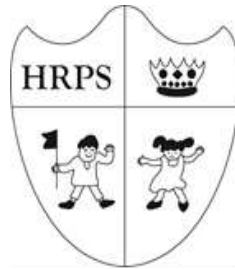


Houghton Regis Primary School

Behaviour Management Policy

2025-2026



Policy Dated: May 2026

Review Date: October 2026

At Houghton Regis Primary School, we believe that every child has the right to a high-quality education in a safe and nurturing environment and our children have the potential to be worthy citizens of the world. We believe that every child is capable of achieving their full potential and maximising their learning opportunities to excel in all that they do. Our learning approach embraces our diverse community, reflecting our commitment as an inclusive school. We expect our children to be ready, respectful and safe. We are ambitious in promoting positive relationships with parents, carers and professionals so we can achieve the best outcomes for our pupils. Wellbeing for our pupils, staff, parents and carers is at the heart of everything we do.

- Classroom environments are calm and secure places
- Pupils of our school feel valued and safe and can learn without disruption
- Safe spaces provide a quiet area for children who are dysregulated
- All incidents of inappropriate behaviour or bullying are dealt with immediately
- Pupils have a clear understanding of how their actions affect others
- Children realise that they will be taken seriously and have their time to explain and be heard
- The school curriculum provides a real understanding of different cultures and beliefs, tackling issues through PSHE, RE and assemblies
- The school community is encouraged to report poor behaviour

Our Values

1. Happiness
2. Independence
3. Excellence
4. Respect
5. Ambition

Our Vision and Aims

1. We think before we act
2. We make good choices
3. We try our best
4. We keep ourselves and others safe
5. We look after our own and school's property
6. We have good manners
7. We are polite
8. We are respectful to everyone we come into contact with
9. We respect other people's opinions, cultures and beliefs
10. We learn from our mistakes

Valued Behaviours

1. Be respectful to all peers and adults
2. When lining up do so sensibly and quietly
3. Move quietly around the school
4. Work without distracting others
5. Keeps all area of the school tidy
6. Use good manners
7. Respect the belongings of others

8. Play safely and fairly making sure no one is left out
9. Have high expectations of yourself and your work
10. Try your best in everything, even when you find it challenging

Behaviour Curriculum

<p>Our school ethos: Be ready, respectful and safe</p>	<p>Be Ready:</p> <ul style="list-style-type: none"> ▶ We arrive at school on time, every time ▶ We get to lessons on time ▶ We wear the correct uniform with pride and have the right clothes for PE and playing outdoors ▶ We make sure we have the right equipment for the day ▶ We take part fully in lessons and show resilience 	<p>Be Respectful:</p> <ul style="list-style-type: none"> ▶ We always listen when an adult is talking ▶ We always listen to pupils in our class giving ideas and feedback ▶ We are polite and show good manners to everyone ▶ We respect difference and know we are all equal ▶ We look after our equipment and share it. ▶ We look after our environment and never drop litter ▶ We respect the law and the rules of school and society 	<p>Be Safe:</p> <ul style="list-style-type: none"> ▶ We follow instructions - first time, every time ▶ We do not tolerate bullying of any kind ▶ We walk sensibly around our school ▶ We line up sensibly ▶ We know who to go to for help and support ▶ We stay safe online and outside school ▶ We use equipment safely
<p>Respect and Manners</p>	<ul style="list-style-type: none"> ▶ Know that you should always say 'please' when you are asking for something ▶ Know that you should always say 'thank you' when you receive something or someone does something nice for you ▶ Know that you should let any waiting adults through a doorway before walking through yourself ▶ Know that you should say 'Good morning/afternoon' to adults if spoken to ▶ Know that it is polite to give eye contact to the person you are talking to if you are able ▶ Know that it is important to show gratitude to others by thanking people for what they have done for you ▶ Know that if you respect someone, you have a good opinion of their character or ideas 		

	<ul style="list-style-type: none"> ▶ Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision
Assembly	<ul style="list-style-type: none"> ▶ Know that we enter/exit in silence as we walk into/out of the hall ▶ Ensure uniform is worn correctly (tuck shirt in, no hands in pocket etc.) on entry and exit ▶ Know that we line up in register order, facing forward ▶ Know the expectations for sitting ▶ Know that we sit cross-legged with a straight back and hands to yourself ▶ Know that we face the assembly leader and face forwards with eyes on the speaker ▶ Know that we use silent hands-up to contribute ▶ Know that we use manners when speaking ▶ Know that we participate actively – singing etc
Moving around the school	<ul style="list-style-type: none"> ▶ Know that we walk around school in silence ▶ Know that we walk in a straight line, single file ▶ Know that we line up in our agreed register order ▶ Know that we are polite and courteous to adults / other children with a greeting ▶ Know that we open doors for others ▶ Know that we pick up litter, coats and resources if on the floor or untidy ▶ Know that we knock on and wait for permission to enter a room (where appropriate e.g. staffroom, office, another classroom)
Uniform	<ul style="list-style-type: none"> ▶ Know that we wear full uniform and it is worn correctly ▶ Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately ▶ Know that we can wear a watch and studded earrings ▶ Know to wear the correct PE kit on PE days
Playtime behaviour	<ul style="list-style-type: none"> ▶ Know that you must walk from your classroom to the playground, not run ▶ Know that you must play safely without hurting anyone. No 'play fighting' or tag ▶ Know that you must be respectful of equipment and look after it ▶ Tidying up equipment when finished ▶ Know that you must be kind, by including people in your games and sharing equipment ▶ Know that we do not litter ▶ Know that we play fairly and show teamwork ▶ Know that, upon the first whistle, you stop and on the second whistle, you line up in register order quickly and quietly ▶ Being responsible for your own belongings ▶ Demonstrate good hygiene after a toilet break
Attendance and punctuality	<ul style="list-style-type: none"> ▶ Know that you must try to attend school every day ▶ Know that you must try to arrive at school on time every day ▶ Know that attending school on time every day is important so that you don't miss important learning
Communal areas	<ul style="list-style-type: none"> ▶ Know that we are respectful of the learning environment ▶ Know to take care of displays when lining up ▶ Know to place all litter in a dustbin

	<ul style="list-style-type: none"> ▶ Know to walk around school in a quiet, sensible manner on the left-hand side ▶ Know that we pick up coats and place back on pegs / tidy up anything which is out of place
Lining up	<ul style="list-style-type: none"> ▶ Know that we place our arms by our side ▶ Know that we face forward ▶ Know that we stand with straight backs / good posture ▶ Know that we line up in silence ▶ Know that we walk in a single file on the left hand side
Dining Room	<ul style="list-style-type: none"> ▶ Know that we wash hands before eating ▶ Know that we use a quiet voice in the dinner hall and talk to the children opposite or adjacent to them only ▶ Know that we line up – in register order, quietly ▶ Know that when eating, we stay in our seats facing our food ▶ Know that we use a knife and fork appropriately ▶ Know that we chew with our mouths closed ▶ Know that we say ‘please’ and ‘thank you’ ▶ Know that we put our hand up for adult attention ▶ Know that an adult has to check our plates before we leave the table ▶ Know that we walk in the dining room ▶ Know that if we have eaten a school dinner, we put our rubbish in the bin ▶ Know that if we drop food on the floor we pick it up ▶ Know that we clear away our table space, cutlery, plate, cup and leave tidy
Behaviour outside of school	<ul style="list-style-type: none"> ▶ Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully ▶ Know that if we act inappropriately out of school, there may be consequences for this in school ▶ Know that we should be considerate of other people arriving and leaving school ▶ Know that being considerate means thinking about other people’s needs, wishes and feelings ▶ Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice, not shouting ▶ We know how to stay safe online and use technology sensibly and safely ▶ We know who to go to for help and support
Moving to the line (in class)	<ul style="list-style-type: none"> ▶ Know that we walk to the line sensibly ▶ know that we line up in register order ▶ Know that we place chairs under the table when leaving seat ▶ Know that we walk in a quiet, calm manner
Ready to learn	<ul style="list-style-type: none"> ▶ Know how to follow the teacher’s stopping strategy ▶ Know that we have good sitting posture: Ensure 6 feet on the floor ▶ Tummy Near Table (TNT) ▶ Bottoms in the Back of their Chair (BBC) ▶ Know that we keep our workspaces/resources tidy (before/during/after work)

	<ul style="list-style-type: none"> ▶ Know to be punctual ▶ Know how to be ready for the lesson e.g. had a drink, toilet break etc ▶ Know that we walk to the line sensibly ▶ Know that we line up in register order ▶ Know that we place chair under the table when leaving seat ▶ Know that we walk in a quiet, calm manner around the classroom ▶ Know that we treat equipment appropriately and with respect
<p style="text-align: center;">Presentation in books</p>	<ul style="list-style-type: none"> ▶ We know how to set out our work in our books: ▶ Date – right hand side in words with the correct spelling (except for day number) ▶ Underline after the last piece of work with a sharp pencil and a ruler ▶ 6 digit format used in Maths books along with Roman numerals ▶ Date underlined with ruler and sharpened pencil ▶ Learning objective – miss a line after date ▶ Error correction – ruled line through ▶ Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil ▶ All handwriting to be the appropriate size throughout ▶ Maths books – one digit one square ▶ Work on left hand side so right side can be used for marking and teacher modelling or further questions ▶ We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc

Process in School to Record Incidents

All behaviour is recorded onto CPOMS and monitored by staff. Support staff will inform the class teacher when an incident occurs. The class teacher will inform the phase leader, who will then escalate to a member of the Senior Leadership Team, where required. This helps us to recognise patterns of behaviour and put support in place where needed.

Parents will be informed of behavior incidents and may be called in to discuss a matter further. They will meet with the class teacher and/or phase leader where necessary.

CPOMS entries are viewed daily and teachers/leaders will agree actions and next steps to address the concerns of logged behaviour. The Headteacher will decide if a suspension needs to be issued.

The incidents recorded on CPOMs must be factual and must not include opinions. The ABC model should be followed:

- Antecedent (A): What happened immediately before the behaviour occurred? This could be an environmental factor, a social interaction, a sensory experience, or an internal feeling.
- Behaviour (B): Describe the challenging behaviour in detail. Be objective and specific, avoiding judgments or interpretations. What did the person do or say? How did their body language change?
- Consequence (C): What happened immediately after the behaviour? Did the person receive attention, escape a situation, gain access to something, or experience a sensory stimulation?

[Back](#)

Student

Incident

Today at lunch time, five minutes before the whistle, Johnny had a disagreement with a friend on the playground. Before this incident they were playing basketball and were on opposing teams. Johnny felt that Brad had cheated and took the ball when he should not have. Johnny became upset and shouted at Brad and pointed in his face. An adult went over to them and separated the boys so they could have some time to regulate their feelings.

When lunch time had finished the boys had had time to calm and were able to reflect with an adult. Both boys apologised to each other and they talked through the rules of basketball so there was no more confusion.

Categories

Attendance Behaviour Cause for Concern Child Protection Contact with External Agency

Contact with Parents Friendship Related Issues Medical Mental Health and Wellbeing Peer on Peer

Parental Support

At Houghton Regis Primary School, we believe that parental support is essential in securing high standards of behaviour. We aim to work closely with parents to agree behaviour aims to improve children's behaviour both at school and at home. Parents are involved as soon as a concern arises. A meeting will take place with the class teacher and/or phase leader where strategies to improve behaviour will be agreed and put in place. This may include an individual behaviour plan, behaviour chart or mentoring as well as access to outside services and professional support.

Sometimes parents may have a concern about how other children are behaving towards their child. Staff are always available to listen to parents and will ensure action is taken immediately to resolve the issue. Parents should address this with the class teacher in the first instance. We do not encourage parents to act against another child or parent, either physically or verbally. In every instance, parents and carers must direct their concern to a relevant member of staff.

Responsibilities of Parents, Carers and Guardians

Parents, carers and guardians must:

- show, by their own example, that they support the school in what it tries to do
- make sure that their children come to school regularly, on time, refreshed, alert, appropriately dressed and ready to participate fully in a school day
- take an active and supportive interest in their children's work and progress
- support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
- control the development of their children's use of leisure time activities and entertainments
- encourage the development of respect, politeness and good manners by emphasising and reinforcing the school's values
- encourage commitment and responsibility in all that their children do

Responsibilities of Staff

All Houghton Regis Primary staff must:

- display a relational approach to all pupils
- demonstrate unconditional care and compassion
- deliberately and persistently catch children doing the right thing and praise them
- know their classes well but also develop positive relationships with all children
- use these relationships to create a safe and stimulating learning environment that inspires pupil's interest and learning.
- create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- relentlessly work to build mutual respect
- remain calm and keep their emotion for when it is most appreciated by pupils
- be a positive role model through the school values by creating an ethos of high expectations for all
- follow and implement this strategy consistently

Responsibilities of Senior Leadership Team

Members of the Senior Leadership team must:

- model a relational approach to all pupils
- demonstrate unconditional care and compassion
- be a visible presence around the school
- regularly celebrate staff and pupils whose efforts go above and beyond expectations
- encourage use of positive praise, phone calls, notes home and certificates
- ensure staff training needs are identified and met
- use behaviour records to target and assess interventions
- support teachers when dealing with inconvenient or detrimental behavior (difficult/dangerous)

Responsibilities of Pupils

All pupils must:

- consistently follow and model the school values
- enable a positive climate for learning by following the school expectations

- show expected learning behaviours
- demonstrate unconditional care and compassion towards others
- make a positive impact in the school community and beyond by taking responsibility for their behaviours, actions and voice.

Mentoring and Pastoral Care

Staff in school regularly mentor children who need extra support to make the correct choices. They may become involved as a result of:

- friendship issues
- child's request
- parent/carer's request
- declining behaviour
- other needs as identified by the Pastoral Team

All of our mentoring programs are planned for each child's individual needs. Some mentoring sessions may include: an informal conversation, playing games, participating in PE activities, creating art work, sharing strategies for social skills and emotional regulation activities. Mentoring sessions are logged on CPOMS to measure the impact of the sessions. Occasionally, the school may feel that the children will benefit from an outside agency or an alternative provision to support their behaviour. In these instances, parents will be contacted to discuss this further.

Incentives and Rewards

At Houghton Regis Primary School, ClassDojo is used as part of the school's approach to promoting and reinforcing positive behavior that aligns with the school's values and behaviour expectations.

Teachers award Dojo points for:

- making positive choices
- being polite
- using manners
- working hard
- fulfilling the school values

When children receive Dojo points, they are visible on our online platform. Parents can see their child's Dojo points, which strengthens home-school communication and enables families to celebrate their child's achievements together. By linking ClassDojo rewards to the school's wider behaviour framework — alongside verbal praise and other incentives — it encourages pupils to take responsibility for their actions and helps motivate continuous improvement in behaviour and attitudes in the classroom.

We use a housepoint system where the children are allocated to a house. These house names have been chosen by the Leadership Team following the STEM theme and have allocated colours:

Isambard Kingdom Brunel ***Alexander Graham Bell*** ***Marie Curie*** ***Katherine Johnson***

Dojo points are awarded on a Thursday and shared in our celebration assemblies on a Friday.

Children also compete in inter-house competitions which take place half-termly.

Children can earn the following certificates. These are awarded by the Headteacher in celebration assembly. Children's recognition of achieving these certificates is celebrated in the weekly newsletter.

Bronze certificate – 100 Class Dojo points

Silver certificate – 200 Class Dojo points

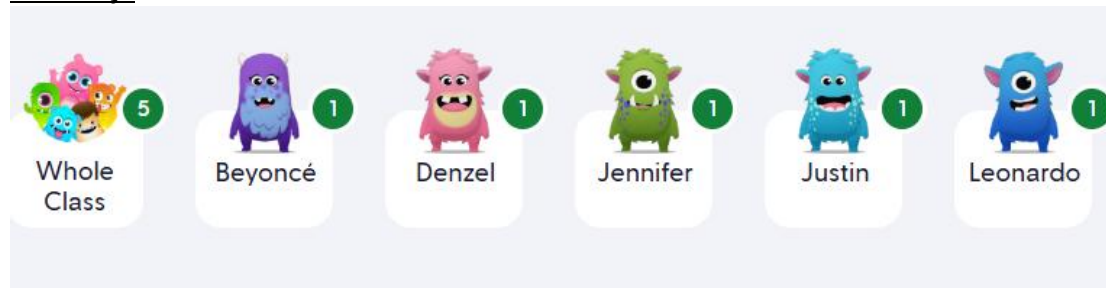
Gold certificate – 300 Class Dojo points

Platinum certificate – 400 Class Dojo points

Special award – 500 Class Dojo points

If children exceed expectations with excellent effort, behaviour or work in lessons, they will be asked to show their work to the Senior Leadership Team as a celebration.

Class Dojo



Zones of regulation

Zones of Regulation are taught as part of our PSHE curriculum. This helps with sensory regulation and integration, emotional self-understanding, executive functioning and cognitive control of behaviours and social thinking.

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Within the Zones of Regulation curriculum, there are four zones: red, blue, yellow and green.

Red Zone: In the red zone we may feel mad, angry, terrified, elated, ecstatic, devastated or out of control.

Yellow Zone: In the yellow zone we may feel frustrated, worried, silly, wiggly, excited and have a loss of some control

Green Zone: in the green zone we may feel happy, calm, feeling focused and relaxed.

Blue Zone: In the blue zone we may feel sad, sick, tired, bored or moving slowly.

During these sessions, children learn to read facial expressions and understand different perspectives. They also share how they think and feel about expected behaviours when they are in

these zones and identify tools to help them regulate. Every classroom has a display of these zones so children are able to track their zones throughout the day and identify triggers that may occur.

Guiding Principles

There may be some children who need some support to adjust to school life. These children are supported through: mentoring, reminders of expectations and where necessary, individual behaviour plans. Our principles are:

- everyone makes mistakes and everyone deserves a chance to make it right
- disapproval is directed at the behaviour and not the child
- children are reminded of sanctions and given the opportunity to put things right
- every day is a fresh start
- accountability, restorative conversation and reflection are our guiding principles

Adults support children to make the right choices by:

- providing interesting, engaging and challenging learning opportunities
- giving clear instructions and explanations
- praising and rewarding positive behaviour choices
- acknowledging improved behaviour choices
- adapting the learning environment where necessary
- clarifying behaviour details to support reflection
- communicating openly and honestly with parents and carers in a timely manner
- modelling

Senior Leadership will support the children by:

- supporting with serious detrimental behaviours
- providing advice and support as needed for class teachers and support staff
- communicating regularly with class teachers about behaviour concerns
- communicating with parents and carers where necessary
- discussing cases at leadership/safeguarding meetings

Positive Handling

A child may need positive handling to ensure their own safety and/or the safety of others. Such handling will be carried out by an appropriate trained member of staff using reasonable force if required, and parents will be informed immediately, in line with Department for Education Guidance (2026).

‘Reasonable force’ covers a broad range of actions involving a degree of physical contact to control or restrain children for their or others’ safety. This may include:

- passive physical contact, such as standing between children or blocking a child’s path
- active physical contact such as leading a child by the arm out of the classroom
- breaking up a fight by separating children
- restraining a child to prevent violence to self, others or property

In school we have a number of accredited Team Teach trained staff. We believe that physical intervention should be the last resort, with de-escalation and prevention strategies being the main focus.

Before using reasonable force, staff members evaluate the situation and consider the risk carefully to ensure the most appropriate course of action is taken. Our priority is always the safety of all concerned. After an event of positive handling, children debrief and reflect with a member of staff on the reasons for the strategy to support their re-integration and emotional well-being.

Inconvenient behaviour, difficult detrimental behaviour and dangerous detrimental behaviour

Inconvenient behaviour will result in a message or conversation with the parent to ensure we are supporting the child the best we can consistently do at school.

Persistent difficult detrimental behaviour will trigger an initial meeting between parents and either the class teacher or phase leader. Any such meeting is seen as a supportive measure to enable the child to improve their behaviour as quickly as possible.

Serious dangerous detrimental behaviour will result in a meeting with the Headteacher to discuss the behaviour and the next steps.

Personalised Behaviour Charts

In class, the children will follow the expected behaviours, where they will receive ample opportunity to be rewarded with dojo points and correct their behaviours. To support children to improve consistent low level behaviour, personalised behaviour charts are sometimes introduced. A child who has a personal behaviour chart meets with a Phase Leader or a member of the Pastoral Team several times a day to reflect on their behaviour choices. This provides extra opportunities for children to reflect on their choices and discuss how they are feeling. It is also a fantastic opportunity to reward all the positive choices that they have made that day.

Internal Suspension

An internal suspension may be deemed necessary if a child has behaved inappropriately within school or on an educational visit or outside of school. Internal suspensions are designed to safeguard other children where necessary and to offer the child an opportunity to reflect in a safe environment. An internal suspension demonstrates that as a school, we feel it appropriate that the child is not with their class or teacher for a period of time. Instead, they complete their work in another class outside of their year group or in a quiet room and spend playtimes and lunchtimes reflecting with a member of the senior leadership team or the phase leader.

Link Classes:

Reception - Key stage 1 Phase Leader

Year 1 - Early Years Phase Leader

Year 2 - Year 1 Phase Leader

Year 3 - Upper Key Stage 2 Phase Leader

Year 4 – Lower Key Stage 2 Phase Leader

Year 5 – Lower Key Stage 2 Phase Leader

Year 6 – Upper Key Stage 2 Phase Leader

Fixed Term Suspension

Fixed term suspensions may be considered if a situation is deemed sufficiently serious. Fixed term suspensions are issued by the Headteacher, following a discussion with all the appropriate staff members to ensure a fair and balanced viewpoint is considered. In the event of a fixed term suspension being issued, the Local Authority will be informed and this will be logged onto CPOMs. When a child returns to school, a re-integration meeting will be held to set targets so that the child's return to school is managed in the best possible way. The Headteacher, Behaviour Lead, parents/carers and the child will be present in the meeting.

Fixed term suspensions may be issued for:

- persistent or general disruptive behaviour
- verbal abuse/threatening behaviour against a pupil
- verbal abuse/threatening behaviour against an adult
- physical assault against a pupil
- physical assault against an adult
- damage

Managed Moves:

Pupils who continue to experience behavioural issues may be offered a managed move. This will involve the pupils moving to another school/academy. This strategy may be used as an alternative for a pupil who is at risk of permanent exclusion. In these cases, the pupil continues to be on roll at the school. Managed moves take place for a fixed period of time at the end of which there is a review and the pupil may be taken on roll at the new school.

A managed move is carefully considered prior to working in partnership with other local schools. If a pupil behaviour is deemed dangerous or consistently unacceptable then a managed move will not be put in place. If a managed move is unsuccessful a pupil will return to the school or if the move was used to avoid a permanent exclusion and concerns persist in regard to the student impacting on the health, safety and wellbeing of our community permanent exclusion may be invoked.

Permanent Exclusions

A permanent exclusion from school may be considered, in line with statutory guidance, in extreme circumstances or significant breaches of the school's behaviour policy. Consideration would be made whether allowing the child to remain in school would significantly harm or risk harming the education or welfare of the children or others in the school.

Positive conduct to and from school in the local community and online

We have the same high expectations of children's behaviour outside of school as we do on the school site. Sanctions may be applied where a pupil misbehaves off-site when representing the school.

Sanctions can also be applied where a pupil has misbehaved off-site at any time whether or not the conditions above apply.

Sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. educational visit).

Chart of staff managing behaviour

Class Teacher	<p>Inconvenient behaviour– reminders given/ work in a parallel classroom/ non-engagement in tasks / work to be completed before play time</p> <p>Playtime- low level behaviour – miss playtimes</p> <p>Parents informed</p> <p>De-escalation language</p> <p>I can see something has happened...</p> <p>I am here to help...</p> <p>Talk and I will listen...</p> <p>Come with me and...</p> <p>Where shall we talk, here or in....?</p> <p>I am doing X, do you want to help me with it...?</p> <p>Positive phrasing</p> <p>Stand next to me please?</p> <p>We will walk in the corridor thank you</p> <p>Stay seated in your chair until...</p> <p>Walk with me to ...</p>
Phase Leader	<p>Difficult detrimental behaviour- work in link class / non-engagement in tasks/ incident disrupting learning in class / physical altercation /miss playtimes and lunchtimes liaise with parents</p>
Behaviour Lead	<p>Continued disruption in class despite teacher and phase leader intervention / Play time – behaviour escalating and ongoing / meeting with parents / consequences could possibly lead to time out of class</p>
Members of the Senior Leadership Team	
Assistant Headteacher	<p>Continued disruption in class despite teacher, phase lead and behaviour lead intervention / Play time behaviour escalating and ongoing serious incidents / behaviour outside of school including social media / Meeting with parents/consequences could possibly lead to internal suspension</p>
Headteacher	<p>Serious behaviour incident / behaviour outside of school/ meeting with parents / Possible consequences could lead to fixed term suspension</p> <p>Serious behaviour incident / behaviour outside of school / meetings with parents and outside agencies if needed / possible consequences could lead to permanent exclusion</p>

Response to behaviour-

Reminder	<p>Child is not following school rules Rough play Unnecessary loudness/rudeness Unsafe behaviour Being unkind</p>	<p>Pupil reminded of expectations and values Warning given clearly stating consequence if behaviour continues. Praise those who are doing the right thing Re-engage through re-direction I noticed you chose to This a reminder that we need to (refer to class rule or value) Make a better choice please Thank you</p>
Stage 1- Warning	Behaviour continues	<p>Continue with de-escalation tactics and provide take up time I noticed you chose to If you choose to continue then you will owe 5 minutes Child have 5/10 minutes to calm and reflect. Reflection time should be made up during play/lunch Stage 1 reported to class teacher and recorded on CPOMs. Parents informed</p>
Stage 2- Second warning	Disruption Continues	<p>Child taken to Phase Leader for a discussion Child sent to nurture club for an opportunity to calm and reflect Stage 2 logged on CPOMS by Phase Leader/Class teacher Parents informed</p>
Stage 3- SLT	<p>Behaviours escalate Offensive vocabulary Injury to self or others Risky behaviour High levels of aggression/emotion</p>	<p>Child to stay inside for break/lunch. Staff to consult with SLT regarding appropriate sanction and escalation strategies. Dinner time/break time routines may be personalised Stage 3 logged on CPOMS by SLT/Class teacher Parents called in for a meeting with teacher/phase leader</p>
Stage 4- Targeted support programme	<p>Extreme disruption (physical or verbal) Aggressive behaviour towards staff or another pupil Stage 4 logged by SLT on CPOMS Internal suspension Parents contacted to attend a meeting Targeted programme of rewards and sanctions implemented</p>	
Stage 5	<p>Extreme behaviour resulting in a fixed-term suspension Stage 5 logged by SLT on CPOMS Local Authority contacted for additional intervention</p>	