



Gateford Park Primary School

Behaviour and Relationships Policy

March 2026 – September 2026

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1. Introduction

At Gateford Park Primary School, behaviour is taught through relationships using a restorative approach.

Our school values and motto are intertwined into all we do and our children know and understand what these values mean, both school and outside school.

2. Our Approach to Behaviour

At Gateford Park Primary School, we use a **restorative approach to behaviour** rather than a purely punitive (punishment-based) system.

This reflects our belief that behaviour is not simply something to control, but something to **teach, understand and develop over time**.

Behaviour is Learned, Not Just Managed

Children are not born knowing how to:

- Manage strong emotions
- Resolve conflict
- Make positive choices

These skills must be explicitly taught through our **Responsible Behaviour Curriculum** and daily interactions.

Research shows that behaviour improves when schools explicitly teach social and emotional skills rather than relying solely on sanctions (Education Endowment Foundation, 2021).

Understanding the Cause of Behaviour

We recognise that behaviour often communicates:

- Unmet needs
- Frustration or anxiety
- Difficulty regulating emotions

A restorative approach allows us to:

- Understand what has happened
- Identify underlying causes

- Provide appropriate support

This is supported by research into **trauma-informed and relational approaches**, which shows that behaviour improves when adults respond with understanding rather than punishment (Department for Education, 2022).

Building Responsibility and Empathy

Through restorative practice, children are supported to:

- Reflect on their behaviour
- Understand impact
- Take responsibility
- Repair harm

Studies show that restorative approaches can improve relationships, reduce conflict and increase empathy (Youth Justice Board; Restorative Justice Council).

Repairing Relationships

At the heart of our approach is the belief that relationships matter.

Positive relationships between adults and pupils are consistently identified as one of the most important factors in improving behaviour and engagement (Education Endowment Foundation, Improving Behaviour in Schools Guidance).

Long-Term Impact Over Short-Term Compliance

Punitive approaches can sometimes lead to:

- Short-term compliance
- Repeated behaviours
- Limited understanding

In contrast, restorative approaches:

- Reduce repeat incidents
- Improve behaviour over time
- Strengthen school culture

Research highlights that approaches focusing on **self-regulation and reflection** have a greater long-term impact than punishment alone (EEF; Public Health England).

Consistency with Our Values

Our restorative approach reflects our values:

- **Perseverance** – supporting children to keep trying
 - **Aspiration** – helping children improve
 - **Respect** – listening to all voices
 - **Kindness** – supporting rather than shaming
-

Accountability Still Matters

A restorative approach does not mean there are no consequences.

Children are still held accountable. However, consequences are:

- Fair and proportionate
- Linked to learning
- Focused on repair

For serious incidents, further action (including suspension) may be necessary.

Our Aim

Our aim is to:

Teach behaviour, not just manage it
Build relationships, not fear
Support growth, not just compliance

3. Aims

We aim to create a safe, inclusive environment and teach behaviour through values. Our aim is for all our children to live a happy, successful life, where they contribute positively to society, during their school years and beyond.

4. Responsible Behaviour Curriculum

The Responsible Behaviour curriculum underpins our values and incorporates weekly key stage assemblies and follow up classroom sessions which focus on the teaching of behaviour, relationships and regulation. Each week, information is shared with parents/carers about how they can support their child with the themes covered that week at home.

5. Roles and Responsibilities

At Gateford Park Primary School, all members of our community share responsibility for behaviour. We believe that positive behaviour is built through strong relationships, clear expectations and consistent practice.

Our aim is to work together as a team to achieve the best outcomes for all children, ensuring that our values of **perseverance, aspiration, respect and kindness** are reflected in all that we do.

All Staff

All staff have a responsibility to:

- Model the school's values through their own behaviour and interactions
- Build positive, respectful relationships with all pupils
- Teach behaviour explicitly through the Responsible Behaviour Curriculum
- Maintain high expectations of behaviour and conduct
- Use a calm, consistent and restorative approach
- Listen to children and ensure all voices are heard
- Address behaviour promptly and fairly
- Record and report behaviour in line with school systems (e.g. CPOMS)
- Work collaboratively with colleagues, parents and external agencies where appropriate

All staff are expected to promote a safe, inclusive and supportive environment where all children can learn and thrive.

Class Teachers

Class teachers have a key role in:

- Establishing clear routines and expectations within the classroom

- Creating a positive learning environment where children feel safe and valued
- Teaching and reinforcing behaviour expectations regularly
- Using the graduated behaviour response consistently
- Communicating with parents regarding behaviour, both positive and where support is needed
- Monitoring behaviour patterns and seeking support when required

Teachers are responsible for ensuring that behaviour does not impact negatively on learning and that all pupils are supported to succeed.

Senior Leadership Team (SLT)

The Senior Leadership Team, led by the Headteacher, is responsible for:

- Ensuring consistent implementation of this policy across the school
- Supporting staff in managing behaviour effectively
- Monitoring behaviour data, patterns and trends
- Leading on serious behaviour incidents and suspensions
- Ensuring safeguarding is prioritised at all times
- Supporting pupils with additional behavioural or emotional needs
- Liaising with external agencies where appropriate
- Reporting to governors on the effectiveness of the policy

The Headteacher retains overall responsibility for suspensions in line with statutory guidance.

Support Staff (Including Wraparound Staff)

Support staff play a vital role in maintaining consistency across the school day. They are expected to:

- Follow the behaviour policy and graduated response system
- Model positive behaviour and relationships
- Use restorative approaches
- Communicate effectively with teaching staff and SLT

- Support pupils in regulating behaviour and resolving conflict
-

Pupils

Pupils are expected to:

- Follow the school values of perseverance, aspiration, respect and kindness.
- Take responsibility for their actions
- Engage positively in learning and school life
- Show respect to others, staff, visitors and the school environment
- Participate in restorative processes when needed

Pupils are supported to understand that behaviour is a choice and that they play an active role in maintaining a positive school community.

Parents and Carers

Parents and carers are key partners in supporting behaviour. We ask that they:

- Support the school's values and expectations
- Engage positively with communication from the school
- Work collaboratively with staff to support their child
- Reinforce expectations and routines at home
- Attend meetings and participate in support plans where needed

The school will ensure that parents are kept informed and involved, recognising that strong home-school partnerships lead to the best outcomes for children.

Governors

The governing body is responsible for:

- Monitoring the implementation and effectiveness of this policy
- Ensuring the policy is applied fairly and consistently
- Supporting the Headteacher in maintaining high standards of behaviour

- Reviewing behaviour data, including suspensions
 - Ensuring compliance with statutory requirements
-

Shared Responsibility

At Gateford Park, behaviour is everybody's responsibility.

By working together, we create a school where:

- Children feel safe, valued and respected
- Expectations are clear and consistent
- Relationships are strong
- All members of the community can thrive

6. Positive Behaviour

Encouraging Positive Behaviour

At Gateford Park Primary School, we place a strong emphasis on recognising and celebrating behaviour that reflects our core values of perseverance, aspiration, respect and kindness.

We believe that positive behaviour should be actively noticed, reinforced and celebrated, helping to build children's confidence, motivation and sense of belonging within our school community.

How We Recognise Positive Behaviour

We recognise and celebrate positive behaviour in a variety of meaningful ways, including:

- Special Mention Assemblies
Children are recognised publicly for demonstrating our values, effort in learning, or positive contributions to school life.
- Class Dojo Points
Awarded to acknowledge behaviours linked to our values, such as showing kindness, demonstrating perseverance or making respectful choices.
- Messages Home
Positive communication with parents and carers, including Dojo messages, phone calls or conversations, to celebrate success and share achievements.

- Headteacher Recognition
Opportunities for children to share their achievements or positive behaviour with senior leaders.
 - Day-to-Day Recognition
Staff consistently notice and acknowledge positive behaviour in the moment through:
 - Verbal praise
 - Positive reinforcement
 - Highlighting role models within the class
 - Celebrating effort and improvement
-

Our Approach

Recognition is:

- Immediate and specific
- Linked clearly to our values
- Inclusive of all children
- Focused on effort, improvement and contribution—not just outcomes

We aim to ensure that all children experience success and feel valued for the positive choices they make.

Why This Matters

By consistently recognising positive behaviour, we:

- Reinforce expectations
- Promote a positive school culture
- Encourage children to make good choices
- Support the development of self-esteem and motivation

Our aim is to create an environment where positive behaviour is the norm and is celebrated as much as academic achievement, reflecting the importance placed on praise within our existing policy.

7. Graduated behaviour response

At Gateford Park Primary School, we have a graduated response from low-level to extreme behaviour. We use a graduated approach to behaviour to ensure consistency, fairness and clarity for all.

This system supports staff in responding appropriately to behaviour while maintaining a strong focus on teaching, relationships and restoration.

Level 1 – Low Level Behaviour

This includes minor disruption or off-task behaviour.

Key focus:

- Teaching expectations
- Reinforcing routines
- Encouraging positive choices

Most behaviour is managed at this level.

Level 2 – Repeated Behaviour

This occurs when behaviour continues despite reminders.

Key focus:

- Clear boundaries
 - Private conversations
 - Early intervention
 - Preventing escalation
-

Level 3 – Relational Behaviour

This includes behaviour that affects relationships or wellbeing.

Key focus:

- Restoring relationships
 - Supporting emotional understanding
 - Addressing harm
-

Level 4 – Unsafe Behaviour

This includes behaviour that risks safety.

Key focus:

- Immediate safety
 - SLT involvement
 - Structured support
 - Internal suspension where necessary
-

Level 5 – Extreme Behaviour

This includes serious or repeated unsafe behaviour.

Key focus:

- Protecting safety
 - Formal processes
 - External suspension where necessary
 - Reintegration planning
-

Why this approach works

This graduated system ensures:

- Consistency across all staff
- Early intervention before escalation
- Clear expectations for pupils and parents
- A balance of **support, accountability and safety**
- Alignment with our restorative approach

Please see Appendix A for the full version of our graduated response approach.

8. Restorative Approach

At Gateford Park Primary School, we use a **restorative approach to behaviour**, which is rooted in relationships, respect and responsibility.

Our approach is underpinned by the belief that:

- Behaviour is a form of communication
 - Children need to be taught how to behave
 - Strong relationships support positive behaviour
 - Mistakes are opportunities for learning
-

Our Approach

When behaviour falls below expectations, we:

Regulate – ensure the child is calm and ready to engage

Listen – give all children involved the opportunity to be heard

Teach – reinforce expectations and support understanding

Restore – repair relationships and move forward positively

This reflects our commitment to ensuring that children are listened to and treated fairly.

Restorative Conversations

Staff use restorative questions to support reflection:

- What happened?
- Which value were you not showing and why?
- What were you thinking or feeling?
- Who has been affected?
- How might they have felt?
- What needs to happen now to put things right?
- What will you do differently next time?

These conversations are:

- Conducted calmly and privately
- Appropriate to the child's age and needs

- Focused on learning rather than blame
-

Repairing Harm

Children are supported to take responsibility and repair harm through:

- Apologies (verbal or written)
 - Restorative actions
 - Rebuilding relationships
 - Making better choices
-

Consistency Across School

All staff:

- Use shared restorative language
- Follow the graduated behaviour response
- Maintain high expectations
- Protect the dignity of every child

We do not shame, shout or punish first.

We regulate, listen, teach and restore.

9. Managing Persistent Behaviour

We recognise that some children may require additional support to meet behaviour expectations.

Persistent behaviour is behaviour that:

- Continues despite restorative approaches
 - Reoccurs over time
 - Impacts learning, relationships or wellbeing
-

Monitoring and Recording

- All significant or repeated behaviour is recorded on **CPOMS**
- Patterns are monitored by staff and Senior Leaders
- Information is used to identify triggers, needs and next steps

This reflects our existing approach to tracking and monitoring behaviour over time .

Support Strategies

Where behaviour persists, the school will:

- Implement a **behaviour support plan**
 - Adapt classroom strategies and routines
 - Provide additional adult support where appropriate
 - Use targeted interventions (e.g. emotional regulation support)
 - Involve the Inclusion Leader and external agencies if required
-

Working with Parents

Parents/carers will:

- Be informed early
 - Be involved in discussions and planning
 - Work in partnership with school to support improvement
-

Our Aim

Our aim is to:

- Understand the underlying need
 - Reduce repeated behaviour
 - Support long-term positive change
-

9. Suspensions

At Gateford Park Primary School, suspension is used **only as a last resort** and in line with statutory guidance.

Suspension is not a punishment—it is a **protective measure** used when:

- Safety is at risk
- Behaviour is serious or harmful
- Other strategies have not been successful

This aligns with our existing policy which states suspensions are used only in extreme circumstances .

Internal Suspension

Internal suspension may be used when:

- A child's behaviour poses a risk to others
- The child cannot safely remain in class
- A period of reflection and regulation is needed

During internal suspension:

- The child is supervised by a member of staff
 - A restorative process takes place
 - Parents are informed
 - A reintegration plan is developed
-

External (Fixed-Term) Suspension

External suspension may be used in cases of:

- Serious physical harm
- Repeated unsafe behaviour
- Significant incidents affecting safety or wellbeing

The Headteacher will:

- Investigate thoroughly
- Follow statutory procedures
- Inform parents formally

Reintegration

Following any suspension:

- A reintegration meeting will take place
 - A restorative conversation will be held
 - Support plans will be reviewed or implemented
-

Our Commitment

We aim to:

- Minimise suspensions
 - Support children to remain in school
 - Ensure safety for all members of the community
-

11. Wraparound Care (Breakfast, Lunchtime and After School Provision)

At Gateford Park Primary School, the same high expectations for behaviour apply across all areas of school, including:

- Breakfast Club
 - Lunchtime provision
 - After School Club
-

Consistency of Approach

Staff in wraparound provision:

- Follow the same **school values**
- Use the same **restorative approach**
- Apply the same **graduated behaviour response system**

This ensures consistency for children throughout the school day.

Expectations for Pupils

Children are expected to:

- Show kindness and respect to others
 - Follow instructions from staff
 - Use equipment safely
 - Engage positively in activities
-

Managing Behaviour

Behaviour in wraparound provision is:

- Managed using the behaviour levels system
- Supported through restorative conversations
- Escalated to SLT where necessary

Serious incidents will:

- Follow the same procedures as during the school day
 - Be recorded on CPOMS
 - Be shared with parents
-

Communication

There is clear communication between:

- Wraparound staff
- Teaching staff
- Senior leaders
- Parents/carers

This ensures continuity and consistency of support.

Our Aim

Our aim is to ensure that wraparound provision is:

- Safe
 - Consistent
 - Enjoyable
 - Aligned with the values and expectations of the school
-
-

Safeguarding and Access to Provision

While we are committed to supporting all children to access wraparound provision, there may be occasions where a child's behaviour places themselves, other children or staff at risk.

In these circumstances:

- The safety and wellbeing of all children and staff will always be the priority
- The school will work with parents/carers to support improvement through restorative approaches and behaviour support strategies
- Where appropriate, adjustments or support plans will be put in place

However, if a child is **unable to behave safely or appropriately despite support**, the Senior Leadership Team may make the decision to **temporarily or permanently withdraw access to wraparound provision**.

This decision will:

- Be based on safeguarding considerations
- Be discussed with parents/carers
- Be reviewed where appropriate

Our aim is always to support children to remain within provision wherever possible; however, the safety of all must come first.

12. Supporting behaviour together – parents/carers as partners.

Where behaviour concerns arise, we will:

- Inform parents at an early stage

- Work collaboratively to understand the situation
- Develop support strategies together
- Involve parents in behaviour support plans where appropriate

Our approach is solution-focused and aims to support long-term positive change.

Our Expectations of Parents and Carers

We ask that parents and carers:

- Support the school's behaviour policy and values
 - Reinforce expectations at home where possible
 - Communicate respectfully with staff
 - Work in partnership with the school to support their child
 - Attend meetings when required
-

Our Commitment

We are committed to ensuring that all parents feel:

- Informed
- Involved
- Respected
- Supported

By working together, we can create the best possible outcomes for all children.

13. Complaints Procedure

We aim to resolve all concerns quickly, fairly and respectfully. We recognise that there may be occasions where parents or carers are not satisfied with how a behaviour incident has been managed.

In these situations, we encourage open communication and follow a clear process.

Step 1 – Speak to the Class Teacher

In the first instance, parents/carers should:

- Speak to the class teacher
- Share concerns calmly and respectfully
- Allow time for clarification and explanation

Many concerns can be resolved quickly at this stage.

Step 2 – Contact a Member of the Senior Leadership Team

If the concern is not resolved, parents/carers should:

- Contact a member of SLT
- Provide details of the concern

SLT will:

- Review the situation
- Speak to relevant staff and pupils
- Consider all perspectives
- Provide feedback and next steps

This reflects the expectation in our behaviour policy that all children involved are listened to and treated fairly.

Step 3 – Formal Complaint

If parents/carers remain dissatisfied, they may:

- Submit a formal complaint in writing to the Headteacher
- Follow the school's formal Complaints Policy

The complaint will then be investigated in line with statutory procedures.

Important Principles

- All concerns will be taken seriously
- Investigations will be fair and thorough

- Confidentiality will be maintained
 - We will not discuss other children's behaviour with parents
 - All communication should remain respectful
-

Our Aim

Our aim is to resolve concerns quickly and positively, maintaining strong relationships between home and school.

14. Monitoring and Evaluation

At Gateford Park Primary School, we are committed to continually improving behaviour and ensuring that our policy is effective, fair and consistently applied.

How We Monitor Behaviour

We monitor behaviour through:

- Recording incidents on **CPOMS**
- Tracking patterns and trends over time
- Reviewing behaviour data regularly
- Monitoring the use of internal and external suspensions
- Gathering pupil, staff and parent voice

This reflects our existing policy approach to tracking behaviour and identifying patterns.

Monitoring the Impact of the Responsible Behaviour Curriculum

As outlined in our School Improvement Plan, we monitor:

- How well the Responsible Behaviour Curriculum is embedded
- Pupil understanding of behaviour expectations and values
- Consistency of approach across the school

- Reduction in repeated incidents

This supports our SIP aim of embedding behaviour expectations across the whole school community.

Review and Evaluation

- The Headteacher and Senior Leadership Team regularly review behaviour data
 - Findings are used to inform staff training, support and improvements
 - The governing body reviews behaviour and suspensions data
 - The policy is reviewed annually or sooner if required
-

Our Aim

Our aim is to ensure that:

- Behaviour systems are effective and consistent
- All children are supported to succeed
- The school remains a safe, positive and inclusive environment

15. References

Education Endowment Foundation (2021). Improving Behaviour in Schools Guidance Report

Department for Education (2022). Behaviour in Schools Guidance

Public Health England (2018). Mental Health and Behaviour in Schools

Restorative Justice Council. Restorative Practice Guidance

Youth Justice Board. Restorative Justice Evidence Summary

Appendix A – Behaviour Grid (Classroom)

Gateford Park Primary School

Graduated Behaviour Response Guide

Level	Type of Behaviour	Adult Response (First Actions)	Restorative Response	Recording / Communication	Possible Consequence / Support
Level 1 – Low level	Off-task, chatting, calling out, minor disruption	Reminder of values, proximity, re-teach routine, positive praise	Quick check-in Values reminder	None	Return to learning
	Minor friendship fall-outs	If needed, facilitate supported or independent opportunity to discuss what has happened	Support children to find a way to a positive way forward	If appropriate/serious enough inform parents/carers and record on cpoms	Check in next day. Be mindful of situation moving forward.
	Disrespecting school property / areas	Deal with 'in the moment'	Remind the child/ren about our value of respect		
Level 2 – Repeated	Persistent disruption, refusal, minor rudeness	Clear direction, choice, private conversation	Mini restorative chat	Monitor if repeated	Class-based consequence / re-teach
	Repeated friendship issues	Assign time for restorative conversation	Support children in a positive conversation as to how they can move forward	If appropriate/serious enough inform parents/carers and record on cpoms	
When restorative approaches do not support an improvement in behaviour; -Record on cpoms, discuss with member of SLT, support plan to be put in place if needed. Consider classroom breaks in another classroom -Parents to be informed and invited to discuss if necessary.					
Level 3 – Relational	Unkind language, swearing, discriminatory language, conflict, minor damage	Separate pupils, regulate, speak privately	Restorative conversation / repair	Member of staff involved to record on CPOMS, tagging SLT so that situation can be monitored	Repair task / behaviour support
Level 4 – Unsafe (Internal)	Hitting, kicking, threats,	Safety first, send for SLT, supervised removal	Structured restorative meeting	CPOMS + parents informed	Internal exclusion / support plan

Appendix B – Behaviour Grid (Wraparound/Lunchtime)

Gateford Park Primary School

Graduated Behaviour Response Guide

Level	Type of Behaviour	Adult Response (First Actions)	Restorative Response	Recording / Communication	Possible Consequence / Support
Level 1 – Low level	Running indoors, noise, silliness, forgetting rules, minor disagreements	Remind of expectations Encourage and support children to find a solution together.	Calm, clear reminder of values and actions needed.	None	Return to play.
Level 2 – Repeated	Persistent disruption, refusal to stop/move, minor rudeness	Clear direction, choice, private conversation. Remind that member of SLT will be called.	Mini restorative chat	Radio for member of SLT	SLT member to support – could be time out of play, could be accompany SLT member on walk about for change of scenery
When restorative approaches do not support an improvement in behaviour; -Discuss with member of SLT, lunch/ wraparound support plan to be put in place if needed. -Parents to be informed and invited to discuss if necessary.					
Level 3 – Relational	Unkind language, swearing, discriminatory language, conflict, minor damage	Separate pupils, regulate, speak privately	Restorative conversation / repair	Discuss with a member of SLT – they will record on CPOMS	Repair task / behaviour support
Level 4 – Unsafe (Internal)	Hitting, kicking, threats, throwing objects	Safety first, send for SLT (if not available, any member of teaching team), supervised removal	Structured restorative meeting	CPOMS + parents informed	Internal exclusion / support plan
Level 5 – Extreme (External)	Serious assault, Assault against a member of staff, injury, repeated violence	Immediate Headteacher/SLT decision	Reintegration meeting	Formal record + parents	Fixed-term exclusion

We teach behaviour through relationships, not punishment. When things go wrong, we restore, repair and help children make better choices next time.

Appendix C – Restorative Conversation Sheet

Name: _____ Class: _____

Date: _____ Adult supporting me: _____

1. What happened?

2. What were you thinking and feeling at the time?

I was feeling: _____

Because: _____

3. Who has been affected by what happened?

☐ Me ☐ Another child ☐ An adult ☐ The whole class

How were they affected?

4. Which school value was not shown?

☐ Respect ☐ Kindness ☐ Aspiration ☐ Perseverance

5. What could I do differently next time?

☐ Use calm words ☐ Walk away ☐ Ask for help ☐ Take deep breaths ☐ Think before I act

Next time I will: _____

6. How can I make things right?

☐ Say sorry ☐ Help fix the problem ☐ Be kind with my actions

I will make it right by: _____

7. Which school value will I show next time?

Respect | Kindness | Aspiration | Perseverance

Adult comment:

Child signature: _____ Adult signature: _____

Adult Guidance – Using the Restorative Reflection Sheet

Purpose:

This sheet supports restorative conversations rather than punishment. It helps pupils reflect, understand impact, and repair relationships.

Key Principles:

- Remain calm, neutral, and non-judgemental
- Focus on behaviour, not the child
- Encourage honesty and reflection

How to Use:

1. Ensure the child is calm before completing the sheet.
2. Read questions aloud if needed, especially for younger pupils.
3. Support children to link actions to school values.
4. Agree practical steps to repair harm.

Adaptations:

- KS1/EYFS: adult scribes, use visuals, verbal responses.
- SEND: simplify language, reduce sections, allow drawing.

Follow-Up:

- Check in with the child later.
- Reinforce positive behaviour when values are shown.
- Use patterns from sheets to inform support strategies.



Low-level Behaviour Support Plan



Name: _____ Class: _____

Date: _____ Adults supporting me: _____

Areas of Need Identified: delete as appropriate	Strengths to build on:
• Not engaging with learning tasks • Refusal to begin or complete work • Boisterous or overly physical behaviour • Inappropriate comments or actions • Distracting others • Calling out or interrupting • Wandering around the room	

Early Intervention (Low-Key Responses)

When low-level behaviours begin, staff will:

1. Non-verbal cues – proximity, gesture, pointing to task
2. Calm reminder – “Let’s get started”, “Show me good listening”
3. Positive redirection – “When you’re ready, we’ll do the first one together”
4. Offer a choice – “Work here or in an alternative seat?”
5. Break task down further – help start with the first step
6. Use praise to reinforce compliance

Response to Continued Disruption

If behaviours continue despite early intervention:

- Provide a clear, neutral reminder of expectations
- Offer a brief, structured movement break
- Use time-limited “reset space” in library
- If refusal continues, provide an alternative space for supported work
- Restore calm through co-regulation before returning to learning when ready

Pupil’s view:

