

Riverside Primary School

Where everyone matters and every day counts



Behaviour Policy

Agreed April 2026

Review November 2026

Updates since last policy:

1. Removal of 'Use of Physical Intervention and Restrictive Force' section.

Contents

Contents	2
Aims and objectives	2
Roles and Responsibilities	3
The role of teachers and staff	3
The role of the head teacher	4
The role of parents and carers	5
The role of the governing body	5
Rewards and consequences	7
Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)	8
Restorative Practices	9
Key Restorative Practice Principles	9
Restorative Conversations	9
Restorative Actions and Consequences	9
Support for Social, Emotional, and Mental Health (SEMH) Needs	11
Our Approach to SEMH Support	11
Key principles of our SEMH support include:	11
Strategies for Supporting SEMH Needs	11
Collaborative Support with Families	12
Building Resilience and Emotional Wellbeing	13
Child on Child Abuse (including sexualised behaviours)	14
Bullying (including cyber-bullying, prejudice-based bullying and discriminatory bullying)	14
Screening, Searching and Confiscation	14
Removal from classrooms	16
Behaviour of Children Outside School Premises	17
Suspensions and permanent exclusions	17
Preventing recurrence of misbehaviour	18
Monitoring and review	19
Appendix 1: Traffic Light and Sanctions System	20
Behaviour Consequences and Hierarchy	20
Appendix - 2	21
Lunchtime Incidents	21
Appendix - 3	22
Appendix 4 - Email / Letter Templates for Parents	25

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued

and respected, and that each person is treated fairly and well. We are a caring community, whose values of Strive, Tolerance, Achieve and Resilience are built on mutual trust and respect for all. The purpose of the school's Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. Our Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping each pupil reach their fullest potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school acknowledges good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Roles and Responsibilities

The role of teachers and staff

It is the responsibility of all school staff to ensure that positive behaviour is promoted at all times. All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff investigate behaviour incidents and gather evidence as much as reasonably practicable. This may include speaking to the children involved, speaking to any

witnesses (including adults), considering any other useful evidence. This enables staff to gain the fullest possible picture in order to address the issue. Staff make judgements based on the balance of probabilities in good faith. Staff report all incidents in good faith, without bias or prejudice.

All staff report behaviour incidents using the online reporting tool, 'My Concern.'

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the Local Authority's behaviour support service in conjunction with other members of the school team, such as the Headteacher, Deputy Headteacher(s), SENCO, Inco, Learning Mentor or phase leaders.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school expectations; this will include sharing their child's attitudes and behaviour in school. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child. Where possible teachers will always inform parents about behaviour incidents of note in school.

In the event that a parent believes that the school has not understood an incident or further information comes to light, the school may review the information and evidence it has and report back as required. This may or may not change a previous decision i.e., asking a child to attend a reflection. The school's decision is final and there is no right of appeal.

If a parent remains dissatisfied, they should raise this with the school using the complaints policy

The role of the head teacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of

behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour or those that resulted in other action (such as an internal seclusion or suspension) or for all children.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

We expect parents to accept and support judgements and reinforce messages of positive behaviour in the home. Comments made, such as encouraging children to retaliate, are not in any child's best interests and serve only to perpetuate issues rather than reduce the risk of issues in the future.

If the school has to use reasonable sanctions to follow up the behaviour of a child, we expect parents/carers to support the actions of the school. Parents/carers have a responsibility to support the school in reinforcing positive behaviour messages to prevent behaviour incidents.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem parents/carers may wish to meet with the headteacher.

The role of the governing body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Rewards and consequences

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children verbally.
- Teachers verbally praise parents about their children
- Teachers give children team points which count towards the half- termly extra playtime.
- Class teachers may also adopt bespoke ways of rewards for positive behaviour in their classes / individuals to support positive behaviour which may go beyond the scope of this policy but remain in the spirit of supporting positive behaviour. An example may be placing an item (i.e., such as a marble) in a jar to represent good choices.
- Each week, in every class, teachers nominate a child to be the achiever of the week – this can include being a positive role model or consistent displays of good behaviour and demonstrating the STAR values. The child receives a certificate which they can take home to share with their families.

The school acknowledges all the efforts and achievements of children, both in and out of school and welcomes information from parents and carers about children's achievements outside of school.

- We communicate children's success to the whole school community through our weekly newsletter which is placed on our website.
- House point totals are collected by team captains and vice captains on a weekly basis and results shared and celebrated enthusiastically in our achievement assembly.

The school utilises a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is dysregulated in class, the teacher speaks to them. If a child misbehaves repeatedly, we may require the child to take some time out from the rest of the class

until s/he calms down, and is able to work sensibly again with others.

- If a child would benefit from completing their work in another classroom for a limited period of time, the teacher will direct the child to another class where the age of the children is either the same or one year above/below their chronological age. This is different from an internal seclusion.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session or other necessary measures to ensure the safety of all members of the class.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on My Concern and the child will have a reflection with a member of the senior leadership team. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In exceptional circumstances internal seclusion may be used to allow a child time to re-focus on their attitude to behaviour and learning. Parents/carers will be involved in this process.
- The class teacher discusses the school values and expectations with each class. In addition to the school values, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

Riverside Primary School consistently and fairly promotes high standards of behaviour for all pupils and provides additional support, where needed, to ensure pupils can achieve and learn as well as possible. Riverside Primary School does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. Riverside Primary School considers whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil and refers to the Equality Act 2010 to support these judgements. The school may also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Restorative Practices

At Riverside Primary, we recognize that behavior is a form of communication and that a focus on relationships can support students in understanding the impact of their actions. Our restorative practices aim to help students repair harm, restore relationships, and develop the skills to manage their behavior constructively. This approach aligns with our values of respect, responsibility, and empathy, fostering a positive school environment where all individuals feel valued and supported.

Key Restorative Practice Principles

Restorative practices at Riverside Primary focus on:

1. **Accountability:** Encouraging students to take responsibility for their actions and recognize how their behavior affects others.
2. **Empathy and Understanding:** Helping students understand the perspectives of those impacted by their actions, fostering emotional growth and empathy.
3. **Repair and Resolution:** Supporting students in making amends and restoring relationships to ensure lasting positive change.
4. **Personal Growth:** Teaching students problem-solving skills and ways to manage future situations constructively.

Restorative Conversations

After an incident, a restorative conversation will be held with all parties involved, facilitated by an appropriate member of staff. This conversation follows these guiding questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected, and how?
- What can be done to make things right?
- How can we prevent this from happening again?

This structured discussion allows students to reflect on their actions and consider the impact on their peers and the school community.

Restorative Actions and Consequences

Where appropriate, students may be encouraged to engage in specific restorative actions to repair harm, including:

- **Apologies:** Offering sincere verbal or written apologies to those affected.
- **Acts of Kindness:** Engaging in helpful actions to make amends and build a sense of

community.

- **Community Service:** Participating in school-wide or classroom-based initiatives to give back to the school community.
- **Restitution:** Making tangible amends where possible, such as repairing or replacing damaged property.

These actions are always tailored to the individual student's needs and the situation, ensuring they are meaningful and foster understanding and growth.

Support for Social, Emotional, and Mental Health (SEMH) Needs

At Riverside Primary, we understand that some children may experience social, emotional, and mental health (SEMH) needs, which can influence their behaviour and interactions. Our aim is to create an inclusive environment where every child feels safe, supported, and empowered to learn. We are committed to recognising and responding to SEMH needs with empathy and understanding, providing tailored support to help students manage challenges and reach their full potential.

Our Approach to SEMH Support

We recognise that behaviour can be a reflection of underlying emotional or mental health needs. Our staff are trained to approach behaviour as communication, aiming to understand the root causes and provide appropriate support. By fostering positive relationships and a culture of compassion, we strive to meet each child's individual needs.

Key principles of our SEMH support include:

- **Early Identification:** Recognising early signs of social, emotional, or mental health difficulties and responding promptly to support the child.
- **Tailored Interventions:** Implementing personalised strategies and interventions that help children build resilience and develop self-regulation skills.
- **Creating Safe Spaces:** Providing designated calm spaces where children can go to self-regulate or seek time away from overwhelming situations. These spaces offer comfort and encourage self-reflection in a structured environment.

Strategies for Supporting SEMH Needs

We offer a range of strategies to support children with identified SEMH and/or SEND needs, including:

1. **One-to-One Support and Mentoring:** Assigning a trusted adult to provide regular check-ins, offering a safe space to discuss concerns and explore feelings. This is often our Learning Mentor, Mrs Wellington.
2. **Restorative Conversations:** Facilitating structured conversations following any

behavioural incidents to help children understand the impact of their actions, learn positive ways of expressing emotions, and repair relationships.

3. **Sensory and Movement Breaks:** We recognise that children learn and behave best when they are calm and well-regulated. To support this, we provide all children with regular “brain breaks” between lessons, giving them a chance to reset and refocus. In addition, we offer a morning break and a daily mile activity in the afternoon to give all students further opportunities for movement.

For identified children who benefit from additional support, we provide specific movement and sensory breaks led by trained staff. These targeted breaks are part of a broader provision to support emotional well-being and promote emotional regulation, helping these children engage more fully in their learning.

For identified children we provide or support the use of bespoke sensory equipment such as weighted items, ear defenders, fidgets, wobble cushions, leg bands (for chairs) and chewies

4. **Social and Emotional Learning:** Incorporating activities and lessons that build essential skills such as empathy, resilience, and self-control into the curriculum. We use the ‘Worry Monster’ in KS1 and ‘Zones of regulation’ in KS2 to support children with their emotional literacy and in identifying their own emotions as well as that of others.

4. **Positive Behaviour Plans:** For children needing additional support, we may develop an individual behaviour plan, with input from parents, to provide clear guidance, routines, and expectations.
5. **Multi-Agency Support:** Collaborating with external professionals, such as educational psychologists, counsellors, and mental health specialists, to provide comprehensive support for children with more complex SEMH needs.

Collaborative Support with Families

We believe that strong partnerships with families are essential to supporting SEMH needs effectively. We work closely with parents and carers to ensure they are informed, involved, and supported. Our commitment includes:

- Regular, informal communication with parents about their child’s progress, challenges, and successes.

- Offering guidance on strategies that can support behaviour and emotional wellbeing at home.
- Inviting parents to be part of the planning and review process for any tailored support or individualised behaviour plans.

Building Resilience and Emotional Wellbeing

Our goal is to help children develop the tools they need to manage their emotions and interact positively with others. Through a nurturing approach, we promote emotional wellbeing and resilience by:

- Encouraging children to identify and express their emotions appropriately.
- Teaching problem-solving skills to manage conflicts constructively.
- Celebrating progress and achievements in social, emotional, and behavioural development.

By embedding these supportive practices within our school environment, Riverside Primary aims to foster a compassionate, inclusive community where all children feel valued and are empowered to thrive both academically and personally.

Child on Child Abuse (including sexualised behaviours)

The school recognises the importance of challenging inappropriate behaviours between children that are abusive in nature. Our responses to child on child abuse can be found in our child protection policy. Should an incident occur in school which is considered child-on-child abuse, the school will use both the behaviour and child protection policy to respond appropriately.

Bullying (including cyber-bullying, prejudice-based bullying and discriminatory bullying)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. More information about our approach to bullying can be found in our Anti-Bullying Policy.

Screening, Searching and Confiscation

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. At Riverside Primary School, members of staff authorised to carry out a search are the Designated Safeguarding Leaders who are named in the Child Protection Policy.

The school uses the [DfE document, Searching, Screening and Confiscation Advice for Schools July 2022](#) and follows the processes and protocols outlined therein when deciding if it is appropriate to conduct a search and in the completion of this action.

The items that can be searched for are

- Knives and weapons
- Alcohol
- An illegal drug
- A stolen item
- Tobacco and cigarette papers
- Vapes and materials related to vapes
- Fireworks
- Pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty

in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether the confiscation is proportionate and consider any special and relevant circumstances.

If the school has to search, screen and/or confiscate an item, this will be recorded in line with our safeguarding practices using 'My Concern.'

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member (either their own class teacher and/or another class teacher) and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Wherever possible, parents will be informed on the same day if their child has been removed from the classroom.

At Riverside a child may be removed from the classroom and asked to complete their work for a set period of time with the Headteacher. In the absence of the Headteacher, this will be the Deputy Headteacher or another member of the Senior Leadership Team. This is known as an internal seclusion. This is different from if a child would benefit from being in a separate classroom to complete their work for a time-limited period.

Behaviour of Children Outside School Premises

Behaviour of Pupils Outside School Premises The Education and Inspections Act 2006 gives headteachers the power to regulate children's conduct when they are not on school premises and not under the lawful control or charge of a member of school staff. This can relate to any incident occurring anywhere off the school premises, such as school or public transport, outside the local shops, or in any town or village centre. The school will investigate and deal with any incidents outside school premises using the sanctions within this policy.

Conduct outside the school premises, including online conduct, that Riverside might sanction its pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school.

Suspensions and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school adheres to the Suspension and Permanent Exclusion Guidance (2023).

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

If the headteacher suspends or excludes a child, she informs the parents or carers immediately, giving the reasons why. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, make representations to the governing body. The school informs the parents or carers how to make any such representations.

The headteacher informs the LA and the governing body, and where appropriate the child's social worker and / or the Virtual School Headteacher about any suspensions or exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusions on behalf of the governors.

When a pupil disciplinary committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the pupil disciplinary committee decides that a child should be reinstated, the headteacher must comply with this ruling.

Preventing recurrence of misbehaviour

The school keeps a variety of records concerning incidents of behaviour. Behaviour incidents are logged using our system on 'My Concern.' All staff use this to record all high level incidents. Medium and low level incidents may also be recorded at the discretion of the staff member where they feel the threshold for being recorded and followed up has been reached..

Every half term, the senior leaders analyse these to identify any possible trends and if there are any overarching issues which the school should address. Where this is the case, it is addressed using a range of strategies such as assemblies, PSHE lessons, adapting the curriculum or personalised support for children where required.

Where support is personalised, there are a range of interventions and strategies the school uses to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The school may engage with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. This is filed in the pupil file and reported at Full Governing Body Meetings.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy at least every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Traffic Light and Sanctions System

At Riverside Primary School, we believe in addressing inappropriate behaviour calmly and promptly. We understand that effective discipline is built on positive interactions between pupils and all staff members, including teachers, LSAs, midday assistants, office staff, the catering team, the learning mentor, and others.

Behaviour Consequences and Hierarchy

We use a structured hierarchy of consequences when pupils do not adhere to school rules. Classroom incidents are managed with age-appropriate systems:

- Key Stage 2 (KS2) uses a "traffic light" system.
- Key Stage 1 (KS1) uses a "weather chart" system.

Classroom Incident Process

1. **First Verbal Warning**
 - The child's name is placed next to the amber light or warning cloud.
2. **Second Verbal Warning**
 - The child's name is moved to the amber light or warning cloud, with a reminder of relevant class rules.
 - If appropriate, the child may be given a brief "time out" to work independently or away from the disruptive situation (optional based on context).
3. **Third Verbal Warning**
 - The child's name is moved to the red light or thundercloud, and they engage in a reflective conversation.
 - Based on the situation and any SEND needs, the reflective conversation may occur immediately or at the next available opportunity, which may be the following lunchtime.
 - Staff will exercise professional judgment to determine the best course of action within the policy's guidelines.
 - Staff use their professional opinion to decide if the incident should be logged on My Concern, and parents to be informed.
4. **Serious Breach (e.g., Physical Incident)**
 - The child's name is immediately moved to the red light or thundercloud, and they engage in a reflective conversation with a member of the Senior Leadership Team (SLT).
 - The incident is logged on My Concern, and parents are notified.

Ongoing Behavioural Concerns

- Three Reflections within a half-term will prompt a notification to parents.
- Six Reflections within the same period will lead to a meeting with parents, and the child will be placed on a behaviour monitoring card for one week.

Progressive Isolation for Repeated Incidents

- Seventh Reflection: Internal isolation for half a day, including the lunch break.
- Eighth Reflection: Full day of internal isolation, including the lunch break.
- Ninth Reflection: Two days of internal isolation.
- Tenth Reflection: May result in suspension.

Note: Staff reserve the right to use professional judgment to adapt the process as needed. Severe behaviour may accelerate progression through these stages, and additional steps may be implemented for individual support.

Appendix - 2

Lunchtime Incidents

All incidents which the MDAs deem appropriate can be recorded on My Concern.

Incident

First:	Verbal warning
Second:	Discussion with MDA (may be recorded on My Concern at the discretion of the MDA)
Third:	Reflective Conversation with a Senior Leader (could be the following day) - then recorded on My Concern.

High Level Incident

First:	Reflection / Deputy headteacher / Headteacher
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The member of staff on lunchtime duty will decide an appropriate consequence in line with the behaviours outlined below.

However, where appropriate, members of the SLT in consultation with the inclusion manager will consider giving children lunchtime exclusions, both formal and informal.

Appendix - 3

Behaviour	Level of Seriousness		
	Low	Medium	High
Arguing with adult		✓	
Arguing with peers	✓		
Attention seeking	✓		
Avoiding work	✓		
Being cheeky	✓		
Being noisy - shouting	✓		
Being un-cooperative	✓		
Bullying behaviour			✓
Damaging school equipment or property		✓	✓
Dangerous behaviour	✓	✓	✓
Deliberately hit or tripped someone			✓
Disobedience		✓	
Disobedience persistent or extreme			✓
Eating in class	✓		
Encouraging other children to do something wrong		✓	
Failed to follow instructions		✓	
Fighting			✓
Gangs - unacceptable 'gang like' behaviour			✓
Graffiti		✓	
Hitting / retaliating		✓	✓
Interrupting	✓		

Irresponsible behaviour			✓
Lying		✓	
Making silly noises	✓		
Misbehaving during/after consequence			✓
Name calling including insulting family members		✓	
Not lining up properly	✓		
Offensive body language/gestures		✓	
Persistent Low Level		✓	
Play fighting		✓	
Pushing in	✓		
Rudeness		✓	
Rudeness - Persistent or extreme			✓
Spitting at someone			✓
Spitting on equipment or the floor		✓	
Spoiling others work/games	✓		
Stealing			✓
Stopping others from working	✓		
Swearing		✓	
Swearing - at another person			✓
Swearing - persistent			✓
Teasing	✓		
Telling tales	✓		

Threatening other children		✓	✓
Throwing Things In The Classroom		✓	
Tried to get someone into trouble unfairly		✓	✓
Use Of Racial Language/behaviour			✓
Use Of Racial Language/behaviour to cause offence			✓
Using Equipment In An Inappropriate Manner			✓
Vandalism			✓
Wandering Around	✓		

Appendix 4 - Email / Letter Templates for Parents

Teachers may personalise these appropriately in order to provide more information.

Email after three reflections

Dear [insert name of parent/carer]

I am writing to let you know that your child, [insert child's name] has been asked to attend three reflective conversations with a member of the senior leadership team for their behaviour and conduct so far this half term. The reasons for the reflections are as follows:

1. (insert reason)
2. (insert reason)
3. (insert reason)

I would appreciate it if you could speak with your child to support them in considering their choices and making better choices in the future. Should [insert name] receive a further 3 reflections in this half term I will be arranging a meeting with you and monitoring their behaviour through a behaviour chart.

If you have any questions, please do not hesitate to reach out.

Thank you for your support with this matter.

Kind regards

[Class Teacher]

Email after six reflections

Dear [insert name of parent/carer]

Following my previous emails dated [insert date] I am writing to let you know that your child, [insert child's name] has been asked to attend a further three reflective conversations with a member of the senior leadership team for their behaviour and conduct so far this half term. The reasons for the further reflections are as follows:

4. (insert reason)
5. (insert reason)
6. (insert reason)

I would like to arrange a meeting to discuss [insert child's name] behaviour and monitoring their behaviour through a behaviour chart.

If you have any questions, please do not hesitate to reach out.

Thank you for your support with this matter.

Kind regards

[Class Teacher]

Emails after seven or more reflections (adapt as needed)

Dear [insert name of parent/carer],

I am writing to inform you that your child, [insert child's name], has reached a seventh reflection due to their behaviour and conduct this term. As part of our progressive response to ongoing behaviour concerns, [insert child's name] will be completing a half-day internal isolation, including the lunch break, to reflect on their actions.

The reasons for the reflections are as follows:

- [Insert reason]
- [Insert reason]
- [Insert reason]

Expectations During Isolation

While in isolation, [Child's Name] will be expected to engage fully in their classwork. Our staff will monitor their progress to ensure they remain on track academically while reflecting on their behaviour.

We kindly ask that you speak with [insert child's name] to support them in considering their choices and making positive changes moving forward. Please note that should [insert child's name] receive an eighth reflection, this will result in a full day of internal isolation, including the lunch break. A ninth reflection will lead to two days of internal isolation, and a tenth may result in suspension.

If you have any questions or would like to discuss additional ways to support [insert child's name] in improving their behaviour, please don't hesitate to reach out.

Thank you for your support and partnership in this matter.

Kind regards,

[Class Teacher]

A copy must be placed on the pupil file.