



Fairways Primary School

Behaviour Policy

Agreed by governing body: March 2026

Next Review: March 2027

• Respect

• Responsibility

• Perseverance



Introduction

At Fairways Primary School, we have made a commitment to be an emotionally safe school, so we use a combination of values-based teaching and learning, relational practice and restorative justice to ensure our school is a safe place for all. We nurture every learner and support their cognitive, emotional and social development without the use of shame, fear or punishment.

Vision

At Fairways Primary School, the emotional health and wellbeing of our whole community is paramount to being a successful school. We want every child to feel safe, respected and listened to. We believe it is essential that every child has a sense of belonging in our community, and our culture supports this by offering predictability, consistency and empathy.

Values and Ethos

We are an emotionally safe school; we are grounded in our clear, shared values of **respect**, **responsibility** and **perseverance**. It is everyone's responsibility to enable others their rights. At Fairways, everyone has the right to be safe, have respect, feel they belong in our community and be able to learn. The relationships between our staff, pupils, parents and carers and our wider community are integral to being a successful school and enabling all pupils to make the best possible progress. Our relational approach to behaviour means that all adults are predictable, consistent and empathic and all interactions, built on kindness and respect, should offer empathy and nurture.

We understand that behaviour is not always consciously planned and is a form of communication and expression of underlying need that must be interpreted and responded to appropriately. Adults at Fairways will seek to understand behaviour and its roots by questioning and reflecting through restorative conversations. Behaviour is supported with compassion and kindness, rather than blame and shame. We have an equitable approach when supporting children and understand children need personalised responses to supporting their personal development and well-being. Consistency does not mean responding in the same way to each child or behaviour; it means responding in a way which is consistent to our values. Punitive approaches that result in disconnection, isolation, suspensions and exclusions are avoided wherever possible.

Aims

- To ensure involvement in, and a commitment to, this policy from all members of the school community including parents.
- To create a safe, calm atmosphere where learning can take place through predictable, consistent and empathic behaviour from adults
- To create an environment where people are listened to, treated with respect and understanding.
- To progressively develop children's self-esteem, confidence and self-discipline in academic and social areas. We recognise that for some children this would be developed within a behaviour plan.
- To foster a caring attitude for members of the school community and for the school environment.
- To enable pupils to develop social skills and moral values.
- To value, appreciate and respect one another irrespective of age, ability, gender, disability, faith or ethnicity.

In order to achieve these aims we believe it is vital that there must be a consistency and fairness of approach by all adults involved in the children's welfare. We have an equitable approach when supporting children and understand children need personalised responses to supporting their personal development and well-being. Consistency does not mean responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values.

• **Respect**

• **Responsibility**

• **Perseverance**



Fairways Rules



ready



respectful



safe

Rules give us safer space to think about behaviour. They allow us to maintain boundaries without challenging their emotional safety or sense of belonging. Every adult strives to ensure that every conversation around behaviour runs through a set of clear, precise rules. Everyone at Fairways Primary School is expected to follow three simple rules. Every adult at Fairways will use these words consistently to teach children clear routines and remind them of their expectations. We use these rules to help children know when they are getting things right and talk to them when they are not meeting expectations. These rules allow strong relationships to be built and for the pupils to learn about the behaviour effectively.

READY

- We have a growth mindset
- We enter all school areas calmly
- We have the correct equipment
- We have good posture
- We listen attentively

RESPECTFUL

- We are polite and kind
- We consider others' needs and feelings
- We respect our resources and environment
- We keep our voices to an acceptable level
- We show pride in our learning and presentation

SAFE

- Speaking to an adult if worried or concerned
- Moving calmly around school
- Playing safely at break and lunch times
- Safe hands, feet and voices



3 SIMPLE RULES

Our adults use these words to teach us our routines and remind us of our expectations. They use the rules to help us know when we are getting things right and talk to us when we aren't meeting expectations. They protect our relationships with one another and help us learn about behaviour effectively.



PREVENTION

Our adults support regulation & improve engagement in learning by:

- Using zones of regulation & calm spaces
- Being calm, regulated adults
- Using preventative scripts like 'I need you to...' 'I've noticed' 'that may be true & yet
- Understanding need & making adjustments

POSITIVITY

Our adults build an inclusive and supporting learning environment by:

- Using positive noticing (discreet verbal positive feedback)
- Weekly values certificates are shared in celebration assembly
- Sharing positive achievements with our community via our newsletter

RESTORATION

When we struggle to meet expectations we are:

- Given time and space to regulate and reflect
- Reminding of expectations and asked what we need to meet them
- Learn more positive behaviours by having follow up conversations that help us reflect & learn.

'Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.' Paul Dix, *When the Adults Change, Everything Changes.*

Being Ready, Respectful & Safe:

Our expectation is that everyone that contributes to our school community will be Ready, Respectful and Safe. If you have consistent boundaries, a secure sense of belonging, calm, connected classrooms and trusted, regulated adults then the environment will become the difference that every child needs.

• Respect

• Responsibility

• Perseverance



Our staff meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> - Meeting & Greeting learners and families - Proactively plan and prepare engaging lessons 	<ul style="list-style-type: none"> - Use calm, consistent language - Follow our 'safety first' approach to adjusting behaviour - Be open in our body language and tone of voice 	<ul style="list-style-type: none"> - Language should be calm, considered and separate the child from the behaviour that is unwanted. - Refrain from using shame to support or respond to behaviours - Remain professionally curious even in the face of extreme behaviours - Always following agreed safeguarding procedures

Our learners meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> - in school uniform - on time - listening and looking at the speaker - sit with good posture 	<ul style="list-style-type: none"> - listen to others and expect to be listened to - use a polite voice - use good manners - looking after resources, displays and the environment 	<ul style="list-style-type: none"> - being in the right place at the right time - walking around the school safely - being safe with our hands and feet - being safe online - playing safely with our friends using our playtime routines

Our families meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> - appropriate uniform - support completion of home learning - on time arrival 	<ul style="list-style-type: none"> - follow processes for accessing support - speak to staff calmly and politely 	<ul style="list-style-type: none"> - following guidelines for parking - following guidelines for appropriate adult pick up - responding to school correspondence in a timely fashion

Culture - how we do it here

Staff at Fairways deliberately and persistently catch children doing the right thing to build a sense of intrinsic motivation. Every child has a right to this and in turn, it helps build their sense of belonging and self-belief. Building self-belief helps children better regulate their own emotions. It makes them more likely to feel they belong and ensures they proactively engage in learning because they feel 'they can'. Staff know their classes well and develop positive emotionally rich relationships with all children. The consistency of adult responses lies in making sure that all staff are in the right state to respond to a child's behaviour and that all staff know what to do to support children with their behaviour.

• **Respect**

• **Responsibility**

• **Perseverance**



Zones of Regulation

Teaching the children at a young age about managing their feelings will support them in later life to avoid turning to negative coping strategies which affect their mental and physical wellbeing. At Fairways, we teach 'Zones of Regulation' to help our children better understand their emotions and so they learn positive coping and regulation strategies that enable them to help themselves when they experience anxiety and stress. We will teach the children that everyone experiences being in all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

What zone am I in



Through discussions or PSHE sessions, children are then encouraged and taught self-regulation strategies that could work to help them get back into the happy, calm, green zone. All staff encourage this process through the relational approach to help support children and their readiness for learning.

The power of routines

We believe that children need to learn routines to enable them to follow rules easily. Routines are predictable and habitual and enable children to feel a sense of emotional safety. When they are safe and happy, they are ready to learn. At Fairways, we have familiar routines which all children are taught and reminded of regularly. These include:

Classroom entry routine - every time the children enter their classroom at specific points of the day, they will follow a familiar routine that is known and practised regularly.

Meet and greet - every child is greeted by a familiar adult when they enter the school building; this builds their sense of emotional safety and security.

Call and response – the teacher provides a signal and all children repeat/respond to that signal. The expectation is that all children stop what they are doing, are silent and concentrate on the adult delivering the signal.

End of playtime and lunchtime – on an adult's whistle, all children stop what they are doing, get off any equipment and show that they are ready. On the second whistle, they walk to their line, collecting any belongings on the way, and wait calmly for their teacher facing the front.

There are some simple, but important phases we encourage at Fairways:

1. Promotion

At Fairways, adults will build routines, use calm language, offer positive regard, model regulation, create clear, consistent boundaries and meet those emotional, sensory and relational needs. As adults we need to be always looking out for changes within the child whether that be facial expressions, withdrawal or agitation or low level disruption. We will always respond by giving gentle reminders, using a relational script- **Appendix 1**, a quiet, private prompt and using a calm voice and posture.

• **Respect**

• **Responsibility**

• **Perseverance**



2. Intervention

If children become oppositional, refuse to complete tasks, show emotional dysregulation or raise their voice then as adults we will make sure that our voices are low, give the child space but not abandonment, avoid any power struggles and stick to one simple instruction. If we, as adults, stay calm, this is the intervention. Logic doesn't work in a crisis, connection and safety does. We understand that all children make mistakes, but it is important for everyone to reflect and take responsibility for their own actions.

3. Recovery and reflect

The goal here is to rebuild the relationships and teach skills. When calmness has resumed, it is important that the adult and the child has a short, restorative conversation. Allow the child to think about the emotions that they have felt without any blame and agree on a small plan for next time, if there is one. The adult will reinforce belonging "You are still part of this class and we can move on together." This is where most of the learning happens and the behaviour is rebuilt through that relationship, not punishment.

Restorative Conversations

When things go wrong for children or relationships break down at Fairways, we use restorative conversations rather than punitive punishment because they focus on repairing harm, building relationships, developing empathy and teach social-emotional skills. We use the following:

I can see there is a problem. Can I help?

What can we do to make it better next time?

You really matter to me, but you weren't following our school rules. I need you to.....

What can we do for you going forward?

I can see that you are upset/angry/frustrated and it's ok to feel like this but can you tell me about.....

Can you tell me what you need right now?

Can you tell me more about.....

Who do you think has been affected by your actions today?

What do you think needs to happen to make things right?

This framework is embedded in everyday interactions and classroom practice. Following the use of a restorative exploration it can be helpful for the adults to reflect on; what was the behaviour communicating? How are the unmet needs being addressed? What skills does the child need to develop? What additional learning opportunities are in place to enable this? What suggestions do the children have to support the repairing of the relationship?

After these restorative conversations and if needed, more planned proportionate consequences should be put in place. These will help the child focus on meeting the expectations going forward.

- 5 minutes to think about what they will do differently tomorrow and show respect to others.
- 5 minutes to work on Zones of Regulation
- Emotional coaching and daily check ins with the child.

These should be delivered with empathy and consistent language from all members of staff.

Working with parents and carers

Respecting and valuing parents and carer's knowledge, experience and perspective on the child is vital and we always aim to include the parent's perspective. Parents are able to give an insight into the child's development, their experiences and what may be happening at the current time. Parents are the expert on their child and their knowledge, views and concerns will lead to greater understanding of unmet needs as well as supporting future planning. Parents are always given time to tell theirs and the child's story and we always value and respect the knowledge, experience and views of the parent, encouraging them to be part of their child's life at school – this enables trusting relationships. At Fairways there are

- **Respect**
- **Responsibility**
- **Perseverance**



very clear open channels of communication between parents and carers and the school and we work with parents to ensure that they receive support and help if needed. We seek and signpost support from a range of services and teams who work together with the whole family.

Responding to more serious incidents

At Fairways, we do not advocate sanctions in response to all incidents. However, following some incidents, there will need to be a response from adults in order to ensure that everyone is kept safe. For example, if a child is violent on the playground on a Monday, they may miss time out on the playground on Tuesday and will spend time thinking and talking about what they might do differently with a trusted adult. This is not as a punishment, but as an acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input. If a child's behaviour means that they or other people are not safe, the involvement of a senior leader may be required.

Behaviour Support Plans

We recognise that different children have different needs and will be at different stages of their development. As with all good teaching, personalization enables children to learn. This also applies to social and emotional development as much as academic understanding. In order to be fair, we must be responsive to need, as equality does not mean everyone getting the same, it means everyone having their needs met.

Where needed, a specific and individually tailored Behaviour Support Plan will be created by the SENCO and class teacher, agreed with the child and their parent or carer and then monitored. The personal support plan will highlight triggers, motivators, people identified as helpful to support the child to learn or manage their feelings and the steps to take when behaviour is extremely disruptive or unsafe.

Internal isolation

Where a pupil's behaviour or actions has caused harm or the need for immediate intervention, actions may, rarely and if necessary, lead to an internal isolation. This will be supported by a Senior Leader. If an incident is considered sufficiently serious by the member(s) of staff investigating, parents/carers of those involved will be contacted as soon as possible. As a result of the investigation, further action may be considered. On rare occasions, it may be necessary to positively handle a child to restrain a child to ensure the safety and well-being of the child, their peers, members of staff or property; this will only ever be used as a last resort. A series of internal isolations may result in a fixed term suspension.

Positively Handling

Our school does not advocate the routine use of physical intervention. The positive handling should only ever be used as a last resort following the application of other appropriate strategies such as the instruction to stop, withdrawing the child from the situation, de-escalation and removal of other triggers e.g. other children. Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control. Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to experience violence or abuse in the course of their work. Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used. In the event of physical intervention, parents/carers will be informed.

Suspension and Exclusion

Some children will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. Whilst we strive to avoid suspension, all pupils at our school are entitled to an education where they are protected from disruption and can learn in a safe and nurturing environment.

- **Respect**
- **Responsibility**
- **Perseverance**



Circumstances that may warrant a suspension (please note this is not an exhaustive list):

- Physical assault against a pupil sustaining injury
- Physical assault against an adult sustaining injury
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon.
- Leaving the classroom/school without permission and refusal to return.

If the Head Teacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Head Teacher will also be responsible for notifying the Local Authority.

Parents will be guided as to where to access work for their child to complete during the period of the suspension. At the end of the suspension parents will be invited to attend a return from suspension meeting to discuss the incident and positive next steps.

A permanent exclusion is when a pupil is no longer allowed to attend a school (Unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to: DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England (2024). In line with these guidelines it is only the Head Teacher who can authorise any exclusion.

Fairways Primary School recognises the ages of the children and understands that behaviour is a means of communication. The school works hard with children and parents to investigate any emotional difficulties and to put strategies in place to help children overcome these. It is only in extreme circumstances that a child would receive a fixed term exclusion.

Setting a clear process for exclusions

Headteachers should consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools;
- ensuring there is a formal process for informing parents, social worker and VSH (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;
- providing up to date links to sources of impartial advice for parents;
- reintegrating pupils whose suspensions have ended or been cancelled and pupils whose permanent exclusions have been cancelled and supporting pupils' future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.



Research

This policy has been written in line with and based on statutory guidance and research:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (August 2024)

[Behaviour in Schools](#) (February 2024)

[Keeping Children Safe in Education](#) (September 2025)

[Working Together to Improve School Attendance](#) (August 2024)

[Mental Health and Behaviour in Schools](#) (November 2018)

[Use of reasonable force](#) (July 2013)

Links with other policies

[Southend- On- Sea School Suspensions and Permanent Exclusions Policy 2024](#)

Anti-bullying Policy / Statement

The definition of bullying is that it is behaviour which is “a persistent and deliberate action that is designed to cause hurt”.

Bullying in any form is unacceptable and will be dealt with promptly.

We aim to prevent bullying by:

- successfully implementing the Behaviour Policy;
- ensuring that all staff are aware of the need for vigilance for cases of bullying especially at playtimes;
- regularly raising and discussing issues related to bullying through assemblies, R.E. stories, books and role play;
- using Circle Time or PHSE lessons to teach effective strategies to deal with bullying;
- acting as role models in school;
- asking children to inform us of any cases of bullying;
- looking for patterns in absenteeism, reluctance to join in particular activities and by looking for changes in mood and behaviour.

A consistent approach by all staff in line with the Behaviour Policy is essential.

All cases of bullying will be recorded by the class teacher. The class teacher will speak to the children involved and establish which of the ‘rights’ are being infringed. The class teacher will ensure that appropriate playground staff are aware of the situation. The class teacher will monitor the situation and inform the Head teacher if the situation persists.

It is important that all parties involved are reminded of the steps that they must take and how bullying is dealt with here at Fairways.

Serious or persistent bullying will be dealt with as each case requires with specific reference to the rights of everyone in the school community.



Appendix 1

Phase	What does this look like/sound like?
<p>Promotion Phase</p> <p>How do we celebrate children? How do we positively notice the children's behaviour?</p>	<ul style="list-style-type: none"> - Celebration assembly- Certificate of Merit - Class specific strategies - 'Assembly rewards' - recognising values upheld in assemblies <p>Positive noticing</p> <ul style="list-style-type: none"> - "Thank you for coming back to the task." - "That took real effort — I'm proud of you." - "You made a great choice there." - "I noticed the way you..." - "That's you showing real self-control." <p>Non-verbal praise</p> <ul style="list-style-type: none"> - Thumbs up - High five - Smile - Nod of the head
<p>Intervention Phase</p> <p>How do we respond to a child needing an extra layer of support?</p>	<p>Adults will pause, listen and reflect before carrying out the following:</p> <p>A quick check in- 'How are you? Is there anything you might need?'</p> <p>Then followed by:</p> <ul style="list-style-type: none"> - "I can see something's tricky. I'm here to help." - "You're not in trouble — let's sort this together." - "Take a breath; I'll wait with you." - "Let's get you back on track. What do you need?" - "I know you can do this. I've seen you do it before." - "I'm right here. When you're ready, we'll figure it out." - "I hear you. Let's keep everyone safe." - "I can see big feelings right now, can you tell me about them?" <p>Non-verbal reminders:</p> <ul style="list-style-type: none"> - Point to visual reminders - Thumbs up - Hand gestures
<p>Recovery and reflect Phase</p> <p>How do we follow up on behaviours that do not follow our rules and values?</p>	<p>Use after calm is fully restored. Short, warm, and non-shaming.</p> <p>Step 1: Connect</p> <ul style="list-style-type: none"> - "I care about you, and we're okay." - "We're still a team." <p>Step 2: Explore</p> <ul style="list-style-type: none"> - "What was happening for you?" - "What were you feeling at the time?" - "What did you need?" <p>Step 3: Teach & Repair</p> <ul style="list-style-type: none"> - "What could we try next time?" - "How can I help you when this happens again?"



- "Is there anything we need to fix or put right?"

Step 4: Reaffirm Belonging

- "You still belong in this class."
- "Tomorrow is a fresh start."
- "We move on from here — together."



Appendix 2

Descriptions of behaviours

Level 1- Classroom managed behaviour

This behaviour should be managed within the classroom and dealt with by Teacher/TA or any other teaching adult.

Examples:

- Calling out
- Low level disruption- *talking when the teacher is talking, humming etc.*
- Off-task behaviour- *swinging on chair, looking out of the window etc*
- Finding it difficult to work with a learning partner; disagreements between learning partners.
- Finding it difficult to start tasks from the beginning.

Adult response:

- Calm reminder verbally
- Non-verbal cue
- Individual script:
'I need you to focus. Thank you'

If the behaviour continues:

- **Restorative pause within class:**
 - Move seat
 - Time to reset* in the classroom or learning environment- a place where the child is slightly away from peers, a timer and or simple reflection. **This should be temporary.**
 - Quick check-in verbally or non verbally. (This should be agreed with you and the child.)

Say:

'You need time to reset. Sit here. We'll talk in 5 minutes.'

'I can see you are finding things a bit tricky, take 5 minutes to reset.'

***reset is not removal. Reset is teaching.**

At Level 1, a loss of 2 minutes playtime to reflect on behaviour choices and/or a conversation with the teacher that explains the actions taken, needs to be had. This conversation needs to be delivered calmly. It is never logged, never escalated to SLT and should be treated as normal classroom management.

Level 2- Repeated disruption

This repeated behaviour will start to have an impact on learning, it will be behaviour that persists even after a class reset and the learning of others is affected.

e.g calling out constantly, swinging on chairs and any other further low level disruption that is not stopping.

Adult response

- Calm removal to a designated reset space (**NOT SLT offices**) - *This area could be a small table, an open learning area or a hall edge.*

OR

- Teachers could send the child on a movement reset e.g. *delivering a note, get a drink, walk to a designated point and back etc. This would need to be supervised, where possible. 5-10 minutes maximum and then a restorative conversation on child's return.*

IF THE CHILD REFUSES TO COOPERATE, ESCALATE TO LEVEL 3.

Say:

'You need time to reset. We'll fix this and make sure you return to just the right state for learning'

'I've noticed that you are finding things a little tricky right now. It is time to reset.'

'I need you to calmly move to your reset space/ out of the classroom and take a movement break.'



Within this reset time the child can:

Complete an age appropriate reflection sheet

- Take a movement break that is supervised, if this is possible.
- Being involved in a restorative before the child's return to class or learning environment.
- Complete any work later in the day (at an appropriate time for the staff member) if it was missed due to level 2 disruption.

This level of behaviour needs to be logged on CPOMS, managed by the class teacher and a conversation with parent/carer should be had at this stage.

Level 3- Serious or unsafe behaviour

This behaviour will have a serious impact on learning for others and or putting themselves or others in danger. It would cause a huge impact to learning and the safety of everyone involved.

Examples:

- Physical aggression
- Swearing at adults
- Racist or homophobic language (*Constructive conversation needs to be had first to check understanding and that the child has a full understanding that further incidents will be given further consequences*)
- Dangerous online behaviour- cyberbullying or online harassment that affects the school environment.
- Weapon possession- carrying knives, sharp objects or other prohibited items.
- Sexualised behaviour- Non-consensual touching, exposing genitals or sexually explicit language.
- Leaving class or school site
- Body shaming
- Repeated and consistent level 2 behaviour patterns.

Response:

- Immediate removal by an adult - *'We are going for a walk so that you can reset.'* If there is refusal, *SLT members will be called upon.*
- Child kept safe and supervised by adults in the room or whoever is at close proximity to the child.
- SLT member informed

Consequence

- Restorative meeting once the child is regulated and in the 'right state'
- Parents informed- Meeting after school or phone call home
- Sanction- internal exclusion or lunchtime exclusion (depending on child's age and nature of level 3 behaviour displayed)
- Individual behaviour support plan- *To be discussed and completed by class teacher and SENCO or SLT member.*

This level of behaviour needs to be logged fully with dates, times and actions taken. At this stage SLT should lead the response to the child and parents along with the class teacher, if possible. The focus of conversation should be the patterns that occurred for this level of behaviour and not incident focused.

Level 4- Persistent or high risk behaviour- SLT involved from the beginning of this level.

Examples:

Repeated level 3 patterns of behaviour:

- Physical aggression
- Swearing at adults
- Racist or homophobic language (*Constructive conversation needs to be had first to check understanding and that the child has a full understanding that further incidents will be given further consequences*)
- Dangerous online behaviour- cyberbullying or online harassment that affects the school environment.
- Weapon possession- carrying knives, sharp objects or other prohibited items.
- Sexualised behaviour- Non-consensual touching, exposing genitals or sexually explicit language.
- Leaving class or school site

• **Respect**

• **Responsibility**

• **Perseverance**



- Body shaming
- Repeated and consistent level 2 behaviour patterns
- Safeguarding concerns
- SEMH (Social, Emotional, Mental Health) needs
- Putting themselves or anyone else in a serious level of danger *e.g. threatening behaviour, starting a fire, coordinated bullying that leads to physical harm or extreme distress, restraining another child and encouraging others to be involved in the serious risk.*

Response:

- Revised individual behaviour support plan
- Contact with external agencies
- Possible reduced timetable, however this should be the last resort and agreed by Head Teacher, SENCO and parents.

This level of behaviour needs to be logged fully by the Headteacher or DSL with dates, times and actions taken.

