



Identifying and Addressing Skills for Positive Behaviour Policy

September 2026

Version	Date	Nature of change	Reason	Author(s)	Ratification at FGB date
1.0	Sept 2023	Revised to address increase in challenging behaviour	Changing profile of the school and reduced resources	HM/KC/AF	
2.0	Dec 2024	Creating a more neuro-affirmative policy	Address underlying needs as a driver for behaviour	AF	
3.0	May 2026	Date change	Policy review – no substantive changes	LW	
4.0	Sept 2026	Revised to address increase in challenging behavior	Amendments to align policy with updated practice	LW/KC/AF & All staff	October 2026

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The Downs Infants Approach to Behaviour

At Downs Infants, our school values are at the heart of everything we do: **Aspiration, Belonging, Creativity, Diversity, Empathy and Flexibility**. We want every child to feel safe, respected and valued, and to develop into responsible citizens who contribute positively to their school and wider community. We celebrate diversity, teach children about protected characteristics and British values, and do not tolerate bullying in any form.

Our curriculum, and approach to teaching and learning, gives children regular opportunities to build positive relationships, understand their emotions and develop the skills they need to thrive now and in the future.

We recognise that **behaviour is a form of communication**. Children's behaviour may reflect a range of needs including communication differences, sensory sensitivities, social, emotional or mental health needs, or developing self-regulation and executive functioning skills. We use approaches such as emotion coaching, restorative conversations and targeted support to help children understand and manage their feelings, develop self-regulation, and make positive behaviour choices.

We have **high expectations for all children and staff** in order to create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive. Our responses to behaviour are guided by positive relationships, consistency and compassion. We consider what children can learn from each interaction and how our support will help them succeed in the future. Every child is encouraged to identify trusted adults in school who they can turn to for help and support.

We work closely with parents and carers and welcome conversations about our approach to behaviour. All staff follow this policy and are trained in our whole-school behaviour strategies.

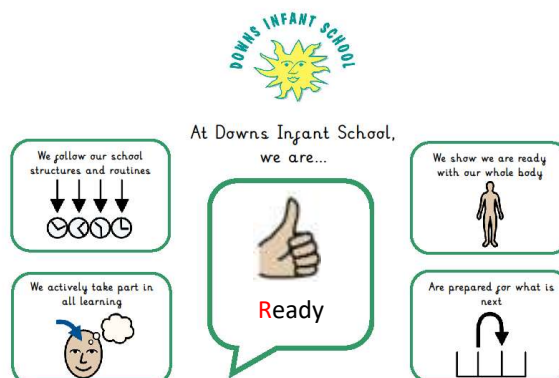
To help everyone live our school values, we follow three simple school rules: **Ready, Respectful and Safe** (Dix, 2017).

Children and staff have worked together to create a set of Positive Learning Behaviours based on these rules. These principles underpin our whole-school behaviour curriculum (see Appendix 1: Positive Learning Behaviours) and are taught explicitly and referred to regularly throughout the year. This helps all children understand, practise and maintain our expectations.

As an inclusive school, we recognise that some children may need additional support to meet these expectations, and we work closely with them to help them succeed.

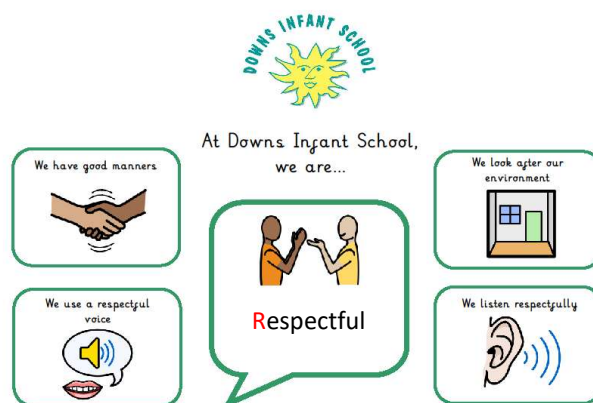
“At Downs Infants we are ready”

We encourage children to take ownership of their learning and show readiness to learn by being present, positive and engaged.



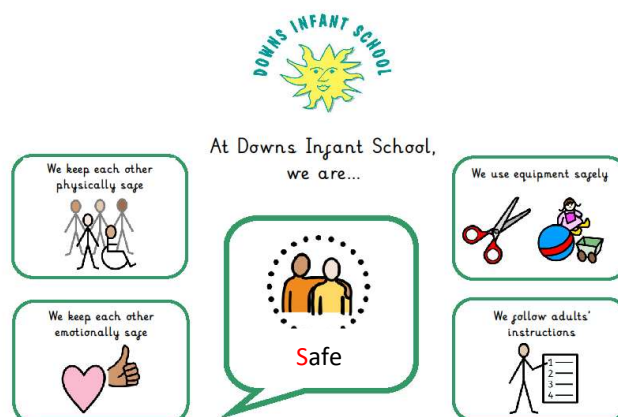
“At Downs Infants we are respectful”

Relationships and attitudes are built on mutual respect. This respect extends to ourselves, one another, our equipment and our school environment.



“At Downs Infants we are safe”

It is essential that everyone in our school community feels safe and that we conduct ourselves in a way that ensures the emotional and physical safety of everyone.



Roles and Responsibilities

Families

Families are expected to:

- Support their child/ren in following the school rules of Ready, Respectful and Safe.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work collaboratively with the school to troubleshoot and plan support for their child, when necessary.

All staff

All staff are responsible for:

- Building positive relationships with all children, rooted in mutual respect.
- Implementing this policy and individual Behaviour Support Plans consistently.
- Maintaining awareness of impact of individual needs, trauma and developmental differences on behaviour.
- Consistently role-modelling positive conduct and behaviour.
- Supporting colleagues e.g. offering a 'change of face'.
- Identifying unmet needs and/or missing executive function skills.
- Reinforcing positive learning behaviours to equip the children to follow the school rules: Ready, Respectful and Safe.
- Recording behaviour incidents on CPOMs, when appropriate.

Teachers

Teachers are responsible for:

- Setting clear routines and expectations for pupils' behaviour across all aspects of school life, not just in the classroom.
- Teaching positive learning behaviours to equip the children to follow the school rules: Ready, Respectful and Safe.
- Leading on the **Behaviour Response Pathway** (see Appendix 2: Behaviour Response Pathway)
- Creating a personalised approach for specific children, where necessary by writing an individual Behaviour Support Plan (BSP). (see Appendix 3: Behaviour Support Plan)
- Involvement in Team Around the Child (TAC) and Team Around the Family (TAF) meetings.
- Communicating with, and responding to the advice of, external professionals where necessary.

Designated Safeguarding Leads (DSLs) & Deputy Designated Safeguarding Leads (DDSLs)

The DSL and DDSLs are responsible for:

- Monitoring behaviour incidents within their year group to understand patterns and report regularly to the Headteacher/Designated Safeguarding Lead (DSL).

Special Educational Needs Co-Ordinator (SENCO) / Inclusion Lead

The SENCO is responsible for:

- Supporting staff to understand and meet children's individual needs.
- Observing and/or discussing more concerning continued behaviour following the Behaviour Response Pathway.
- Involvement in Team Around the Child (TAC) and Team Around the Family (TAF) meetings.
- Making external referrals for specialist support, assessment and input.
- Oversight of support for children with identified needs, which may impact their behaviour.

The Assistant Headteacher

The Assistant Headteacher is responsible for:

- Deputising for the Headteacher when required.
- Supporting the Headteacher to carry out the below duties.

The Headteacher

The Headteacher is responsible for:

- Reviewing, approving and ensuring the implementation of this policy.
- Ensuring that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
- Suspensions, permanent exclusion, managed moves and off-site direction.
- Meeting with children, staff and parents/carers regarding serious behaviour incidents, including reintegration following suspension.
- Meeting regularly with year group Deputy Designated Safeguarding Leads (DDSLs) to analyse behavioural incidents.

The Governing Body

The Governing Body is responsible for:

- Monitoring this policy's effectiveness.
- Holding the headteacher to account for its implementation.

Office Manager

The Office Manager is responsible for:

- Notifying the local authority of all suspensions by recording on our Management Information System.

Strategies for Promoting Positive Behaviour at Downs Infants

At Downs Infants, we use the Education Endowment Foundation's recommendations for improving behaviour in schools to frame our approach. (see Appendix 4: EEF Recommendations for Improving Behaviour in Schools).

1) Know and understand your pupils and their influences

- Relationship building is prioritised at the start of each academic year, using 'getting to know you' activities and circle times.
- Helping Hand activity – children are supported to identify 5 trusted adults. This activity is repeated at the beginning of each year and referred to regularly, as and when needed.
- Transition handovers between teachers and covering staff are robust – these include the sharing of key information via Pupil Profiles, where necessary.
- Our PSHE curriculum includes teaching and discussion around different family structures.
- Teaching teams complete home visits for new reception intake.
- Choose Our Own Learning (COOL) time is utilised as an opportunity for high-quality interactions between children and adults.
- Robust information sharing processes regarding contextual factors for specific

children.

- Staff are aware of any protected characteristics.

2) Teach learning behaviours alongside managing behaviour

- Adults will model positive learning behaviours consistently.
- All classrooms to have visual prompts for what 'ready', 'respectful' and 'safe' look like in practice. Take photos of the children/environment to display.
- Repeated reference to the School Rules, using visuals to support.
- At the beginning of each academic year, and again after each half term break, teachers will prioritise practicing routines and expectations e.g. lining up, moving around the school, handing out whiteboards etc.
- Staff use Just Right and Emotion Coaching to support children to reflect on their emotions, levels of alertness and actions, which may impact their behaviour.

3) Use classroom management strategies to support good classroom behaviour

- All staff will take a firm, fair and consistent approach with high expectations and bucket loads of love.
- All classrooms will have a clear visual timetable displayed prior to the pupils arriving.
- Any reward systems will be agreed within year group teams and used consistently across classes e.g. 'Star of the Day'.
- All classes will have a collaborative system to earn a class treat e.g. 'marble in the jar'. These will be consistent within year group teams.
- Within their classes, children are grouped e.g. 2D shapes, continents, mammals etc. (ideally linked to curriculum learning) to support organisation and classroom activities.
- Clear routines are established in every classroom.
- All staff will give whole class warnings ahead of endings and transitions.
- Teach mantras such as, "Choose it, use it, put it away.", "Practice makes progress".
- Carpet spaces for children known and displayed.
- Named coat pegs and trays for individual children.
- Learning (talk) partners displayed and changes weekly.
- Visual timetable displayed showing which adults are in the class on that day.
- Chair of Champions assembly celebrates children's achievements in all areas of school life including behaviour.
- Children may be sent to SLT for additional recognition of exceptional effort, breakthroughs in behaviour, exemplary consistency in behaviour.

4) Use simple approaches as part of your regular routine

- Notice and praise positive behaviours.
- Staff meet and greet on the gates and at classroom doors.
- All staff strive to create a culture of safety, respect and a sense of belonging throughout the school.
- Learning behaviours are detailed (not exhaustively) in Appendix 1
- Teachers ensure that the curriculum is adapted to meet the needs of all children.

5) Use targeted approaches to meet the needs of individuals

- Staff work to identify children's individual needs early and work closely with families to plan appropriate support.
- Staff provide targeted interventions and personalised support where needed, celebrating small steps of progress as well as larger achievements.
- Staff work alongside external professionals, including educational psychologists, speech and language therapists, and inclusion services, to plan for and meet specific needs.
- All staff promote an inclusive culture where all children are valued, supported, and encouraged to overcome challenges with confidence.
- Teachers will use ongoing assessment and monitoring to review progress and adjust support so that every child can achieve their best.

6) Consistency is key

Reduced Timetables

In exceptional circumstances, and only where it is in a child's best interests, a **temporary reduced timetable** may be considered. This will be used for the shortest possible period, agreed with parents/carers, regularly reviewed, and accompanied by a clear plan for returning to full-time education.

Serious Incidents including Bullying

Some behaviours require immediate involvement from senior leaders and may bypass the usual stages of support. These include:

- Bullying or discriminatory behaviour
- Aggressive or threatening behaviour
- Serious unsafe behaviour
- Deliberate damage to property
- Theft
- Swearing directed at others
- Behaviour that places children or adults at risk

See Appendix 5: Behaviour and Sanctions Chart for further guidance.

Bullying – Bullying is not tolerated at Downs Infant School. We promote an anti-bullying culture and teach the children what bullying is and how to recognise it. Please see the guidance in our Bullying Leaflet <https://www.downsinf.brighton-hove.sch.uk/parents/carers/helping-your-child-at-home>

Suspensions and Exclusions

The Headteacher has the right to suspend (internal, external, fixed term or permanently exclude) a child. This will always be proportionate, only in extreme circumstances and in line with statutory guidance and Appendix 5: Behaviour and Sanctions Chart.

The Headteacher may suspend a child for one or more fixed periods which do not exceed a total of 45 school days in any one school year. During a suspension of five or fewer days, work will be set by the class teacher for the child to complete at home. This work should be returned completed at the end of the suspension. During the first five days of any suspension, the parents/carers of a suspended child must ensure that their child is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer.

Suspensions which result in the student being suspended for more than 5 school days must be reported to the child's local authority. The school must arrange full-time educational provision from the sixth day of suspension (this should be provided by the local authority in cases of permanent exclusion). Any suspension which may result in a student missing a public examination must be reported to the Governors and to the local authority.

Procedure

- A senior member of staff will phone home to inform the parent/carer of the decision to suspend and arrangements to follow.
- Work will be set for the child to complete.
- A suspension letter will be given or emailed to the parents/carers from the Headteacher. The letter will include the following: length of the suspension, reason, date for return and details of the reintegration meeting.
- The suspension will be logged on BROMCOM and details of the incident will be recorded on CPOMS.

Reintegration meetings

Upon return, there will be a reintegration meeting to ensure the child has a successful return to school. The meeting will aim to help the child understand the impact of their behaviour, revisit the school rules, renew their sense of belonging and give them a fresh start. The format of this meeting may be adapted as appropriate to meet the needs of the individual child.

Following a suspension, the Headteacher and SENCO will review unmet needs/missing executive function skills and plan support accordingly to address these.

Suspension thresholds

Number	Action following suspension	Steps for school to consider
Suspension 1	Reintegration with the Headteacher	• TAC/TAF meeting • SENCO observation • Adjustment of provision • Front Door for Families referral for Early Help • Behaviour Support Plan • Individual Risk Assessment • BHISS referral
Suspension 2	Reintegration with the Headteacher	
Suspension 3	Reintegration with the Headteacher	
Suspension 4	Reintegration with the Headteacher	

Suspension 5	Governors warning to be organised (risk of permanent exclusion if suspended again before the governor's warning)	• Referral to School's Mental Health Service • Educational Psychologist referral • EHCNA request • CAMHS referral • Reduced timetable in line with DfE guidance • Referral to the Behaviour and Attendance Panel (BAP) • Placement in alternative provision • Managed move • Referral to the local authority to arrange suitable full-time education elsewhere
Suspension 6+	If a child receives 6 suspensions in a year, the Headteacher will consider permanent exclusion for persistent breaches of the behaviour policy	

Permanent exclusion

The decision to permanently exclude a child is a serious one and is for the Headteacher to take. The decision to permanently exclude should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education and safety of others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move.

The Use of Reasonable Force

Reasonable force is physical contact used to prevent harm, maintain safety or manage a serious incident. Staff will always use the **minimum force necessary** and only when it is reasonable and proportionate to the circumstances. The use of reasonable force is always a **last resort**. Staff will use de-escalation strategies and regulation support wherever possible. The safety of children and adults is our highest priority.

As stated in the Department for Education's Restrictive Interventions, Including Use of Reasonable Force, In Schools, Guidance for Schools in England (April, 2026), all members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a child from:

- 1) Causing injury to themselves or others
- 2) Committing a criminal offence
- 3) Damaging property
- 4) Causing disorder among children at the school whether during teaching session or otherwise.

The use of reasonable force is always a last resort and is only used to prevent harm, maintain safety or manage a serious incident. Staff use de-escalation, regulation support and positive behaviour strategies wherever possible. Any use of force must be reasonable, proportionate

and necessary, taking account of a child's age, needs and circumstances. Incidents are recorded, reviewed and shared with parents/carers. Reasonable force is never used as a punishment.

Safeguarding

We recognise that changes in behaviour can be a sign that a child needs help, support or protection. Where there are safeguarding concerns, we will follow our Child Protection and Safeguarding Policy and work with relevant agencies to ensure children receive the support they need.

Transition

We work carefully to support children during transitions, including moving into a new class, year group or school. Relevant information is shared with staff to ensure continuity of support and successful transitions. Records are transferred securely when children move to another school.

Conduct Outside School

We have high expectations of children's behaviour both in and outside school, including online. Behaviour that affects the safety, wellbeing or learning of members of the school community may be dealt with in line with this policy. We also expect all members of our community to follow our Parent/Carer Code of Conduct and Staff Code of Conduct.

Searching and Confiscation

Searching and confiscation are carried out in line with current Department for Education guidance. Authorised staff may search a child's outer clothing, possessions or tray where there are reasonable grounds to do so. Prohibited or harmful items will be confiscated and parents/carers will be informed as appropriate.

Staff cannot carry out strip searches. Any strip search can only be conducted by the police in accordance with statutory guidance. The school will always prioritise and advocate for the safety and wellbeing of the child.

Record Keeping and Behaviour Monitoring

We use CPOMS to record safeguarding concerns and significant behaviour incidents. This helps us identify patterns, share information appropriately and ensure that children receive the support they need. Year group DDSs analyse these logs weekly and report regularly to the Headteacher/DSL.

For children who display known or expected behaviours, staff may use a behaviour monitoring sheet (Appendix 6: Behaviour Tick Sheet) to record the frequency of behaviours across the week. This enables staff to identify patterns, monitor progress and evaluate support strategies

efficiently. Behaviour monitoring records should be reviewed regularly and uploaded to CPOMS weekly.

Recording Incidents on CPOMS

A CPOMS entry should be made when an incident goes beyond routine behaviour monitoring. Staff should use the **ABC format**:

- 1) **Antecedent** – What happened immediately before the behaviour?
- 2) **Behaviour** – What did the child do? Use factual and objective language.
- 3) **Consequence** – How was the situation managed and what was the outcome?

A CPOMS entry should be completed when:

- There is a safeguarding concern.
- The behaviour is new, unusual or unexpected.
- There is a significant increase in the frequency or severity of behaviour.
- A child or adult is injured as a result of behaviour.
- Physical intervention or restraint (reasonable force) has been used.
- Serious damage to property has occurred.
- A child is unable to access learning for a significant period.
- The incident requires involvement from senior leaders, external agencies or professionals.
- The incident provides important information about a child's wellbeing, needs or presentation.
- There are concerns about a child's welfare, regardless of the behaviour itself.

Professional Judgement

Staff should always use their professional judgement when deciding whether to record an incident on CPOMS. If there is any uncertainty, advice should be sought from a member of leadership team/SENCO. It is always better to discuss a behaviour concern than risk important information being missed.

Induction and Training

All staff receive behaviour and safeguarding training as part of their induction and ongoing professional development. Staff are supported by year leaders, the SENCO and senior leaders to ensure a consistent approach across the school. Relevant staff also receive training in de-escalation and safer holding techniques.

Appendix 1: Positive Learning Behaviours

Our School Rules...	Our Learning Behaviours... These help everyone feel safe, happy and ready to learn.
	
We are prepared for what is next 	• We listen to each other. • We check the visual timetable so we know what is coming next. • We ask questions or ask for help if we are unsure. • We move calmly and get ready for our next activity. • We keep our classroom and school tidy. • We help each other to get ready, such as handing out whiteboards.

We actively take part
in all learning



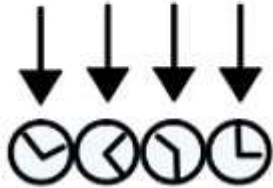
- We believe we can do it and keep trying (I can do it!)
- We have a go, even when something feels tricky.
- We join in with class discussions and share our ideas.
- We make connections between things we have learned.
- We are proud of the effort we put in.
- We think about what we have learned and how we are getting better.
- We ask for help when we are stuck.

We show we are ready
with our whole body

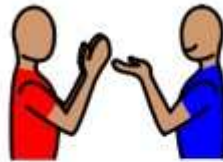


- We listen to the person who is speaking.
- We make sure our body is ready to learn, for example by having a drink or taking off a jumper if we are too warm.
- We use kind and respectful body language.
- We stay where we are expected to be.
- We wear clothes that help us feel comfortable and ready to learn.

We follow our school
structures and routines



- We walk or move our wheelchair on the left and keep to single file.
- We keep our belongings on our labelled peg and pick things up if they are on the floor.
- We walk or move calmly and respectfully to where we need to go.
- We use our manners.
- We line up quietly and safely.
- We put our belongings away as we have been shown.
- We use quiet voices in the toilets.



Respectful

We use a respectful voice



- We use a kind, respectful voice.
- We use a voice that is right for the place we are in.
- We ask for some time or space when we need it.
- We choose words that are suitable for school.
- We try to face the person we are talking or listening to, when we can.
- We give ourselves time to respond calmly and respectfully.

We listen respectfully



- We look towards the person who is speaking, when we can.
- We wait until someone has finished before we speak.
- We listen to other people's ideas and opinions.
- We give everyone a chance to have a turn.
- If we are not ready to listen, we say so respectfully and come back when we are ready.
- We remember that one person speaks at a time.

We have good manners 	• We say 'excuse me' or 'pardon' if we did not hear. • We remember to say 'please' and 'thank you'. • We notice when someone needs help and offer it. • We take turns and share equipment and resources. • We say sorry and mean it when we have hurt or upset someone. • We listen to other people's ideas. • We use kind words and respect that everyone is different.
We look after our equipment and environment 	• We look after our school and everything in it. • We use equipment carefully and put it away when we have finished. • We use all areas of the school sensibly, including the toilets. • We look after plants, nature and our school grounds. • We put litter in the bins and help keep outdoor areas tidy. • We tell an adult if something is broken. • We look after our own belongings and other people's things.



We keep each other
physically safe



- We keep our hands and feet to ourselves.
- We check that someone is okay if they are hurt.
- We use equipment and resources safely.
- We walk or move calmly and safely around school.
- We move safely when we are outside.
- We make safe choices and ask an adult for help if we feel unsafe.
- We wash our hands to help stop germs spreading.
- We keep saliva in our own mouths.

We keep each other
emotionally safe by
being kind



- We notice when someone needs support and show kindness.
- We understand that people communicate in different ways.
- We respect that everyone is different.
- We ask permission before asking personal questions.
- We respect other people's personal space, feelings and boundaries.
- We remember that toilets are private places.
- We tell an adult if something makes us feel uncomfortable.

We keep our
environment safe and
use equipment safely



- We leave places tidy and ready for the next person.
- We pick things up and put them where they belong.
- We use scissors safely.
- We use equipment and resources only where it is safe to do so.
- We use the internet safely and tell an adult if something online makes us feel uncomfortable.

We follow adults'
instructions

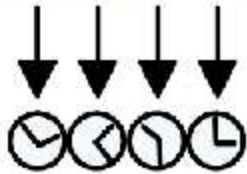


- We listen carefully when an adult is speaking to us.
- We follow adult instructions.
- We ask questions if we do not understand what we need to do.
- We listen to the whole instruction before we begin.



At Downs Infant School,
we are...

We follow our school
structures and routines



We actively take part in
all learning

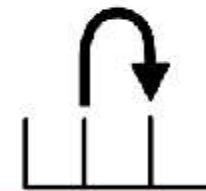


Ready

We show we are ready
with our whole body



Are prepared for what is
next





At Downs Infant School,
we are...

We have good manners



We look after our
environment



We use a respectful
voice



We listen respectfully



Respectful



At Downs Infant School,
we are...

We keep each other
physically safe

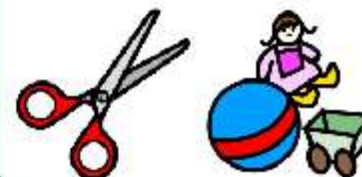


We keep each other
emotionally safe

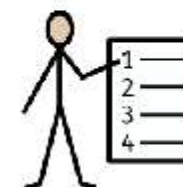


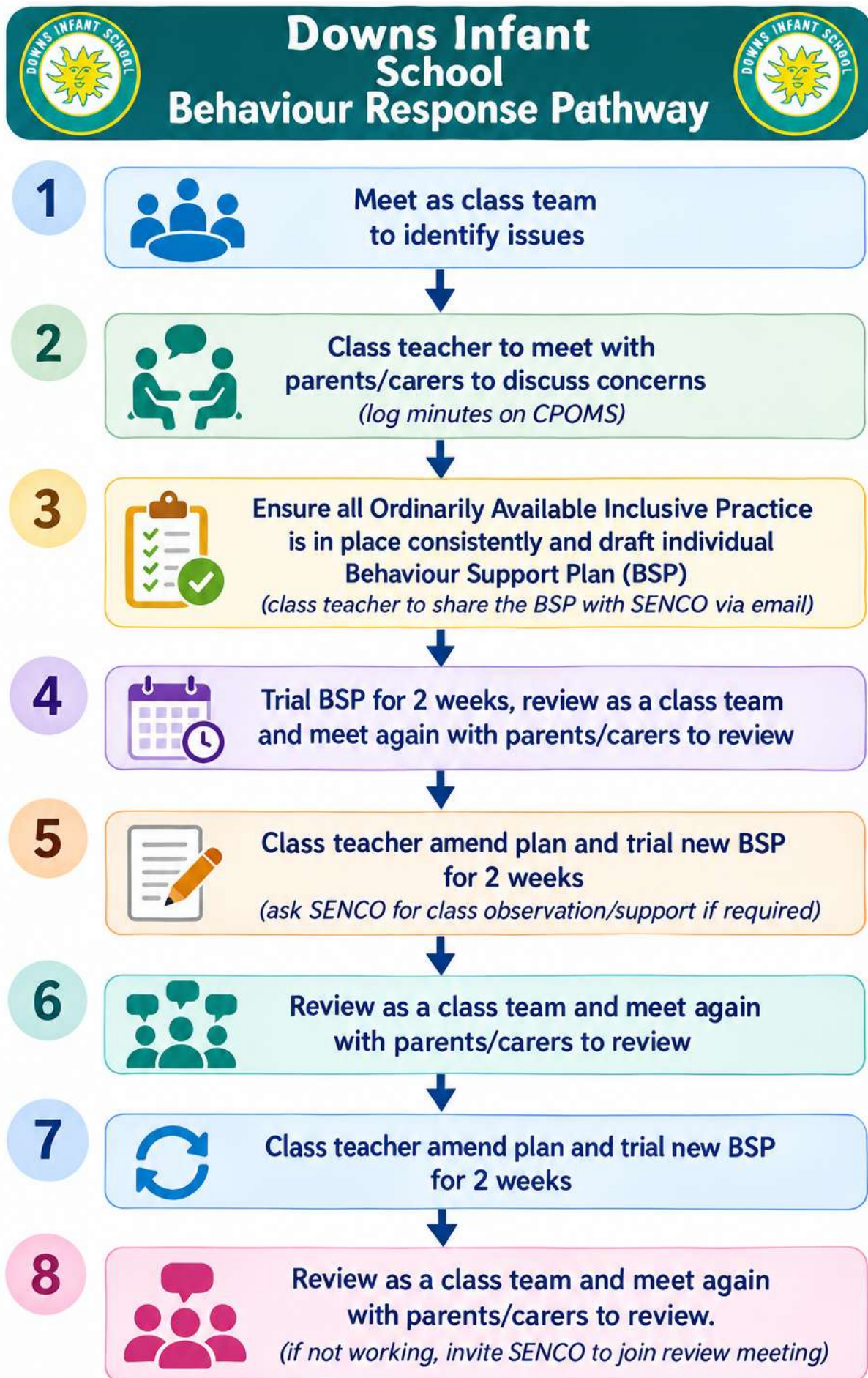
Safe

We use equipment safely



We follow adults'
instructions

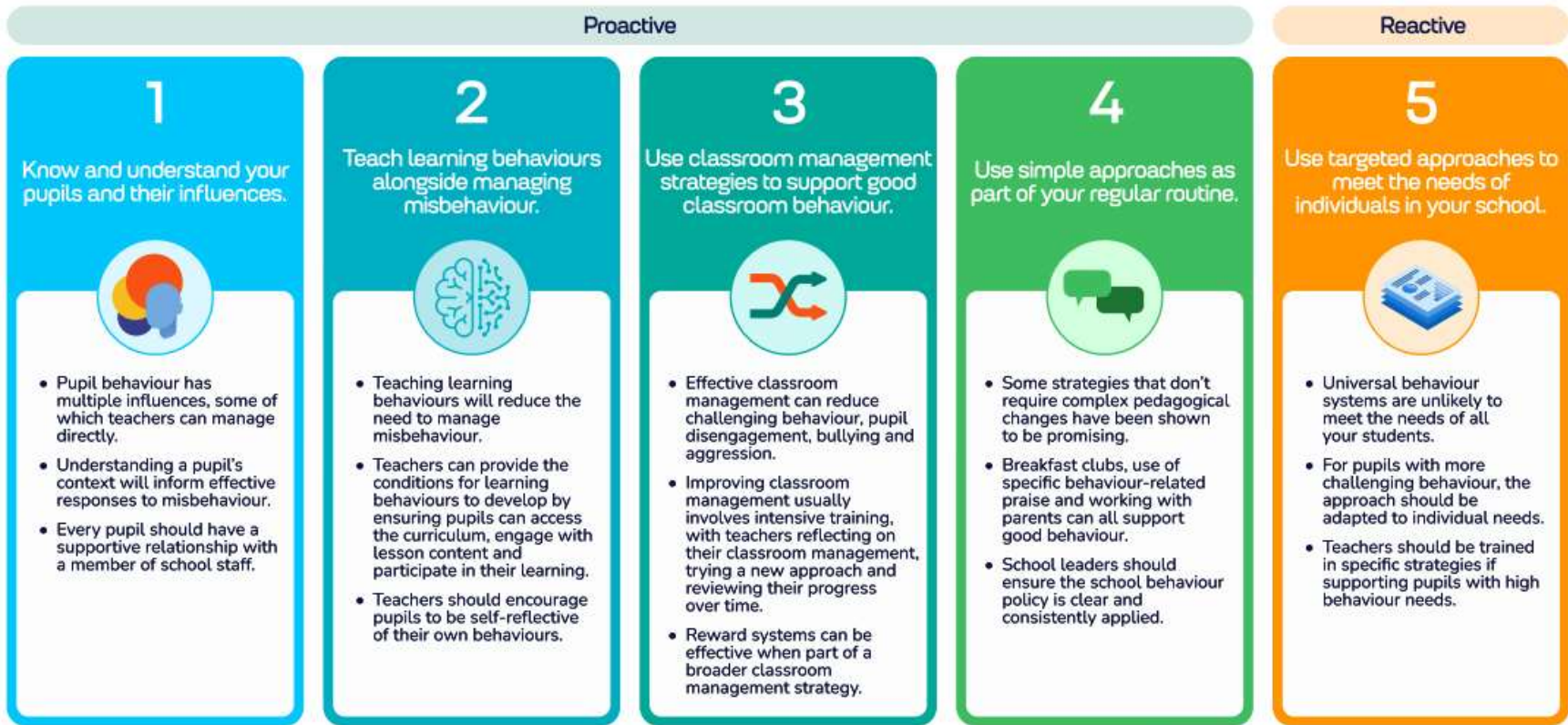




Appendix 3: Behaviour Support Plan

Behaviour Support Plan	
Name:	Date:
Class:	Review Date
Green Zone – Engaged, happy, calm Observed Behaviour	Proactive strategies to maintain mood
What do you see/hear •	Strategies to maintain mood: •
Yellow Zone – Fizzy, hyper, warning Observed Behaviour	Strategies to support to green
What do you see/hear •	Strategies to manage my mood •
Blue zone – sleepy/chilled/unwell/sad Observed Behaviour	Proactive Strategies
What do you see/hear • Common Antecedents (Slow and fast triggers) •	Strategies to help manage my mood •
Red zone Crisis Phase - Angry, physical and verbal aggression, unable to self- regulate	Reactive Strategies
What do you see/hear • Common Antecedents (Slow and fast triggers) •	Strategies to help manage my mood •
Recovery Phase – calm down	Relationship Repair
What do you see/hear •	Strategies to help manage my mood and repair relationships •

Improving Behaviour in Schools Summary of recommendations



Appendix 5: Behaviour and Sanctions Chart

At Downs Infants our ultimate goal is positive behaviour established through consistency, clear systems and routines, and high expectations. When serious misbehaviour and incidents arise we recognise it needs to be responded to accordingly with a clear message that it is not tolerated at Downs Infants. The wider context including the circumstances of the incident, the child's contextual factors, including age and stage, and any special educational needs or disabilities are always considered alongside any decision making using this framework. Some children will require a more personalised approach to behaviour management. These children will have an individual Behaviour Support Plan (BSP).

	Behaviour	Adult	Actions and/or Sanctions	CPOMS
Low Level	Low Level Disruptions • Out of seat • Calling out • Silly noises/faces • Using equipment intentionally inappropriately/incorrectly • Interrupting • Unwanted touching • Running inside the building • Not following instructions • Not attempting to be ready to learn • Not being respectful (e.g. negative body language, rudeness) • Isolated friendship disputes • Pushing in line • Isolated low-level name calling	Class teams	• Follow step system (see Appendix 7: Step Chart)	Not required – monitor in class
Tier 1	Challenging Negative Behaviour • Play fighting • Refusal to complete work or follow instructions • Negative verbal or physical response • Inappropriate language, including swearing • Unintentionally hurting someone as a result of another negative action/behaviour • Intentional damaging of property	Class teams	• Remove from room to regulate and get 'Ready' to return. • Restorative conversation with adult • Discreet discussion with parent/carer • Phone call home from class teacher • Time in another classroom to continue learning (with reflective conversation) • Right the wrong e.g. apology letter, cleaning it up • If Tier 1 behaviours are repeated, begin Behaviour Response Pathway	Class teams to complete using ABC format

Tier 2	Serious and Deliberate • Persistent challenging negative behaviour • Persistent or serious rudeness/name calling • Swearing at someone • Stealing • Intentionally hurting someone • Verbal or physical threat • Inappropriate online behaviour • Deliberately breaking schools or others' property • Spitting • Throwing objects	Class teams/SLT/SENCO	• Remove from room to regulate and get 'Ready' to return • Discreet discussion with parent/ phone call home from class teacher • Right the wrong e.g. clean up/repair • Restorative conversation • It is the teacher's responsibility to 'investigate' the behaviour through questioning those involved. Only when it is determined to be 'serious and deliberate' should SLT be involved. • Removal of a privilege (this cannot affect their access to a full curriculum and must be directly related to the incident).	Class teams to complete using ABC format. SLT/SENCO to add actions, where necessary.
Tier 3	Extremely Serious • Bullying, including online • Discrimination (including all protected characteristics) and oppressive behaviour • Sexual harassment and sexual violence • Very serious challenge to adult • Repeated unsafe behaviour e.g. running away, climbing, throwing objects • Seriously hurting someone • Persistent serious or deliberate poor behaviour • Destruction of property	Class teams/SLT/SENCO	• Removal from class and taken to SLT • Removal of a privilege (this cannot affect their access to a full curriculum and must be directly related to the incident) • Meeting with parent/carer • Fixed term internal suspension • Fixed term external suspension • Off-site direction • Reintegration support • Managed move • Permanent exclusion	Class teams/ SLT/SENCO to complete using ABC format. Relevant staff to add actions, where necessary.

Appendix 6: Behaviour Tick Sheet:

Behaviour Observations W/C: _____ Child: _____

Behaviour observed	Monday	Tuesday	Wednesday	Thursday	Friday
Bite					
Pinch					
Scratch					
Hitting					
Kicking					
Spitting					
Absconding					
Climbing					
Swearing					
Refusal					
Oppositional Behaviour					
Rudeness					
Unkindness					
Throwing items					
Damage to property					

