



# **SEATON SLUICE FIRST SCHOOL**

## **Behaviour and Relationships Policy**

### **1. Statement of Intent**

At Seaton Sluice First School, we are committed to providing a calm, nurturing and inclusive environment where all children feel safe, valued and ready to learn. This Behaviour and Relationships Policy, which replaces all previous behaviour policies, reflects our school ethos, values and commitment to relational practice.

We recognise that behaviour is a form of communication and that positive, trusting relationships are central to supporting children to regulate their emotions, develop independence and achieve their potential.

This policy is informed by:

- DfE *Behaviour in Schools: Advice for Headteachers and School Staff*
- The Equality Act 2010
- SEND Code of Practice (2015)
- Health and Safety at Work Act (1974)

It should be read alongside the SEND Policy, Child Protection and Safeguarding Policy, Anti-Bullying Policy and DfE Exclusion Guidance.

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### **2. School Values and Behaviour**

Our behaviour expectations are rooted in our school values:

- **Believe and Achieve** – We encourage children to believe in themselves and support them to make positive choices for learning and behaviour
- **Care and Share** – We promote kindness, empathy and respect for others
- **Safe and Secure** – We ensure emotional and physical safety for all members of our school community
- **Enjoy Together** – We value positive relationships and a sense of belonging

All behaviour approaches aim to uphold these values.

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### **3. Relational and Restorative Approach**

At Seaton Sluice First School, we prioritise relationships over sanctions. Adults consistently model calm, respectful behaviour and use restorative, THRIVE-informed

language such as “*I’m wondering...*”, “*I’m thinking...*”, and “*I’m imagining...*” to show curiosity and empathy.

Relational practice means:

- Building strong, trusting relationships with children and families
  - Remaining calm and emotionally available during incidents
  - Seeking to understand the underlying causes of behaviour
  - Supporting repair and restoration of relationships
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#### **4. Aims of the Policy**

This policy aims to:

- Provide a safe learning environment that is inclusive for all pupils
  - Promote high standards of behaviour and self-discipline
  - Support children to develop emotional regulation and social skills
  - Ensure consistency, fairness and inclusion
  - Meet the needs of children with SEND and additional vulnerabilities
  - Use suspensions and permanent exclusions as a last resort
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#### **5. Legal Framework and Equality Act Duties**

Seaton Sluice First School is committed to meeting its duties under the Equality Act 2010. We will:

- Not discriminate against pupils with protected characteristics
- Make reasonable adjustments for pupils with disabilities and SEND
- Carefully consider whether behaviour is linked to a child’s additional needs

A child will not be sanctioned for behaviour arising directly from their disability where reasonable adjustments have not been made.

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#### **6. Understanding Behaviour and SEND**

We recognise that behaviour may be influenced by:

- Autism and sensory processing differences
- ADHD and attention or impulse regulation difficulties
- Speech, language and communication needs
- Trauma, attachment, anxiety or mental health needs
- Medical needs or the effects of medication

Support may include:

- Individual Behaviour or Support Plans
  - Well-being interventions that include protected time to talk
  - Visual supports and clear, consistent routines
  - Regulation strategies and movement breaks
  - Reduced or flexible [classroom](#) expectations
  - Support from external agencies
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## 7. Roles and Responsibilities

|                                        |                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------|
| <b>All Staff</b>                       | Model respectful, calm behaviour                                                  |
|                                        | Build positive relationships with pupils                                          |
|                                        | Be familiar with and apply this policy consistently                               |
|                                        | Record and report applicable incidents accurately                                 |
| <b>Headteacher and Leadership Team</b> | Ensure consistent implementation of policy                                        |
|                                        | Monitor and analyse behaviour, SEND and exclusion data                            |
|                                        | Liaise with parents and external agencies                                         |
|                                        | Ensure legal compliance                                                           |
| <b>Parents and Carers</b>              | Support school expectations                                                       |
|                                        | Work in partnership with staff                                                    |
|                                        | Share information that may influence behaviour                                    |
| <b>Governors</b>                       | Ensure consistent implementation of policy                                        |
|                                        | Monitor analysis of behaviour, SEND and exclusion data                            |
|                                        | Ensure legal compliance                                                           |
|                                        | Support Headteacher in analysis and ongoing reviews of practice or arising issues |

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## 8. Promoting Positive Behaviour

Positive behaviour is promoted through:

- Clear expectations based on the school's Golden Rules:
  - *We are kind*
  - *We are honest*
  - *We show respect.*
- Explicit teaching of behaviour and routines (supported through Singing School structure)
- Predictable structure and consistency (supported through Singing School structure)

- Praise, rewards and recognition including certificates, Class Dojo, celebration assemblies, letters of commendation, school ambassador badges and verbal praise
  - Celebration of effort, kindness and progress
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## **9. Responding to Behavioural Concerns**

Responses to concerns will always be:

- Proportionate and fair
- Developmentally appropriate
- Considerate of SEND and individual circumstances
- Focused on learning and repair

Strategies may include, but are not limited to:

- Gentle reminders and redirection (including use of visuals)
- Time and space to regulate with adult support (with reference to Emotional Zones of Regulation)
- Restorative conversations
- Completion of work in a supported environment
- Completion of missed tasks in a supported environment during quieter, less busy time such as during lunch period
- A fresh face and/or space to offer support
- Time out in a contained space with adult support

Whole-class punishments, public humiliation or exclusion from learning spaces are **not** permitted.

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## **10. Restorative Practice**

After incidents, staff will facilitate a restorative conversation to:

1. Help children reflect on what happened
  2. Understand feelings and impact on others
  3. Repair harm and relationships
  4. Agree strategies for moving forward
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## 11. Recording and Monitoring Behaviour

Low-level behavioural incidents are recorded on the Child Protection Online Management system (CPOMS) and shared with parents/carers as appropriate. Specific incidents, including bullying, racist or discriminatory behaviour, are recorded on the school's behaviour log. This information is monitored by senior leaders to:

- Identify patterns or unmet needs
  - Inform SEND or pastoral support
  - Ensure consistency and accountability
  - Keep an updated record for annual reporting to the Local Authority and the Governing Body
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## 12. Management Strategies for Pupil Behaviour in School

### Foundation Stage- Universal Offer

This is the offer available to all children across the school.

- Clear expectations and routines
- Positive relationships and praise
- Singing School ethos to support routines, expectations and positive, calm, predictable culture
- School 'Behaviours for Learning' displayed in each classroom
- Inclusive, adaptive teaching and reasonable adjustments
- THRIVE informed calm areas in class
- Zones of Emotional Regulation reference areas in class

### Stage 1 (GREEN) – Early Support:

On early indications of potential behavioural concerns, this is the first step in more bespoke support.

- Classroom strategies and reminders (referring to visual steps)
- Increased adult support including 'time to talk'
- Discussion with parents/carers
- Initial behaviour or support plan

### Stage 2 (AMBER) – Targeted Intervention:

When behaviour repeatedly disrupts an effective learning environment, then more focussed support will be implemented.

- Reviewed Individual Behaviour or Pupil Support Plan
- Well-being intervention or SEND review
- Individual Risk Assessment
- Increased parent or guardian engagement

- Referral to external agency involvement eg High Incidence Needs Team (HINT), Emotional School Based Avoidance (ESBA) from the Local Authority, to seek advice and potential intervention

### Stage 3 (RED) – Enhanced Intervention:

If behaviour begins to present a safety risk to the school community or damage to school property, then enhanced intervention is triggered.

- Senior leadership Team (SLT) involvement in coordinating communication between school and home
- Planned formal review meetings with parents or carers, teacher and SLT
- Time-limited targets and support as part of individual plans (eg consistent approach plan, risk assessment, behaviour support plan, specialist support plan of intense guided by LA team)

### Stage 4 (BLUE) – Fixed-Term Suspension:

For those incidents in which behaviours have resulted in:

- A serious breach of this policy
- Behaviour poses a risk to safety and/or welfare of the child, other pupils and/or staff
- Wilful damage to property

**Suspension is always a last resort, but there are circumstances in which it may be a necessary and proportionate response, including to maintain safety and uphold the rights of others.**

Before suspension, the Headteacher will consider:

- SEND and disability-related needs
- The Equality Act 2010
- Whether the behaviour is a result of unmet need

Parents will be informed immediately and provided a letter of suspension that references statutory guidance.

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Seaton Sluice First School is committed to ensuring the safety, dignity and wellbeing of all pupils and staff. While we recognise that behaviour is a form of communication and that children may display behaviour linked to unmet needs or dysregulation, **violence or abuse towards staff or pupils cannot be accepted where it is deliberate, targeted or places others at risk.**

Following the Headteacher issuing a suspension with a duration of greater than 5 school days, then this decision must be endorsed by the Governing Body. For suspension up to 5 days, then these decisions will be reviewed as part of routine due process.

For the most serious of suspensions or those which are persistent, in accordance with Department for Education (DfE) guidance, a child could be permanently excluded. When the Headteacher decides to suspend or permanently exclude a pupil, applicable organisations are involved in the process. The Governing Body will determine whether a child will be permanently excluded.

This applies to **all pupils**, including those with SEND and Education, Health and Care Plans (EHCPs), in line with statutory guidance.

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## Decision making script in reviewing **Stage 4 (BLUE)** behavioural incident:

This process must always be completed by the Headteacher and associated member of staff **before** a decision on suspension is made.

| <b>Distinguishing 'Deliberate Action' from 'Dysregulation'</b>                                             |                                   |                           |
|------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------|
| Details of Incident:                                                                                       | Pupil:<br><br>Class:<br><br>Date: |                           |
| For a physical or verbal incident, carefully assess the <b>intent, context and capacity</b> , considering: |                                   |                           |
| The pupil's developmental stage:                                                                           |                                   |                           |
| Details of any identified SEND or disability:                                                              |                                   |                           |
| Was the pupil dysregulated or in a state of emotional overload?                                            | Yes (add details):                | No (add details):         |
| Describe the nature of the behavioural incident:                                                           | Impulsive (add details):          | Purposeful (add details): |
| Was there clear intent to harm or threaten?                                                                | Yes (add any details):            | No (add any details):     |
| Were reasonable adjustments and support strategies in place?                                               | Yes (provide details):            | No                        |
| Signed:                                                                                                    |                                   | Date:                     |

**Table of reference to inform final decision making**

| Nature of incident/s:                   | How behaviour may present:                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | School's actions/ outcome:                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Incidents Arising from Dysregulation    | <p><i>Child's behaviour results from <b>loss of emotional regulation</b>, distress or overwhelm, and there is <b>no clear intent to harm</b>, for example:</i></p> <ul style="list-style-type: none"> <li>-Flailing, pushing or grabbing during emotional distress</li> <li>-Accidental injury occurring while a child is being supported to regulate</li> <li>-Verbal outbursts linked to anxiety, sensory overload or frustration</li> </ul>                                                        | <p>-Treat the incident as a <b>safeguarding and support matter</b></p> <p>-Review triggers, adjustments and support plans</p> <p>-Implement or amend risk assessments and behaviour support plans</p> <p>-Work with parents and relevant professionals</p> <p><b>In these circumstances, suspension would not normally be appropriate,</b> particularly where the behaviour is directly linked to a child's SEND and reasonable adjustments were required.</p> |
| Deliberate Physical or Verbal incidents | <p><i>Pupil's behaviour is deemed <b>deliberate and intentional</b>. This can include Mainstream, SEND Support or EHCP pupils who:</i></p> <ul style="list-style-type: none"> <li>-Physically assaults a member of staff or another pupil (e.g. hitting, kicking, punching, biting)</li> <li>-Uses objects or weapons with intent to cause harm</li> <li>-Makes serious verbal threats of violence</li> <li>-Uses targeted, abusive or threatening language intended to intimidate or harm</li> </ul> | <p><b>A fixed-term suspension is likely appropriate.</b></p> <p>This applies <b>where the pupil is assessed as having capacity and intent</b>, even if they also have additional needs.</p>                                                                                                                                                                                                                                                                    |

### 13. SEND, EHCP and Equality Act Considerations

In line with the Equality Act 2010 and SEND Code of Practice:

- A pupil with SEND **may still be suspended** where behaviour is **not a direct and unavoidable result of their disability**, or **where reasonable adjustments were already in place**
- Having SEND or an EHCP **does not remove accountability** for deliberate acts of violence
- However, the Headteacher will always consider:
  - Whether the behaviour was a manifestation of unmet need
  - Whether support plans were appropriate and implemented
  - Whether further adjustments or specialist provision are required

Suspension will **never** be used as a substitute for appropriate SEND support.

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### 14. Decision-Making and Safeguards

Only the Headteacher (or Acting Headteacher) may authorise a suspension.

Before suspending, the Headteacher will consider:

- The seriousness of the incident
- The safety and welfare of staff and pupils
- The intent and context of the behaviour
- SEND, disability and Equality Act duties
- Previous interventions and support offered

All decisions will be:

- Lawful
  - Proportionate
  - Individualised
  - Clearly recorded and communicated to parents
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### After a Suspension for Assault

Following any suspension for physical or verbal assault, the school will:

- Hold a formal reintegration meeting between the Headteacher and parent/s or carer/s
- Review and strengthen behaviour and risk management plans
- Consider further SEND assessment or external agency support
- Support repair of relationships using restorative approaches.

The aim is always **prevention, learning and safety**, not punishment.

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#### **14. Monitoring and Review**

This policy will be reviewed annually by the Headteacher and Governing Body to ensure it remains effective, inclusive and compliant with statutory guidance.

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***At Seaton Sluice First School, we believe that strong relationships, empathy and high expectations enable every child to thrive.***

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## **Appendix A:**

### **Alignment with DfE Behaviour Guidance**

This policy aligns with the DfE *Behaviour in Schools: Advice for Headteachers and School Staff* in the following ways:

#### **High expectations and clarity**

- Clear behaviour expectations rooted in the school values and Golden Rules
- Behaviour explicitly taught and modelled

#### **Consistent and fair approach**

- Graduated response to behaviour
- Consistency balanced with individual need and SEND considerations

#### **Positive relationships**

- Relational and restorative practice at the heart of behaviour management
- Staff training in THRIVE-informed and trauma-aware approaches

#### **Support for pupils with SEND**

- Behaviour understood as communication
- Reasonable adjustments made before sanctions
- SEND and Equality Act considerations before suspension

#### **Proportionate use of sanctions**

- Sanctions are purposeful, restorative and never humiliating
- Exclusion used only as a last resort

#### **Strong leadership and monitoring**

- Behaviour incidents recorded and reviewed
  - Senior leadership oversight of patterns, exclusions and equality impact
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## **Appendix B:**

### **Parent-Friendly Behaviour Summary**

At Seaton Sluice First School, we want every child to feel happy, safe and ready to learn.

We believe that good behaviour grows from strong relationships. Staff work hard to build trust with children and help them understand their feelings and choices.

#### **Our School Values**

- **Believe and Achieve** – encouraging confidence and positive choices
- **Care and Share** – showing kindness and respect
- **Safe and Secure** – keeping everyone emotionally and physically safe
- **Enjoy Together** – building friendships and belonging

#### **How We Promote Positive Behaviour**

- Clear rules that are taught and reinforced
- Praise, rewards and celebration of effort and kindness
- Calm, consistent routines
- Extra support for children who need it

#### **When Things Go Wrong**

Children are supported to:

- Calm down and reflect
- Understand the impact of their behaviour
- Repair relationships
- Learn better choices for next time

We understand that some behaviour is linked to additional needs such as SEND, anxiety or communication difficulties. In these cases, we make adjustments and work closely with families.

#### **Suspension and Permanent Exclusion**

Suspension is only used when absolutely necessary as a last resort. We always try to work with families and outside agencies to support children and prevent exclusion.

We value strong partnerships with parents and carers and encourage open communication at all times.

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## Appendix C:

### Seaton Sluice First School

#### One-Page Staff Behaviour Flowchart

|                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 4 (BLUE): Fixed-Term Suspension</b><br>(Only the Headteacher may suspend a pupil)                                                                                                                                                                                                                          |
| A fixed-term suspension may be considered when: <ul style="list-style-type: none"><li>• There has been a serious breach of this policy</li><li>• Behaviour poses a risk to safety or welfare</li><li>• All reasonable adjustments and interventions have been exhausted</li></ul>                                   |
| <b>Stage 3 (RED): Final Preventative Measures</b>                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>• Senior Leadership Team involvement</li><li>• Formal review meetings with parents</li><li>• Time-limited targets and support</li></ul>                                                                                                                                       |
| <b>Stage 2 (AMBER): Targeted Support</b>                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>• Individual Behaviour or Pupil Support Plan</li><li>• Well-being intervention or SEND review</li><li>• Risk assessment</li><li>• External agency involvement eg High Incidence Needs Team (HINT), Emotional School Based Avoidance (ESBA) from the Local Authority</li></ul> |
| <b>Stage 1 (GREEN): Early Support</b>                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>• Classroom strategies and reminders</li><li>• Increased adult support</li><li>• Discussion with parents</li><li>• Initial behaviour or support plan</li></ul>                                                                                                                |
| <b>FOUNDATION: Universal Relational Practice</b>                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• Clear expectations and routines</li><li>• Positive relationships and praise</li><li>• Inclusive teaching and reasonable adjustments</li></ul>                                                                                                                               |

## Appendix 4:

### **RAG Rating Framework for Assessing Serious Behaviour Incidents**

This framework supports the Headteacher in assessing the seriousness of incidents involving physical or verbal behaviour towards staff or pupils as part of the process of determining if suspension is to be considered.

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#### **GREEN – Support and Regulation Required**

##### **Description:**

Behaviour arising primarily from emotional dysregulation, distress or unmet need, with **no clear intent to harm**.

##### **Examples include:**

- Flailing, pushing or grabbing during emotional overwhelm
- Accidental injury during support or restraint
- Verbal outbursts linked to anxiety or frustration
- Behaviour occurring during sensory overload or transition difficulty

##### **Key Indicators:**

- No targeted aggression
- Behaviour impulsive rather than purposeful
- Child shows distress, remorse or confusion
- SEND-related triggers evident
- Adjustments or regulation strategies not fully in place

##### **Response:**

- No suspension
  - Review behaviour support and risk assessments
  - Strengthen reasonable adjustments
  - Parent communication
  - Record as support-focused incident
- 

#### **AMBER – Serious Incident Requiring Senior Leadership Team Review**

##### **Description:**

Behaviour that may have caused physical injury or damage, but there was no evidence of wilful intent, for example during a period of dysregulation.

##### **Examples include:**

- Behaviour that could cause unintentional injury during escalation
- Offensive language made in heightened emotional state that is not targeted
- Repeated physical behaviours despite support
- Unintentional damage to property

#### **Key Indicators:**

- Some awareness of actions, but reduced regulation
- Unintentional injury or near miss
- Pattern of escalating behaviour
- Support in place but not yet effective

#### **Response:**

- Headteacher or Deputy review required
- Consider internal suspension or alternative provision
- Update behaviour plan and risk assessment
- Possible fixed-term suspension **only if** safety cannot be maintained
- Parental meeting and external agency involvement

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### **RED – Serious Breach / Deliberate Assault**

#### **Description:**

Behaviour that is **deliberate, targeted and poses a significant risk**, including physical or verbal assault.

#### **Examples include:**

- Punching, kicking, biting or hitting with intent
- Use of objects or weapons to cause harm
- Targeted verbal threats or abuse
- Repeated violent behaviour following prior interventions

#### **Key Indicators:**

- Intent to harm or intimidate
- Directed at a specific person
- Child demonstrates capacity and awareness
- Results in injury or presents credible risk
- Adjustments and support already in place

#### **Response:**

- Fixed-term suspension likely
- Headteacher decision
- Safeguarding and health & safety considerations
- Immediate parent or guardian contact
- Review SEND provision and risk management

## Appendix 5:

### Seaton Sluice First School

#### Headteacher Suspension Decision Pro Forma

*This pro forma should be completed **before** any decision to suspend.*

|                                                        |                  |                                   |                        |                       |
|--------------------------------------------------------|------------------|-----------------------------------|------------------------|-----------------------|
| Incident Overview:                                     |                  |                                   |                        |                       |
| Pupil:                                                 |                  | Date:                             |                        | Time:                 |
| Location:                                              |                  |                                   |                        |                       |
| Individuals involved:                                  |                  |                                   |                        |                       |
| Nature:                                                | Physical         | Verbal                            | Both                   |                       |
| RAG Assessment:                                        | Green            | Amber                             | Red                    |                       |
| Justification for RAG rating:                          | Intent assessed: | Level of dysregulation:           | Injury or risk caused: |                       |
| SEND and Equality Considerations:                      |                  |                                   |                        |                       |
| Identified SEND or EHCP?                               |                  | Yes                               |                        | No                    |
| Behaviour linked to disability?                        |                  | Yes                               | No                     | Partially             |
| Reasonable adjustments in place at time?               |                  | Yes                               |                        | No                    |
| Details of any reasonable adjustments at time          |                  |                                   |                        |                       |
| Support plans reviewed?                                |                  | Yes                               |                        | No                    |
| Any further details (at the time)                      |                  |                                   |                        |                       |
| Previous Support and Considerations                    |                  |                                   |                        |                       |
| Behaviour support plan in place?                       |                  | Yes                               |                        | No                    |
| External agencies involved?                            |                  | Yes                               |                        | No                    |
| Previous incidents of similar nature?                  |                  | Yes                               |                        | No                    |
| Decision                                               |                  |                                   |                        |                       |
| No suspension- support response                        |                  | Alternative internal arrangements |                        | Fixed-Term Suspension |
| Details:                                               |                  | Details:                          |                        | Number of days:       |
| Rationale for decision (DfE & Equality Act Compliant): |                  | Yes                               |                        | Evidence:             |
| Next Steps:                                            |                  |                                   |                        |                       |
| Parent informed:                                       | Yes              | No                                | Date:                  | Time:                 |
| Reintegration meeting scheduled:                       | Yes              | No                                | Date:                  | Time:                 |
| Support plan updated:                                  | Yes              | No                                | Headteacher signed:    | Date:                 |

## Appendix 6:

### PROMPT: Expectations of behaviour in class (mainstream)

(To be used as a visual/reminder- stages can be moved along and back down)

|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <h2 style="text-align: center;"><u>Seaton Sluice First School</u></h2>                                                                                                                                |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
| <b>Behaviour Expectations- The 3 R's</b>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
| <b>Stage 1</b>                                                                                                                                                                                                                                                                          | <b>Stage 2</b>                                                                                                                                                                                                                                                            | <b>Stage 3</b>                                                                                                                                                                                             |
| <b>Reminder</b>                                                                                                                                                                                                                                                                         | <b>Reinforce</b>                                                                                                                                                                                                                                                          | <b>Responsibility</b>                                                                                                                                                                                      |
| <br><b>reminder</b>                                                                                                                                                                                    | <br><b>reinforce</b>                                                                                                                                                                     | <br><b>responsibility</b>                                                                                               |
| <b>Reminder of expectations</b>                                                                                                                                                                                                                                                         | <b>A further reminder</b>                                                                                                                                                                                                                                                 | <b>Time out and reflection</b>                                                                                                                                                                             |
| <b>Examples include:</b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Calling out or interrupting</li> <li>• Ignoring instructions</li> <li>• Refusing to try work</li> <li>• Damaging property</li> <li>• Rude or inappropriate language</li> <li>• Disrupting on purpose (shouting out or being unkind)</li> </ul> | <ul style="list-style-type: none"> <li>• Repeating behaviours from Stage 1</li> <li>• Speaking in a threatening way that makes others feel unsafe</li> <li>• Threatening gestures</li> <li>• Leaving the classroom area without letting a school grown-up know</li> </ul> | <ul style="list-style-type: none"> <li>• Continued repetition of Stages 1 and 2</li> <li>• Continual refusal to follow instructions to keep safe</li> <li>• Deliberately hurting another person</li> </ul> |
|                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Serious damage to school equipment or environment</li> <li>• Serious violence towards another person</li> </ul> <p>(SLT involved)</p>                             |