I need help 	<ul style="list-style-type: none"> I will try, even when something is hard 	<ul style="list-style-type: none"> I keep going when I find something hard, even if others are finding it easy 	<ul style="list-style-type: none"> I have developed a growth mindset, and recognise that there are some things I can't do 'yet' I recognise when I need help and the sort of help that I may need 	<ul style="list-style-type: none"> I can independently use coping strategies when I am finding something tricky or frustrating 	<ul style="list-style-type: none"> I can be flexible and adapt when I find something challenging 	<ul style="list-style-type: none"> I am confident to try new things that I know will take a few tries to become successful in

Recognising and Responding to Behaviour

We are proud of our Behaviour Curriculum and we recognise when our pupils are adhering to the expectations and being good role models to others.

Frequency	Recognition	For what?	Who?	Where?
Daily	Smiles, positivity and strong role models	Following the 3 expectations and applying the school values	All adults	Everywhere!
	Verbal praise and encouragement	Following the 3 expectations and applying the school values	All adults	Everywhere!
	Stickers, stamps & 100 squares	Following the 3 expectations and applying the school values in their learning. Can be linked to specific class focus for that day/week.	All adults in class	Classrooms
	House Points	Awarded for following the 3 expectations and applying the school values.	All adults	In class tally – collected weekly by House Captains.
	Send to Headteacher / SLT	Going above and beyond the 3 expectations (age appropriate) and applying the school values in their learning	All adults	Headteacher Office
	Merit (see below)	Demonstrating excellent learning behaviours, achieving beyond expectations in their learning – meeting personal targets	All adults in class	Classrooms – pupils collect merits in a ‘Merit Book’.
Weekly	Positive Phone Call	Following the 3 expectations and applying the school values (going above and beyond)	Teachers	End of day phone call
	House Point Winning House (scores kept and added to termly tally)	Total points for this week in each class.	House Captains	Celebration Praise (usually Friday)
	Shout Out (2 or 3 per class)	Following the 3 expectations and applying the school values in their learning	Teachers (with class staff)	Celebration Praise (usually Friday)
	Merit Milestone (see below)	Reaching threshold in a personal merit tally (in Merit Books) (teachers log milestones on Arbor, triggering award)	Headteacher	Celebration Praise – parents invited
Half Termly	All Saints House Point Award	House with highest total house points for half term.	SLT	Final Celebration Praise of each half term.

Reception & Key Stage 1 Merit Milestones		Key Stage 2 Merit Milestones <i>(Totals are ‘reset’ for all pupils when starting KS2. Merit totals are cumulative)</i>					
No. of Merits	Milestone	No. of Merits	KS2 Milestone	Special Award	No. of Merits	KS2 Milestone	Special Award
15	Red	30	Merit	--	255	Super Gold	£10 book token
+15 (for each)	Orange, Yellow, Green, Blue, Indigo, Violet,	75	Bronze	--	315	Platinum	£15 book token
		135	Silver	--	400	Diamond	£20 book token
+20 (for each)	Bronze, Silver, Gold	195	Gold	£5 book token			

Responding when Behaviour does not meet expectations (Behaviour Sanctions)

Sometimes children need reminders and support to follow the behaviour curriculum. In our school, children will be supported to meet expectations. Adults will respond consistently and appropriately to instances when expectations are not met.

- **Regulate** – children may need time to regulate their emotions before behaviour can be effectively responded to. Regulation activities can take many forms – time to reset, alternative space/adult, sensory activity (up/down regulation), alternative activity (catching up later) etc.
- **Relate** – adults need to develop and maintain positive relationships with children to support them in meeting expectations and appropriately reflect when expectations have not been met. **“Connect before you can correct”**.
- **Repair** – children need time to repair the relationship with themselves and/or others – to ‘put things right’. This can take many forms – apologising (if ready and appropriate) or similar sorry activities (cards/letters), tidying areas, reminders and over learning of expectations/routines, consequences such as restrictions on future participation in specific activities/times of day etc to support keeping themselves and others safe.

Behaviour Incident Categories			
Not Ready – Level 1	Not Respectful – Level 2	Not Safe – Level 2 or Level 3	Specific – Level 2 or Level 3
<i>Recorded at staff discretion</i>	<i>Always recorded on Arbor</i>		
<ul style="list-style-type: none"> ➤ Not sitting quietly ➤ Not having correct equipment or resources ready ➤ Distracting others from their learning ➤ Not following instructions ➤ Not listening ➤ Uniform refusal / incorrect uniform (except when agreed as part of individual plan) ➤ Not lining up correctly ➤ Work refusal / not completing work 	<ul style="list-style-type: none"> ➤ Dishonesty ➤ Rudeness towards peers ➤ Rudeness towards adults ➤ Defiance ➤ Persistent disruption during lessons ➤ Swearing ➤ Spitting ➤ Destruction of property 	<ul style="list-style-type: none"> ➤ Unsafe behaviour (e.g. climbing furniture, using equipment inappropriately) ➤ Leaving classroom without permission ➤ Leaving the building without permission ➤ Intentionally hurting a peer ➤ Intentionally hurting an adult ➤ Threatening or aggressive behaviour ➤ Leaving the site without permission 	<ul style="list-style-type: none"> ➤ Racist Incident ➤ Homophobic Incident ➤ Sexual Incident ➤ Bullying ➤ Online Incident

Descriptor	What the Behaviour might look like	Approach	Detail	Supporting Structures	
				Suggested Script	What next?
Level 1 – Unexpected / Not Ready <i>Not recorded on Arbor.</i>	Off task, mild distraction.	Redirection	Gentle encouragement, a ‘nudge’ in the right direction.	<i>Non-verbal cues</i>	Allow ‘processing’ time. Praise children who model good behaviour as a result of reminder. If no response, or behaviour continues, offer repeat reminder or escalate to next stage. If child repeatedly shows Level 1 behaviour (more than once per week), call parent to discuss and consider ‘Graduated response’.
	<ul style="list-style-type: none"> Calling/shouting out Out of seat / wandering around Not following instructions Refusal to work / Not ready to learn Incorrect uniform Disrespectful use of equipment 	Reminder	A verbal reminder of our 3 expectations: Ready, Respectful, Safe. The adult makes the child aware of their behaviour and offers a choice to do the right thing. Repeat reminders if reasonable adjustments are needed.	I noticed that you chose to .. <i><behaviour></i> .. This is a reminder that I need you to be ready/ respectful/ safe. Can you remember ... <i><example of when got it right></i> ... and how that made you feel? That’s the <i><name></i> I’d like to see. Thank you for listening.	
Level 1 - persistent <i>Record on Arbor if appropriate (staff discretion)</i>	<ul style="list-style-type: none"> Continued ‘unexpected’ behaviour (usually after 2 or 3 reminders) Rudeness / arguing / answering back Deliberately preventing others from learning (distraction / non-engagement) 	Caution/ Final verbal Warning	A clear verbal warning delivered privately – remind of 3 expectations, name behaviour being seen, state consequence if they continue, ‘Think carefully about your next choice.’ <u>Possible Consequences (use 1):</u> <ul style="list-style-type: none"> change of seat within class, 5 minutes of time at next break for reflective conversation or to practice desired behaviour/catch up missed work. 	I noticed that you chose to .. <i><behaviour></i> .. This is the second time I have spoken to you about this. I need you to be responsible/ respectful/ safe. The consequence will be <i><state></i> if you choose not to follow the school rules. Can you remember ... <i><example of when got it right></i> ... and how that made you feel? That’s the <i><name></i> I’d like to see. I know you can make great choices. Thank you for listening.	
Level 2 – serious <i>Record on Arbor – by teacher / TA / MSA</i>	<ul style="list-style-type: none"> Escalated Level 1 behaviour that is Not Respectful/Not Safe Unsafe behaviour in or out of class Intentionally hurting a child/adult (no mark/injury) Aggressive behaviour Using inappropriate or discriminatory language (inc. swearing) Leaving classroom without permission Damage to school property (minor) 	Loss of privilege	A clear statement that behaviour is unacceptable. Provide a consequence. <u>Consequences (use 1 or 2):</u> <ul style="list-style-type: none"> Move seats in class (then reflective conversation later). Reset time (5/10) away from the main class activity – either in class or in a breakout space – then time working at lunchtime to catch up on missed work. If after lunch, consider sending work home to complete – or send to SLT to complete with them. 10-minute reflection time at next break (morning or lunch) – for 	I noticed that you chose to <i><behaviour></i> . You need to <i><consequence></i> . Thank you. If appropriate, make reference to the 3 rules.	Allow space away from class activity to reset. Check if ready to return, offer more time if required (5-mins). Praise when child makes positive choice, hold restorative conversation. If no change to behaviour, continue to display serious behaviours, or refuses compliance with consequence, escalate to next level. Teacher call parent to inform of incident and consequence. If child repeatedly shows this behaviour,

			<p>reflective conversation and opportunity to 'put things right'.</p> <ul style="list-style-type: none"> • Conversation with teacher (then or at break/lunch) – remind of expectations, practise expected behaviour. • Tidying / repairing damage. 		<p>arrange meeting with parent to discuss and consider 'Graduated response' or review of existing plans / support.</p>
<p>Level 2 – very serious</p> <p><i>Record on Arbor – by teacher / TA / MSA</i></p>	<ul style="list-style-type: none"> • Swearing <u>with intent</u> • Fighting or hurting another child <u>with intent</u> • Serious disruption of the class – anything that prevents the teacher from teaching (including tipping furniture, throwing etc) • Damage to school property (major – can be repaired) • Reckless / dangerous play • Stealing • Intentionally racist, prejudicial, discriminatory or bullying behaviour. 	Serious consequence	<p>A clear statement that behaviour is unsafe / unacceptable and must stop / is finished immediately. Immediate consequence applied. Call for SLT if required. Consider evacuation of class to safe location if child will not relocate.</p> <p><u>Consequence (all):</u></p> <ul style="list-style-type: none"> • Reset time (5/10/15) away from the activity – in a breakout space or with SLT – then time working at lunchtime to catch up on missed work. If after lunch, child sent to SLT to complete. • 15-minute reflection time at next break (morning or lunch) – reflective conversation and opportunity to 'put things right' and rehearse desired behaviour. • Limited access to activities – specific to incident e.g. loss of football. • Consider internal suspension. Child is collected by SLT, provided with work (by teacher) and completes away from class. Logged on Arbor by SLT. • Conversation with teacher (then or at break/lunch) – remind of expectations, practise expected behaviour. 	<p>I noticed that you chose to <behaviour>. You need to <consequence>. Thank you.</p> <p>I will now contact <name of SLT> and you will need to go with them*. I will come and speak to you later today.</p> <p>* For remainder of the lesson / morning / day / other specified time.</p> <p><i>Ensure you tell</i></p> <p><i>For some children the following may be more appropriate:</i></p> <p>Stop. <behaviour> finished. Feet on floor / hands down. Come with me.</p>	<p>Allow space away from class activity to reset. If appropriate, check if ready to return, offer more time if required (5-mins blocks).</p> <p>Praise when child makes positive choice, hold restorative conversation.</p> <p>If no change to behaviour, continue to display serious behaviours, or refuses compliance with consequence, escalate to Level 3.</p> <p>SLT to call parent to inform of incident and consequence. If child repeatedly shows this behaviour, arrange meeting with parent to discuss and consider 'Graduated response' (stage 3, 4 or 5) or review of existing plans / support.</p> <p><u>Consider:</u> Protective consequences such as 20/20/20 for fixed period, increased supervision. Educational consequences such as assisting with repairs, learning to understand impact of behaviour, nurture sessions to develop self-regulation / emotion coaching.</p>

<p>Level 3 – extremely serious</p> <p><i>Record on Arbor – by SLT</i></p> <p><i>Staff may be asked to record their observation of behaviour to support response.</i></p>	<ul style="list-style-type: none"> • Violence or abuse to staff • Continued disruption to the class or the running of the school • Damage to school property (major – irreparable) • Bringing prohibited items into school • Sexual harassment including language or inappropriate touching 	<p>Significant consequence</p>	<p>A clear verbal statement that behaviour is unsafe / unacceptable and must stop immediately. Call to SLT. Immediate consequence is applied. Remove prohibited item from child, if applies. Consider evacuation of class to safe location if child will not relocate.</p> <p><u>Consequence (all):</u></p> <ul style="list-style-type: none"> • Child sent directly to Headteacher / SLT (or they are called to attend). • Reset time with SLT – then time to catch up on missed work with SLT. • Internal suspension for remainder of lesson / morning / day (see Level 2) • Consider immediate fixed-term suspension for period of time (Headteacher / Deputy Head will decide) (DfE guidance <u>must</u> be followed) • Consider permanent exclusion (Headteacher/Deputy Head will decide) (DfE guidance <u>must</u> be followed) 	<p>Stop. I noticed you chose to <behaviour>. You need to <consequence>. Thank you.</p> <p>I will now contact <name of SLT> and you will need to go with them.</p>	<p>Allow time to regulate if required – colour and count, sensory break, etc.</p> <p>Reflective conversation, including discussion of how to put things right (if appropriate).</p> <p>Rehearse / discussion of expected behaviour.</p> <p>SLT to call parent to inform of incident and consequence (including written letter if suspension/exclusion). Arrange meeting to discuss and consider ‘Graduated Response’ (stage 4 or 5) or review of existing plans / support.</p> <p><u>Consider:</u> Protective and educational consequences as for Level 2 above.</p>
---	--	--------------------------------	--	---	--