



## Attitudes to Learning; Character Development (Behaviour) Policy 2025/2026

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|-----------------|--------------------|
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### Version History

| Version | Date Issued | Brief Summary of Change            | Owners Name            |
|---------|-------------|------------------------------------|------------------------|
| 0.1     | 20.07.2021  | New Policy                         | Wendy Ainscough        |
| 1.1     | 06.09.2022  | Annual Review                      | Wendy Ainscough        |
| 2.1     | 05.09.2023  | Annual Review                      | Rachael Sharpe         |
| 3.1     | 02.01.2025  | Annual Review including update.    | Caroline Merritt       |
| 4.1     | 05.01.2026  | Annual Review and added appendices | R Northcott and K Page |

## **Aims:**

At Alumnis Multi Academy Trust, we value the power of relationships, strong attachments and the social, emotional and wellbeing of each child within our schools.

This policy outlines the way in which all members of our Alumnis family can live well together, learning to disagree well and cope when things do not go as expected. It aims to set out an environment through which all children can become confident, compassionate, critical thinkers who are aware of their role as global citizens. There are many elements to this, but we believe that through a positive supportive framework we will enable all of our pupils to become inspiring change makers and make a positive contribution as global citizens.

## **Character Expectations:**

As a Trust, we use Character to consider how we should grow our behaviours within our communities, and as global citizens, to ensure pupils understand how to conduct themselves appropriately both inside and outside of school enabling all to flourish.

Character is taught and children have opportunities to practise their Character Virtues through all curriculum subjects, enrichment and wider experiences. Character is woven throughout, enhancing the curriculum to ensure children have experiences beyond the classroom, and providing them with opportunities to apply their skills and knowledge in a wider context. This includes Character Virtues and development, offering children the opportunity to learn and develop virtues in the classroom, on school trips, and at less structured times both in school and offsite.

Children are encouraged to:

- **Engage** with memorable first hand experiences of kindness, compassion and positivity, modelled by all Alumnis staff members.
- **Innovate** by applying positive aspects of the character development in the classroom, at break and lunchtimes and at home
- **Develop** and practice their character, reflecting on successes
- **Express** and evaluate their achievements, celebrating and sharing success with others

## **Removing Barriers:**

Alumnis Multi Academy Trust acknowledges that behaviour is a form of communication from a child, and often an indication of an unmet need. If a child is not displaying the expected Character Virtues, it is important to consider why the child is unable to practice these Character Virtues and for adults across Alumnis Multi Academy Trust to support the child and identify these unmet needs and put a support plan in place working alongside the child and their family. These unmet needs may be associated with SEND needs or due to other vulnerabilities.

Each school within the Alumnis family recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to conduct that challenges may be differentiated to cater to the needs of the pupil.

Our approach to supporting children who have been identified as having SEN can be found in our [SEND Policy](#).

### **Positive Behaviour:**

Displays of expected / positive Character Virtues could be recognised in the following ways:

- Verbal praise
- Class Dojo Points
- Letters or phone calls home to parents
- Receiving Certificates
- Receiving Head Teachers Award
- Character Recognition Certificates

Each year EVERY child in school will work towards 6 inspiring changemaker challenges that support the development of character.

### **Behaviour Management:**

Ultimately our aim at Alumnis Multi Academy Trust is for all of our children to feel safe and happy when in school and to build positive relationships with peers and adults. To ensure that children feel safe and happy in school we have a clear system to help our children identify misbehaviour and to support them in correcting this behaviour and to engage positively while in school.

Each classroom has a poster which clearly identifies 'red behaviour' and 'green behaviour'. The purpose of this clear simple language is to support children to reflect on the choices they are making and to support them in choosing 'green' behaviour choices throughout the day.

If a child makes 3 'red' behaviour choices they will have a consequence and 1:1 time

with a key adult to help them to reflect on their behaviour, repair the relationship and correct their behaviour to have a successful day moving forward.

Please see Appendix A for further information.

We understand that the concept of 'red' and 'green' behaviour and 3 choices can be unachievable for some of our children due to SEN and additional vulnerabilities, therefore this concept is often adapted for individual children, any adaptations will be clearly set out in an individual support plan for the child.

All misbehaviour will be logged on CPOMS to support class teachers to identify patterns and trends of behaviour at the earliest opportunity. If patterns and trends are identified this will trigger further conversations with parents / carers and possible involvement and support from external agencies.

We understand that sometimes children are unable to make 'green' behaviour choices due to being dysregulated and unable to use their thinking brain to reflect on their behaviour. In these situations adults will support the child to regulate and when they are able they will support with reflection of the behaviours.

### **Positive handling, Physical Intervention and Restrictive Physical Intervention:**

Positive handling describes a broad spectrum of risk reduction strategies. Positive handling is an holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal conduct, diversion, diffusion, and de-escalation. Risk assessment through the writing of an individual support plan identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

On occasion a child may present with extreme behaviour which requires immediate intervention rather than the red / green choices. This behaviour may include verbal aggression to peers or adults, physical aggression towards peers or adults and disruptive behaviour. In these circumstances adults should follow any behaviour plans that are in place for the individual child. If there are no support plans in place, staff seek support from a senior member of staff on the school site. Staff use the following techniques to help de-escalate the behaviour.

- Distractions techniques
- Deescalation techniques
- Co-regulation techniques

There may be some occasions where Alumnis Multi Academy Trust staff need to physically intervene to keep children or adults safe. The DfE are clear that schools must not have a 'no touch' policy and physical intervention can be a successful tool when helping a dysregulated child to coregulate. There are three forms of physical

intervention that staff may use:

### 1. Physical Contact

Situations in which proper physical contact occur between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate. Examples where physical contact may be appropriate include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

### 2. Physical Intervention

This is when touch is used to support a child through reassurance, and co-regulation techniques. This would include deep pressure techniques, or redirection to help de-escalate a situation. Children who require this physical intervention will have a clear support plan in place. It may also be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil **is compliant**. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

If physical intervention is used to help co-regulate this will be logged on CPOMS as ‘Physical Intervention’.

### 3. Physical Control / Restraint / Restrictive Physical Intervention

In certain circumstances school staff can use reasonable force to prevent children:

- Injuring themselves or others
- Damaging property
- Causing disorder

All incidents of ‘Restrictive Physical Intervention’ will be reported to the parents / carers, logged on CPOMS as ‘Restrictive Physical Intervention’ and reported to the Alumnis Multi Academy Trust Board of Directors.

Restrictive physical intervention will never be used as a punishment.

If school staff have concerns that a child has a prohibited item the school may undertake a search, screening and subsequent confiscation of any item found, in line with the DfE guidance Searching , Screening and Confiscation guidance for schools.

It is the policy of Alumnis Trust that as many staff as possible are trained in de-escalation procedures in order to complement the conduct management approaches and strategies reflected in the school's Character Development; attitudes to learning policy.

Where possible only senior members of staff in receipt of this training are authorised by the Headteacher to use 'Restrictive Physical Intervention' , as a last resort, to control or restrain pupils, however in an emergency situation all staff have a legal duty to safeguard their pupils which may result in the need for 'Restrictive Physical Intervention' to be used until a suitably trained member of staff is present.

In circumstances of extreme behaviour the school Head Teacher may decide that additional measures are required as a sanction to behaviour or to enable school time to introduce further support moving forward. These measures may include:

- Internal exclusions
- Fixed term suspensions
- Permanent exclusions
- Temporary adaptations to timetable or curriculum (including lunchtime / breaktime)
- Temporary adaptations to education provision and use of additional provision (Inclusion Hubs)

Only the Head Teacher has the power to suspend a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year or 15 days in one school term The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Head Teacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.

The Head Teacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term. The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher. The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended / excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

If a child has a fixed term suspension there will be a reintegration meeting held with the school Head Teacher, child and parent / carers prior to the child returning to school to reflect on the incident and ensure additional support has been put in place to prevent further incidents. This reintegration meeting will be logged on CPOMS.

### **Friendship issues, bullying and child on child abuse:**

We understand that at times children will fall out. When this happens they are supported and given time to listen to each other's points of view, consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. The act of bullying, either in school or outside of school, will not be tolerated. It is the responsibility of all (parents, staff - including non-teaching, and children) to report a bullying incident to any adult within Alumnis Multi Academy Trust.

Bullying is always dealt with seriously. Senior management and pastoral staff are very experienced in dealing with bullying incidents and will advise / support any member of staff who has to deal with any such incident. Please see Alumnis Multi Academy Trust [Anti - Bullying Policy](#) for further information on how the school will investigate and manage individual incidents.

Child on Child abuse is defined as inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline. Any incidents of child on child abuse is dealt with seriously and overseen by a Safeguarding team member of staff within the school setting. Please see Alumnis Multi Academy Trust Safeguarding and Child Protection Policy which can be found on individual school websites.

### **Roles and Responsibilities:**

All adults across Alumnis Multi Academy Trust, all children and all parents / carers have a clear role and responsibilities in relation to ensure all children build positive relationships with adults and peers within school and that all children and adults feel safe and happy.

Adults across Alumnis Multi Academy Trust must ensure that:

- The school environment encourages positive Character development.
- All staff deal effectively with behaviours that challenge.
- All staff have high expectations of all children coupled with respect and understanding in terms of character expectations and strives to make sure that all children work to the best of their ability
- All staff treat each child fairly and with dignity, respect and understanding.
- All staff will seek to remove barriers and promote positive behaviour for all children within the school. If incidents of misbehaviour occur all staff will seek support from other staff within the school, across the trust and alongside external agencies.
- All staff will greet children positively, using the child's name and will be mindful of their tone of voice and manner in which they communicate.
- Treat children fairly (and be explicit in this)
- Build positive relationships with all children
- Apologise if mistakes are made
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate conduct which distracts themselves or others that there is usually a reason behind this
- Teach children how to stay safe on the internet, and particularly when using social media
- Be vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times.

Parents, Carers and families must ensure that:

- Support the learning of their child and cooperate with school expectations as set out in the home school agreement.
- Come into school and discuss any concerns or positives you would like to share.
- Any concerns about how their child has been dealt with they should in the first instance speak with the class teacher and then to the Head Teacher where appropriate.

## **Complaints & concerns procedure**

Any complaint will first be considered in light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

If Alumnus Multi Academy Trust staff have concerns regarding individual incidents of Physical Intervention or Restrictive Physical Intervention they must report these concerns using the Trust Whistleblowing process or Low Level Concerns procedures.

### **Guidance in relation to Attitudes to Learning; Character Development (Behaviour) Policy 2024/2025:**

- Safeguarding and Child Protection policy - can be found on the school website.
- Positive Handling Policy 2025 (Alumnis MAT)
- [Supporting pupils with medical conditions \(Alumnis MAT\)](#)
- [SEND Policy \(Alumnis MAT\)](#)
- [Exclusion of pupils policy \(Alumnis MAT\)](#)
- [Anti-Bullying policy \(Alumnis MAT\)](#)
- [Keeping Children Safe in Education \(DfE\)](#)
- [Searching, Screening and Confiscation in schools \(DfE\)](#)
- [Behaviour in Schools \(DfE\)](#)
- [Use of Reasonable Force in schools \(DfE\)](#)
- [Suspension and Permanent Exclusions from schools \(DfE\)](#)
- [The Equality Act](#)
- [Supporting Children with Medical Conditions in School \(DfE\)](#)

## **Appendix A**

## **Stages and Script for Managing Misbehaviour**

(check whether child has an Individual Character Development Plan)

Use a calm voice, use the child's name, get to their level, remember that every child should feel known and valued.

### **1. Ask**

First make sure the child understands the instructions.

Break the instruction down into smaller parts and/or use simpler words.

Check the child understands by asking them to repeat the instruction in their own words.

If a learning activity is involved, make sure the child is able to access the learning and has the appropriate support.

#### **I have noticed that you...(state noticed behaviour)**

E.g. (After checking the above) I have noticed that you haven't started your work. I am asking you to start your work, please.

#### **I am asking you to...(state instruction), thank you**

E.g. You are disrupting the learning and I am asking you to please stop calling out.

### **2. Reminder**

#### **I have noticed that you...(state noticed behaviour)**

E.g. I have noticed you still haven't started your work. I'm reminding you to make the right choice and get started, thank you.

#### **I am reminding you to make the right choice and...(state instruction), thank you**

E.g. I have asked you to stop calling out. I am now reminding you to make the right choice and stop calling out, thank you.

### **3. Choices**

This is very similar to 30 second script for dealing with behaviours that challenge

**I have noticed that you are...(state noticed behaviour). You can choose to... (state instruction) or choose to... (state sanction). Remember when you chose to... (state a time when the child made the right choice)? That is the behaviour I expect from you. Think carefully. I know you can make the right choice.**

E.g. I have noticed that you haven't started your work. You can choose to start your work now or you're choosing to do it at break time/at home. Remember when you finished all of your work yesterday and you felt so happy. That's what we need to see today. I know you can make the right choice.

E.g. I notice you're still calling out. You can choose to stop calling out or you're choosing to have 'time out' outside the classroom. Remember when you listened carefully on Tuesday and we had a great lesson. I know you can make the right choice.

#### **4. Consequence**

**You have refused to follow 1, 2 or 3 so you've chosen to... (state consequences\*).**

E.g. You have refused to follow 1, 2 or 3 so you've chosen to do your work at lunchtime.

E.g. You have refused to follow 1, 2 and 3 so you've chosen to have 2 minutes time out outside the classroom to think about your choices.

**DO NOT DESCRIBE THE CHILD'S BEHAVIOUR TO ANOTHER ADULT IN FRONT OF THE CHILD**

#### **5. Follow up**

The Restorative Approach

Incidents of unacceptable behaviour should be dealt with in a fair, respectful and appropriate way, with the key focus is on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not necessarily to ask *why* something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an

incident is taken through the restorative dialogue (questions below) and is therefore supported in coming to understand the impact of the incident on all parties. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward.

By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our Alumnis family of schools are expected to use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

**Encouraging** Tell me some more about that?

**Summarising** So there seem to be several things bothering you...

**Reflecting** So you felt that..... (Repeating back last few words)

**Checking** So did I hear you say.... ?Am I right in thinking.....?

**Empathy** It's understandable that you are worried / upset about this; that sounds tough;

**Affirmation** Thanks for telling me that; Thank you for trusting me; Clarification Can you help me understand that a bit more?

Children will be given time and space (and support if necessary) to reflect on the causes and impact of their actions.

### The Restorative Questions

#### **What happened?**

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to be heard..

#### **What do you think and feel about that?**

What each person was thinking and feeling at the time, before and since.

#### **Who has been affected and how?**

Who has been harmed/affected and how?

Older children are encouraged to think about the wider implications of who has been affected e.g. families.

#### **What are the needs of those involved?**

What those affected need to feel better, move on, repair harm and rebuild relationships.

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

Is there a natural solution? e.g. tidy up a mess that has been made, finish work at lunchtime

**How could you do things differently next time?**

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

**Appendix B****30 Second Script for dealing with Misbehaviour**

- I noticed you are... (kicking the desk/struggling to sit on the carpet)

- I understand you are...(angry/ upset/ frustrated)
- You need to... (state desired behaviour)
- Then we can... (state what the outcome will be)
- You can choose to... (state desired behaviour) or you're choosing to... (state sanction)
- Do you remember when you...? (refer back to a positive event)
- That is who I need to see today!
- I know it's tricky but I believe you can do it – thank you. (Walk away and don't turn back! Allow take up time and show you believe they can do it.)

## Appendix Webbers and Burlescombe Schools

### Our approach to securing excellent behaviour at Webber's and Burlescombe Primary Schools

| Expectations             | Pupils will ...                                                                                                                                                                                                                                                                                  | Adults will ...                                                                                                                                                                                                                                                                   | Which enables ...                                                                                                                                                                                                                                                                              | And prevents ...                                                                                                                                                                                                                                                                    | This will be celebrated by ...                                                                                                                                                                                                                                                               | This may be escalated when ...                                                                                                                                                                                                    |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I am respectful</b>   | <ul style="list-style-type: none"> <li>· Speak politely and considerately to others</li> <li>· Be respectful of their own property and that of others</li> <li>· Treat the school environment with respect by taking care and pride in it</li> <li>· Respect the viewpoints of others</li> </ul> | <ul style="list-style-type: none"> <li>· Remind children to use a courteous voice</li> <li>· Always remain calm</li> <li>· Be the most respectful themselves so that this can be modelled to children</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>· Mutually respecting relationships</li> <li>· An appreciated and productive environment</li> <li>· A safe place to share views and differences</li> <li>· An understanding that speaking respectfully is the best way of communicating</li> </ul>      | <ul style="list-style-type: none"> <li>· A lack of consideration for others</li> <li>· Untidy and unsafe environments</li> <li>· Unhealthy disagreements</li> <li>· Intolerance of others</li> <li>· An inability to listen and understand others</li> <li>· Bad manners</li> </ul> | <ul style="list-style-type: none"> <li>· Recognition, highlighting the behaviours you want to see</li> <li>· Verbal praise</li> <li>· Certificates</li> <li>· Head teacher reward</li> <li>· Selecting children to represent the school and carry out additional responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>· The lack of respect results in harm, verbally or physically, to another person.</li> <li>· The school environment or resources are deliberately destroyed or spoilt</li> </ul>           |
| <b>I am ready</b>        | <ul style="list-style-type: none"> <li>· Be on time</li> <li>· Have the correct resources ready</li> <li>· Be in the right place</li> <li>· At the right time</li> <li>· Have the correct uniform/kit on</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>· Always be ready themselves</li> <li>· Modelling excellent organisational skills</li> <li>· Ensure the whole class arrives on time for set parts of the day</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>· Effective use of time across the day</li> <li>· Maximum learning time</li> <li>· Sense of orderliness</li> <li>· Sense of calm and purposefulness</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>· Wasted learning time</li> <li>· An impact on others</li> <li>· A calmer environment because there is no rushing</li> <li>· A frenetic atmosphere</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>· Incentives and privileges eg leading the line</li> <li>· Praise for being ready</li> <li>· Highlighting of child as role model</li> <li>· Additional responsibilities and recognition of effort</li> </ul>                                          | <ul style="list-style-type: none"> <li>· We recognise that for some children, they receive poor role models from home.</li> <li>· Teachers to have conversation with parents to see how we can find solutions together</li> </ul> |
| <b>I am a role model</b> | <ul style="list-style-type: none"> <li>· Model the school rules and behaviours that we want to see in all</li> <li>· Display good manners</li> <li>· Demonstrate integrity</li> <li>· Walk around the school quietly and sensibly</li> </ul>                                                     | <ul style="list-style-type: none"> <li>· Be a good role model themselves</li> <li>· Draw attention to children who are good role models, highlighting their behaviours</li> <li>· Use consistent language</li> <li>· Deliberately pair/group children with role models</li> </ul> | <ul style="list-style-type: none"> <li>· All children to understand behaviour expectations</li> <li>· All to see what it should look like</li> <li>· A standard that is set and all children should aspire to</li> <li>· Ease of transitions and more unstructured parts of the day</li> </ul> | <ul style="list-style-type: none"> <li>· Any confusion around expectations</li> <li>· Younger children feeling more unsupported</li> <li>· Less well-developed relationships between different year groups</li> </ul>                                                               | <ul style="list-style-type: none"> <li>· Highlighting great role models</li> <li>· Use of certificates</li> <li>· Developing older children to model and support behaviours</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>· Children are consistently not providing a good role model to others (see escalation section)</li> </ul>                                                                                  |

## Appendix Webbers and Burlescombe Schools

### Escalation process:

| Steps |                                                                      | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Reminder                                                             | A reminder of the school's 3 expectations, making reference/ pointing to the display. Clearly state the behaviours you wish to see. If the behaviour continues move to step 2. If the behaviours displayed are those deemed as requiring an 'Immediate response' (see below), move directly to step 3, 'Time with'                                                                                                                                                                                                                                                                                   |
| 2     | Redirection and caution                                              | Direct pupil to a change of place, task or person. A clear verbal caution (delivered discreetly wherever possible), e.g. 'It looks like you're finding it tricky to focus right now and I've reminded you twice, so let's go and sit in the book corner to make sure you're ready and then we can carry on'. Make expectations clear and caution that continuing with behaviour will mean a 'time with'. If the behaviour continues move to step 3.                                                                                                                                                  |
| 3     | Time with (adult who has been dealing with the behaviour escalation) | Speak to the learner privately for 5 minutes at the beginning of their break or lunch time following the reflection book. This must be logged in the class 'time with' book. Be curious and diagnostic in the approach, validating the child's experience but also be clear on expectations and ways in which their behaviour can be modified. If the behaviour continues move to step 4.                                                                                                                                                                                                            |
| 4     | Phone call (class teacher)                                           | Should the learner persist with the unwanted behaviour/ if the same pupil has had 'time with' repeatedly, a phone call to parents/carers is made so that they are aware of the behaviours being seen at school. Where relevant, a member of the SLT may also be involved at this stage. If the parent does not answer the phone, we will send a message saying 'Good morning/afternoon, I have tried to call you to discuss something that has happened in school today. Please get in touch with school as soon as you are able. Many thanks, Mr/Mrs...' If the behaviour continues move to step 5. |
| 5     | Formal meeting with class teacher                                    | A face to face meeting is called with the pupil, parents/ carers and teacher to discuss strategies for improving the behaviour. Impact will be monitored for at least two weeks when another brief meeting with parents/carers will happen to give an update. If the behaviour continues move to step 6. A meeting with parents/carers may also be called if there is a serious breach of the school rules as detailed in the 'Immediate response' section below. A member of SLT may be involved in this meeting where necessary.                                                                   |



