



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

Behaviour Policy

Responsible committee	Governing Body
Date Reviewed	Summer 2026
Next Review	Summer 2027
Signed on behalf of the Governing Body	<i>Caroline Loison</i>
Print Name	Caroline Loison

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and enables them to access education free from barriers.

Kingsway Junior School Our Pledge

**I will believe in myself.
I will celebrate my successes and my mistakes
And challenge myself each and every day.**

**I will show respect and kindness to others.
I will keep to the rules of my school and country.
I promise to try!**

Introduction

This policy aims to provide staff with a consistent and pro-active approach towards behaviour and discipline. It is to be used to inform all stakeholders of the school's approach to managing pupil behaviour – a therapeutic and nurturing approach. As a UNICEF Rights Respecting School, we believe positive relationships and behaviour are integral to enable the development of 'confident, enthusiastic and happy learners.'

Aims

At Kingsway, our intention is that...

- Pupils feel safe, secure and understand the school's expectations and consequences
 - All staff teach and model pro-social behaviours, are aware of what is expected of them and understand the importance of de-escalating behaviour.
 - Our approach is grounded in therapeutic principles to promote pro-social behaviour.
 - This policy is for all pupils, including those with SEND, we recognise the need to adapt our approach where required.
- 1) Based on section 89 (1) of the Education and Inspection's Act 2006, 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 are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our aim is that all children will become positive, responsible and increasingly independent members of the school community, and wider world.
 - 2) The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and pupils with Special Educational Needs (SEN).
 - 3) We treat all children fairly and will apply the behaviour policy in a consistent way.

- 4) The school rewards pro-social behaviour, as it believes that this will enable and empower pupils to make pro-social choices and develop a lifelong ethos of kindness, respect and co-operation.

This policy is designed to promote pro-social behaviour, rather than focusing on antisocial behaviour. This policy endeavours to promote high behaviour expectations, which promote pro-social behaviours, and enable the creation of a positive culture, where pupil and staff can flourish in safety and dignity. It is based on the DFE Behaviour in Schools – February 2024.

Therapeutic Approach

All staff are trained in a 'therapeutic thinking' approach from Hertfordshire.

Hertfordshire's Therapeutic Thinking approach is a well-established method for promoting positive behaviour in many of our educational settings and services. This approach is grounded in the following key principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

Negative experiences can lead to negative feelings, whilst positive experiences foster positive feelings. All adults share the responsibility of understanding why a pupil may be exhibiting challenging behaviour and supporting them to adopt more pro-social behaviours.

Pro-social behaviour

At Kingsway, we endeavour to prepare our pupils for the life that lies ahead, equipping them with the skills, knowledge, and behaviours they need to thrive both inside and outside of school. We recognise that the explicit teaching of pro-social behaviours is an integral part of this preparation. To support this, we foster pro-social behaviour through our behaviour policy and the use of a school-wide behaviour chart, underpinned by Hertfordshire's well-established Therapeutic Thinking approach. This approach provides a structured framework for positive behaviour management. To support children, staff are expected to coach children in recognising pro-social behaviours through building connections, sharing and modelling clear expectations in order to facilitate children to learn and adopt pro-social behaviours.

Pro-social behaviour refers to a range of positive behaviours including positive interactions and voluntary acts that are intended to benefit themselves and others.

The Pro-social behaviour chart gives examples of some of the pro-social behaviours pupils may exemplify. These pro-social behaviours are recognised and rewarded through verbal and social recognition/praise, class appreciation and recognition, and house points. In recognition of pupils exemplifying consistent excellent learning behaviour, and consistent pro-social behaviours, pupils may also receive the following:

- Golden book linked to learning
- Rights Respecting certificates
- Spanish/Subject specific certificates
- Physical Activity/Sports certificates
- Headteacher/SLT awards
- Attendance awards

Anti-social behaviour

Anti-social behaviour is any action that may cause harm or distress, or shows a lack of consideration for the well-being of others. A consistent approach is essential in addressing such behaviour. Staff should be clear and concise in their expectations and instructions, while continuing to recognise and praise pro-social behaviours and time should be allowed for pupils' behaviours to change.

Staff may also employ a range of pre-emptive strategies to prevent escalation, such as quiet interventions, offering choices to pupils, or utilising peer support (*see Appendix 1*). All adults in the school should aim to minimise anti-social behaviour and de-escalate situations by using clear, concise language and a range of strategies.

When anti-social behaviour occurs, it should be addressed in a resolution-focused manner, with discussions clearly linked to the behaviour displayed and aimed at supporting the pupil to make positive choices in the future. Restorative actions should also be used to help rebuild the pupil's understanding of the impact of their behaviour, restore relationships, and rebuild their confidence and sense of responsibility.

If anti-social behaviour persists, 'Steps' procedures such as Roots and Fruits, Anxiety Mapping and Risk Management Plans will be used to further support the child.

Where a pupil has SEND, their specific needs alongside any reasonable adjustments and, where necessary, an EHCP will be taken into account.

If a child is displaying unsafe or dangerous behaviour, escorting the child away from the situation may be the calmest and safest approach. It is the responsibility of the adult to follow the guidance and de-escalation scripts in order to support the pupil (*see Appendix 1*).

With a therapeutic approach, consequences are intended to be protective or educational. Protective consequences may include time out, moving the pupil's learning space, or limiting breaks or lunchtimes with peers. Educational consequences may involve helping to repair or tidy, conducting research, or completing tasks that support further understanding.

All consequences will be discussed with the pupil, clearly linking them to the behaviour that occurred, using the anti-social behaviour chart as a clear point of reference. If an incident happens at playtime, the consequence will also be related to playtime. Restorative actions will be used wherever appropriate to support the pupil in understanding the impact of their behaviour, repairing any harm caused, and rebuilding the relationship and pupil confidence.

Use of Reasonable Force and Restrictive Physical Intervention

In line with Section 93 of the Education and Inspections Act 2006, staff may use reasonable force to:

- Prevent a pupil from committing an offence
- Prevent a pupil from causing injury to themselves or others
- Prevent a pupil from causing damage to property
- Maintain good order and discipline

'Reasonable force' means using no more force than is necessary and may range from guiding a pupil by the arm to more active physical contact in extreme circumstances. The decision to use reasonable force is based on professional judgement and individual circumstances.

When considering the use of reasonable force with pupils who have SEND, mental health needs, or medical conditions, staff will recognise their additional vulnerability and consider reasonable adjustments under the Equality Act 2010. Individual behaviour plans will be developed for vulnerable pupils to reduce the need for restrictive intervention.

Full details of our approach, including staff training, recording procedures, and post-incident support, are set out in our separate Restrictive Physical Intervention Policy.

Emotional literacy

Emotional literacy involves self-awareness and the ability to recognise and manage your own feelings, such as staying calm when angry or reassuring yourself when in doubt. It also includes empathy—being sensitive to the feelings of others. At Kingsway, we aim for our pupils to become emotionally literate and confident in sharing their feelings and emotions with staff, ensuring they feel safe and supported. We want pupils to develop the confidence to recognise their emotions, seek support when needed, and use a range of strategies to help manage their feelings effectively.

Staff have also all been trained on SEL – social emotional learning. Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Bullying and Harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behavioural change by all members of the school community. We take the issue of bullying seriously, and work with members of the school community to tackle this. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our Positive Relationships Policy for further details.

Online Safety and Digital Behaviour

This behaviour policy applies to pupils' conduct online, both on school premises and outside school where it affects the school community. This includes cyberbullying, sharing inappropriate content, and online harassment via social media, messaging apps, or gaming platforms. The school maintains clear expectations for the use of mobile phones and smart technology. Year 5 and 6 pupils are able to apply to bring a mobile phone in school. This phone is to be turned off at school as the pupil enters the school premises and handed to the class teacher. The phones will be stored in the school office for the day. At the end of the day, pupils will receive their phones from the class teacher. The phones should remain off until the pupil has left the school site. Any online behaviour that causes harm or distress will be addressed using the anti-social behaviour framework in this policy, with safeguarding concerns referred immediately to the Designated Safeguarding Lead

Behaviour Outside School

This policy applies to pupils' behaviour outside school premises and outside school hours where:

- Pupils are travelling to or from school
- Pupils are wearing school uniform or are otherwise identifiable as Kingsway Junior pupils
- Behaviour could affect the safety, wellbeing or education of other pupils or staff
- Behaviour could bring the school into disrepute

The school will investigate serious incidents occurring outside school and may apply appropriate sanctions in line with this policy. Parents will be informed and involved in any such investigations

Roles and responsibilities

Behaviour, like any other set of skills and responses, is learnt and, therefore new behaviours can be taught. As adults, we have the responsibility for giving every young person the best possible chance to make right choices and to succeed. Teaching of pro-social behaviours within our school is vital for all children. Teachers and pupils reflect upon a set of pro-social and expected behaviours at the start of the academic year and continue to do so throughout the year by creating and regularly revisiting their individual class charters.

Class teacher

It is the responsibility of the class teacher to have high expectations of the children in terms of behaviour, to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, and whilst walking around the school.

The class teacher treats every child fairly and enforces classroom rules, warnings, and behaviour systems consistently. All children are treated with respect, understanding, and compassion. Children's pro-social behaviours are recognised and rewarded by explicitly linking actions to the pro-social behaviour chart and through the awarding of house points. When addressing anti-social behaviours, pupils review the relevant part of the anti-social

chart with the teacher to understand the connection between their actions and the consequences, supporting pupil reflection and learning.

The class teacher may liaise with the SENCO and external agencies, as necessary, to support and guide the progress of each child. Some children may have targets to support the improvement of their behaviour.

For some pupils with differing needs or who may be on the SEND register, they may need an adapted approach. Whilst the behaviour ladder may still be used, additional support must also be put in place such as the use of individual targets, behaviour cards or separate work with the pupil to support their understanding, such as nurture groups.

We recognise that communication with parents is paramount. The class teacher will provide updates on a child's behaviour during parents' evenings and in end-of-year reports. It is important to discuss specific incidents with parents as they arise. Additionally, the class teacher may contact parents at other times throughout the year if there are concerns regarding the child's behaviour or welfare.

We believe that an appropriately structured and engaging curriculum alongside effective high-quality teaching, make a significant contribution in ensuring appropriate behaviour. We need to teach pro-social behaviours, as we teach other areas of the curriculum through modelling and praise for good practice. Lessons need to be well planned and engaging for all.

A calm, well-ordered inclusive learning environment with opportunity to grow within a positive structure is conducive to pro-social behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem, focussing on the behaviour rather than the individual child.

Head teacher

It is the responsibility of the head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of anti-social behaviour.

The head teacher has the responsibility for suspending or excluding pupils according to the guidance below.

Deputy Head teacher

The deputy head teacher supports the head teacher in implementing the behaviour policy consistently across the school.

Equality Act Monitoring

The deputy head teacher is responsible for:

- Ensuring protected characteristics (where known) are recorded when logging behaviour incidents on the school system

- Conducting termly analysis of behaviour data to identify any trends or disproportionate impacts on particular groups of pupils, including:
 - Pupils with SEND
 - Pupils with other protected characteristics (sex, race, disability, religion or belief, gender reassignment, sexual orientation)
- Presenting findings to the head teacher and senior leadership team
- Working with the head teacher and SENCO to implement appropriate actions where disparities are identified, such as:
 - Reviewing behaviour management approaches for specific groups
 - Identifying staff training needs
 - Implementing targeted interventions or reasonable adjustments
- Reporting findings and actions to the governing body termly (via the head teacher)

T

he deputy head teacher will work closely with the SENCO to ensure that where pupils with SEND are over-represented in behaviour sanctions, their needs are being adequately met and reasonable adjustments are in place.

Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We endeavour to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then SLT. If the concern remains, they should contact the head teacher.

Parents, carers and visitors to our school should model the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

In order to support a peaceful and safe school environment the school ask parents, carers and visitors to help set a positive example to all members of our community.

Governors

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 head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues.

The head teacher must take this into account when making decisions about matters of behaviour.

Exclusions and suspensions

Only the head teacher has the power to suspend or exclude 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. 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. Exclusion from school will be considered in extreme cases in line with HCC guidance

If the head teacher suspends or excludes a pupil, the head informs the parents immediately, giving reasons for the suspension / exclusion. 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 school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the suspension period made by the head teacher.

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

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, 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.

Monitoring and Review

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

The school keeps a variety of records of incidents of anti-social behaviour.

SLT keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on the school system.

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 head reports any exclusion at the termly full governing body meeting.

Equality Act Monitoring

The school is committed to ensuring this behaviour policy is applied fairly and does not discriminate against pupils with protected characteristics under the Equality Act 2010 (sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation).

To fulfil our Public Sector Equality Duty, we will:

- Record protected characteristics (where known) when logging behaviour incidents on our school system
- Analyse behaviour data termly to identify any trends or disproportionate impacts on particular groups of pupils
- Take action where analysis reveals disparities, including reviewing our approach, providing additional staff training, or implementing targeted interventions

This analysis will be conducted by Deputy Head and reported to governors termly. Where pupils with SEND are over-represented in behaviour sanctions, we will review whether their needs are being adequately met and whether reasonable adjustments are in place.

The governing body reviews this policy every year. They 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: Possible strategies for responding to anti-social behaviour

Positive Phrasing

Encouraging pupils to follow instructions in a calm, clear, and supportive way:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch off the computer screen
- Walk with me to the library
- Stay seated in your chair
- Come and sit next to me for a story
- Please / thank you

Limited Choices

Giving the pupil controlled options to encourage responsibility and decision-making:

- Where shall we sit and talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with words or a picture?
- Would you like to sit on the chair or the beanbag?

Disempowering the Behaviour

Separating the behaviour from the pupil and preventing escalation:

- You can listen from there
- You can listen to the story from there
- Come and find me when you are ready
- Come back into the room when you are ready

Consequences

Linking consequences to the behaviour in a supportive and educational way:

- We will check you understand the story before going out for break time
- You will help tidy up the area affected by your behaviour
- You will complete a task to understand why the behaviour was inappropriate

Restorative Phrases

Used to support reflection, repair relationships, and rebuild confidence:

- How do you think that made [name/others] feel?
- What could you do to make this right?
- Let's think together about a better choice next time
- How can you repair what has happened?
- I know you can make a positive choice now

Reflective Prompts

Encouraging pupils to take responsibility for their actions:

- What happened, and what were you feeling?
- What would you do differently next time?
- Who else was affected by your choice?
- What support do you need to make the right choice?

Positive Reinforcement & Recognition

Acknowledging and encouraging pro-social behaviour:

- Well done for [specific behaviour]
- I can see you are trying hard to stay calm
- Thank you for helping [peer/class]
- You made a good choice by [specific action]
- Keep it up – your effort is making a difference

De-escalation Script

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...
- Let's take a calm moment together

De-escalating Body Language

- Maintain distance, outside of an outstretched arm
- Use a sideways stance
- Leave doors open
- Keep hands relaxed
- Position yourself at the same height as the child
- Speak calmly and slowly, using minimal gestures

Pro-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTORS	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	<ul style="list-style-type: none"> ◆ Listen to instructions and advice from all adults Speak with respect to adults and pupils ◆ Be willing to turn a negative situation around with a positive response ◆ To perform an act of kindness for adults or pupils ◆ Showing a positive attitude to learning and behaviour 	<ul style="list-style-type: none"> ◆ Show an increasing independence during learning ◆ Following instructions and advice calmly during a difficult situation Demonstrate a persistently positive attitude to learning ◆ Demonstrate persistent thoughtfulness to others ◆ Show an increasing understanding of how demonstrating respect leads to respect ◆ Turning a negative situation into a positive outcome 	<ul style="list-style-type: none"> ◆ Show leadership or a willingness to assist others ◆ Encourage kindness in others and lead by example ◆ Taking a leading role in promoting respect ◆ Representing the school in a positive manner ◆ Be truthful about situations 	<ul style="list-style-type: none"> ◆ Show an exceptional attitude to learning with an outstanding piece of work ◆ Take a leading role in encouraging listening skills in others ◆ Encourages a positive attitude in others ◆ Perform an act of kindness ◆ Demonstrates respect on a consistent basis 	<ul style="list-style-type: none"> ◆ A persistent attitude to improving learning ◆ To demonstrate exceptional listening skills in a related task or piece of work ◆ A pupil who shows spirit to benefit others ◆ Perform acts of kindness ◆ Manners and acts lead to recognised respect from the local community ◆ Takes a leadership role among pupils to develop school spirit
	Recognition	Verbal recognition and praise from teacher/staff, class acknowledgement, round of applause/appreciation	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

Anti-social behaviours

		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	<ul style="list-style-type: none"> ◆ Wandering around classroom ◆ Ignoring adult requests ◆ Disturbing learning ◆ Calling out ◆ Throwing or flicking small items ◆ Interfering with the property of others ◆ Distracting others ◆ Fiddling with things ◆ Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. ◆ Excluding others from games, conversations or activities 	<ul style="list-style-type: none"> ◆ Choosing not to change behaviour ◆ Refusing to do work/avoiding work ◆ Answering back ◆ Repeated ignoring of adult requests ◆ Insulting others ◆ Denial of inappropriate behaviour ◆ Defacing own or others work ◆ Accidental damage to school or personal property ◆ Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice ◆ Intentionally preventing others from learning ◆ Play-fighting 	<ul style="list-style-type: none"> ◆ Persistent Level 2 anti-social behaviour - ◆ Unwillingness to reflect on an incident or behaviour ◆ Lying or rumour spreading ◆ Minor deliberate damage to property ◆ Disrupting the class so that learning is affected ◆ Manipulating others to make a poor behaviour choice ◆ Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing ◆ Spitting on things ◆ Regular incidents of unkindness to different individuals. ◆ Leaving the class without permission 	<ul style="list-style-type: none"> ◆ Persistent Level 3 anti-social behaviour ◆ Leaving the classroom without permission ◆ Refusing to follow any instruction from any member of staff ◆ Swearing ◆ Lying to get a child or adult in trouble ◆ Proven stealing of school or personal property ◆ Graffiti ◆ Persistent, significant disruption to learning ◆ Using threats to force others to make poor behaviour choices ◆ Threatened violence ◆ Fighting ◆ Deliberately hurting another child including emotionally ◆ Regular incidents of unkindness to the same individual. ◆ Racist, religious, sexist and homophobic abuse, cyberbullying, taunting or harassment 	<ul style="list-style-type: none"> ◆ Persistent Level 4 anti-social behaviour ◆ Leaving the school site without permission ◆ Swearing directly to intentionally hurt or abuse someone ◆ Threatening remarks ◆ Arson ◆ Serious deliberate damage to school or personal property ◆ Disruption to learning through physical, verbal or emotional abuse of pupils or adults ◆ Trying to deliberately hurt someone else ◆ Possession of an object that could be used intentionally to harm someone ◆ Serious fighting ◆ Serious physical assault: including hitting, strangling, punching, pinching, kicking ◆ Spitting at someone ◆ Sexual misconduct ◆ Proven and persistent bullying
	Restorative Action	<p>Attention prompt/Non Verbal cue from teacher</p> <p>Rule reminder linked to class charter</p> <p>Verbal reminder from teacher of behaviour expectations</p> <p>Positive reinforcement</p>	<p>Verbal warning</p> <p>Possible movement of space / chair within the classroom</p> <p>Teacher may informally speak to parents</p> <p>Potential loss of break time (appropriate to anti-social behaviour)</p>	<p>Time out</p> <p>Loss of break time (appropriate to anti-social behaviour)</p> <p>Teacher verbally informs parents</p> <p>Apology note (appropriate to anti-social behaviour)</p> <p>Recorded on school system</p>	<p>Possible removal from class</p> <p>Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT)</p> <p>SLT or Deputy informed</p> <p>Recorded on school system</p>	<p>Consideration of suspension / exclusion</p> <p>SLT/ Head teacher informed</p> <p>Recorded on school system</p>
	Playtime restorative action	<p>Reminder of rules by staff</p>	<p>Children asked to walk with an adult to reflect on their behaviour</p> <p>Children asked to have a ‘time out’</p>	<p>Loss of part of break / lunch</p> <p>Teacher informed</p>	<p>Incident referred to SLT</p> <p>Loss of rest of break / lunch</p> <p>Parents will be contacted</p>	<p>Internal or external suspension/exclusion</p> <p>Meeting with parents and a possible action plan drawn up</p>