



Where Children Come First

# Greenleys First and Junior School



LEARNING for LIFE

# Positive Behaviour for Learning Policy Appendix Document

<b>Date of Approval:</b>	<b>May 2026</b>
<b>Date of Next Review:</b>	<b>In Line with Changes to Legislation</b>
<b>Signed: Executive Headteacher</b>	<b>M Talbot</b>
<b>Signed: Chair of Governors</b>	<b>M Hall</b>

### Document History

Date	Change Reference	Summary of Change
September 2024	Throughout	References to Deputy Headteacher – changed to Assistant Headteacher
November 2024	Page 3 Page 6	Implementation of Zones of Regulation added Team Teach de-escalations strategies added
July 2025	Throughout	<p>Full integration of <b>attachment- and trauma-aware practice</b>, including:</p> <ul style="list-style-type: none"> <li>• Staff training commitment</li> <li>• Emotionally safe routines</li> <li>• Relational responses to distressed behaviour</li> </ul> <p>Expansion of <b>Zones of Regulation</b> section:</p> <ul style="list-style-type: none"> <li>• Addition of full micro scripts for each zone</li> <li>• Emphasis on co- and self-regulation</li> </ul> <p>Introduction of <b>Regulation Stations</b> in every classroom:</p> <ul style="list-style-type: none"> <li>• Description of tools and use</li> <li>• Link to Zones and pupil check-ins</li> </ul> <p>Requirement for <b>all staff to carry Zones keyrings</b> on lanyards</p> <p>Inclusion of <b>Sensory Room</b> use:</p> <ul style="list-style-type: none"> <li>• Purpose, supervision, and how it supports regulation</li> </ul> <p>New section: <b>Pupils with SEMH/SEND needs</b>:</p> <ul style="list-style-type: none"> <li>• Links behaviour to communication and safeguarding</li> <li>• References to <i>Equality Act 2010</i> and <i>KCSIE</i></li> <li>• Role of the SENDCo and EHCP planning</li> </ul> <p>Statement on the importance of <b>pupil voice</b> in regulation and behaviour plans</p> <p>Addition of <b>Linked Policies</b> section at the end for cross-reference</p>
April 2026	Throughout	<p>SLT1 updated to include Deputy Headteacher at both schools</p> <p>Added Guidance, legislation and policies that the policy is linked to</p> <p>Updated guidance on restrictive intervention – previously referenced as positive handling – Whole section re-written to reflect the legislation.</p>

Note-For the purpose of this policy Headteacher refers to Executive Headteacher and/or Head of School.

SLT1 includes the Executive Headteacher, The Head of School and the Deputy Headteacher.

**Guidance and legislation that this policy refers to:**

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Human Rights Act 1998
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Working Together to Safeguard Children
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England
- Use of Reasonable Force in Schools

## Links to school policies:

- Safeguarding & Child Protection Policy
- SEND Policy
- Equality Policy
- Inclusion Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Suspension & Exclusion Procedures
- Staff Code of Conduct
- Mental Health & Wellbeing Policy
- Medical Needs Policy
- Allegations Against Staff Policy
- Whistleblowing Policy

### **Positive Behaviour for Learning**

For us, behaviour management places too great an emphasis on what the school does to manage pupil behaviour. We have decided instead to use the term positive behaviour for learning to reflect the emphasis we have on promoting behavioural habits which will help pupils to manage their own behaviour. Positive behaviour for learning habits enables pupils to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing positive behaviour for learning habits helps students make smoother transitions into secondary school, employment and adult life.

### **Attachment- and Trauma-Aware Practice**

We recognise that many pupils may have experienced adversity, trauma, or disrupted attachment. We are committed to becoming an attachment- and trauma-aware school. All staff receive training to understand how trauma impacts brain development, emotional regulation, and behaviour.

This approach includes:

- Prioritising relationships as the foundation for behaviour change.
- Creating emotionally safe environments and predictable routines.
- Responding to distressed behaviour with empathy, curiosity, and connection rather than punishment.
- Supporting children to feel seen, soothed, safe and secure.

Our policy aligns with the DfE guidance on mental health and behaviour in schools and the recommendations in *What About Me?* by Louise Bomber.

**Core Values:**

Our core rules are Ready, Respectful and Safe.

**In order to be Ready:**

- Wear the correct uniform
- Attend all lessons on time
- Be ready to learn with the correct equipment and positive attitude
- Show a determination to do your best
- Show ambition

**In order to be respectful:**

- Always sit where you are asked to sit
- Listening to anyone who is talking
- Speak respectfully to everyone in school
- Use good manners and be kind to everyone at all times
- Keep the school tidy and clean

**In order to be Safe:**

- Always show our Wonderful Walking
- Do all you can to promote equality and fairness
- Act as a positive role model
- Keep your hands and feet to yourself
- Think before you speak
- We stay safe online at school and at home
- We tell an adult about any problems or worries
- We follow instructions from adults

**Focus on Relationships:**

For the majority of our pupils, their class teacher, will take the lead role in developing plans and strategies to establish positive behaviour for learning habits. For most parents and carers, the class teacher will be the main point of contact.

For some pupils' additional support will be required to help them establish more appropriate positive behaviour for learning habits. There may be more contact with parents and carers from the class teacher or from the pastoral support team, to enable better working links between school and home. Interventions will take place with these pupils.

Where pupils' negative behaviour impacts significantly upon the learning of others and upon the good running of the school or present serious health and safety concerns, parents and carers can expect to have contact from a member of the SLT1 team (Executive Headteacher, Head of School or Assistant Headteacher). This contact will be to discuss specific, more serious incidents, or to discuss persistent lower-level incidents and identify appropriate strategies to best support the pupil.

**No shouting:**

To promote positive relationships between pupils and the school we have adopted a 'no shouting' ethos. We believe that positive relations are better maintained if we communicate quietly and calmly with pupils. This form of communication is also a better model for pupils to copy in the wider community.

There is an important difference between shouting and a raised/ or stern voice.

Shouting implies the use of a loud voice to assert power and control over someone. Shouting is intimidating and is not in keeping with the school's ethos.

A raised voice may legitimately be used by staff to communicate over distance, to attract attention over background noise or to alert people to danger.

**Restorative justice/practice:**

Restorative justice is an international movement that promotes reconciliation and mediation. Restorative justice uses 5 simple questions to promote discussion that leads to re-establishing positive relationships between the pupil and the school community. These questions are:

- What happened?
- What were you thinking at the time?
- Who do you think has been affected by your actions?
- What should we do to put things right?
- How can we do things differently next time?

**Zones of Regulation:**

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Zones of Regulation are used to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction. We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour.


## Specific scripts will be used for children across the zones:

### BLUE ZONE

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- Feelings: Sad · Tired · Bored · Unwell · Low Energy
- What helps: Comfort · Gentle Motivation · Rest

#### Micro scripts for adults:


- It looks like you're feeling low right now — I'm here with you.
- We all have blue days. Let's find a gentle way to shift together.
- You might need a boost — shall we try a movement break or fresh air?
- Your body might be tired. Let's do one thing to wake it up.
- You're not alone — we can work through this together.
-  Gentle support helps children re-engage at their own pace.

### GREEN ZONE

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- Feelings: Calm · Happy · Focused · Ready to Learn
- What helps: Positive Reinforcement · Reflection

#### Micro scripts for adults:


- You're in your green zone — notice how that feels in your body.
- Great focus — your brain is ready to learn!
- You're showing great control — remember this feeling.
- Green zone means we're ready for learning, listening, and friendships.
- Let's name what's working well for you today.
-  Reinforce this state to build emotional literacy and confidence.

### YELLOW ZONE

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- Feelings: Silly · Worried · Nervous · Frustrated · Excited
- What helps: Co-Regulation · Choice · Sensory Tools

#### Micro scripts for adults:


- Sounds like your engine's revving a bit — let's slow it down together.
- I can see you're feeling wobbly. Want to choose a calming tool?
- You're not in trouble. Your feelings are talking to you.
- Let's take a break so your brain can catch up with your body.
- Would a quiet space, walk, or sensory activity help you right now?
- You're in yellow — I'm here to help you get back to green.
-  Help children re-balance before escalation.

### RED ZONE

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- Feelings: Angry · Out of Control · Scared · Overwhelmed
- What helps: Safety · Space · Calming Presence

#### Micro scripts for adults:


- You are safe. I will stay close until it feels safe for your body too.
- You're not bad — your feelings are big. We'll figure this out together.
- Let's breathe — I'll do it with you. Just in... and out...
- You don't need to talk right now — just know I'm here.
- This is hard. I won't leave you.
- We'll talk once your brain feels calm again.
-  In this zone, safety comes first. Support, don't reason.

### ALL ZONES ZONE

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- Feelings: Useful for all zones
- What helps: Emotional Check-Ins

#### **Micro scripts for adults:**

- Can you name your zone right now?
  - What does your body need to move zones?
  - Let's check in — how are you feeling now?
  - I'll wait with you until you feel ready.
  - Let's do a reset together.
-  Use these as part of your morning check-in or reflection routines.

#### **Regulation Stations & Keyrings**

All classrooms have designated **Regulation Stations** equipped with co-regulation tools, visuals, sensory aids, and check-in prompts. These are explicitly linked to the Zones of Regulation framework and are actively used by pupils and staff throughout the day.

To ensure consistency across the school:

- Every staff member must carry a **Zones of Regulation keyring** on their lanyard, showing the four zones with emotions; visuals and micro scripts are around the school to support in-the-moment emotional coaching.
- Daily check-ins using the Zones take place as part of classroom routines.
- Pupils are supported to access regulation stations independently or with adult support, based on their level of need.

#### **Rewards:**

Teachers have responsibility for the children in their class. This policy must be fully adhered to, consistently applied and very visible for continuity, stability and monitoring purposes. This policy is designed to support staff to create a fully inclusive and highly restorative learning environment, which builds responsible and thoughtful attitudes in our children.

- House Points/Dojos must be used liberally when children are “caught being good”
- Certificates will be awarded in celebration assemblies weekly. Nominations for these must be sent to the Head of School by the previous Friday.
- Staff are encouraged to make a brief phone call to a parent/carer to celebrate a child who has displayed a really good behaviour choice or exemplified a school value during the week **and/or** praise pupils as they meet and greet parents/carers throughout the week at drop of/collection times.
- At GFS – the use of the Golden Table - The MDS Team select children each week, whose behaviour at lunchtime (inside and/or outside) has been exceptional. These children choose a friend to sit with them at the Golden Table as a reward. Each week the table is laid with a table cloth, flowers and squash etc.

It is very acceptable to create extra incentives and layers of behaviour management within the classroom to support in achieving positive behaviour for learning BUT this must all link to House Points/Dojos.

### **Negative behaviour: inappropriate, disruptive and challenging:**

Any behaviour that does not promote our school rules and promote a positive learning and safe environment is deemed to be negative. We have three categories of negative behaviour to reflect three levels of seriousness:

- **Inappropriate behaviour** is low-level negative behaviours that do not interrupt learning, but is out of place and if displayed in the community would draw unwanted attention;
- **Disruptive behaviour** is negative behaviour that prevents or slows learning either in the classroom, the wider learning environment or in social times, this also includes persistent rudeness and refusal; and
- **Challenging behaviour** is any behaviour that causes or risks causing harm to themselves or others, or damage to property. Pupils whose behaviour is challenging will require significant support from a wide range of people both in and out of school to reduce the risks associated with the behaviour.

### **Use of the Sensory Room**

We have a dedicated Sensory Room available for pupils who need a calming, low-stimulation environment to regulate their emotions or sensory input. The sensory room may be used:

- As a proactive or preventative regulation strategy.
- During crisis moments as part of a co-regulation plan.
- Following sensory overload or dysregulation, particularly for pupils with neurodivergent profiles.

Use of the Sensory Room is timetabled or responsive, depending on individual pupil needs. Pupils are supervised at all times, and staff use the Zones language to support emotional reflection and recovery.

### **Consequences: interventions, monitoring and sanctions:**

All negative behaviour results in a consequence. Consequences are not restricted however to punitive sanctions.

Interventions are consequences that teach more positive behaviours. An intervention could be an informal conversation with a member of staff or a formal, timetabled programme of planned intervention delivered by our pastoral support. A personalised timetable or short-term adult support are other examples of positive interventions to support pupil's behaviour. At all times, we look to educate for the future.

Monitoring is another possible response to help support a pupil's behaviour. A pupil might be requested to meet with a member of SLT frequently to discuss their behaviour log using the schools' behaviours recording system.

Interventions and monitoring are the strategies most likely to have a positive impact on pupil's behaviour. However, sanctions also play an important role in maintaining a safe, secure and controlled environment within which all pupils can thrive.

Our series of consequences can be found in the appendix. There may be times where the graduated behaviour plans may be used to support the interventions and ensure parents are fully on board with any support the school offers. These can be found in the appendix. Pupil voice is central to our behaviour support plans. Where appropriate, pupils contribute to their own regulation toolkits or behaviour support plans, helping to foster ownership and emotional literacy.

Within our levelled responses, there may be times where pupils fall significantly short of the expectations or have caused harm to themselves or others. The consequences for these behaviours may be:

- **Internal reflection:** pupils will be supervised at all times during the day and engage in learning separately from their peers. Pupils will have a break in the morning and a break for lunch, but these will be staffed and separate from their peers. Internal reflection is restorative in nature and includes supported reintegration planning;
- **Internal reflection (alternative site):** As internal reflection, however this will be conducted on one of the other federation school sites. Children will be supervised at all times, however it will be the responsibility of the parent to make travel arrangements to and from the alternative site.
- **Fixed-term suspension:** pupils will be put into internal reflection, until a parent/carer has been contacted and arrives at the school. There will be a discussion with a member of SLT1, a letter outlining the reason for the fixed-term suspension and the length of time and work provided for the entirety of the fixed-term suspension. Some of the work set may be restorative and specifically targeted at the negative behaviour, all work is expected to be returned at the reintegration meeting;
- **Referral to the Primary Inclusion Partnership:** this will be explored with SLT1 and the family. A referral to PIP could potentially mean a placement within the Primary Pru, or outreach work;
- **Permanent exclusion:** in the very rare instance that a pupil causes significant harm to others or persistent and significant disruption to others, permanent exclusion will be explored. This is the very last option the school will explore.

#### **Pupils with SEMH/SEND needs:**

All behaviour is a form of communication. We recognise that some behaviours may indicate unmet needs, SEND, or safeguarding concerns. Where behaviour presents as unusual, escalating, sexualised, repeated, or harmful, safeguarding procedures will be followed in line with Keeping Children Safe in Education (KCSIE). Staff will consider whether a pupil's behaviour is a response to trauma, adversity or disability, and will make reasonable adjustments accordingly, in line with the Equality Act 2010 and Keeping Children Safe in Education (KCSIE). Behaviour sanctions will be applied fairly and proportionately, taking account of protected characteristics and reasonable adjustments.

For pupils with an EHCP or identified SEND needs, behaviour planning will be included as part of their SEN Support Plan or EHCP provision. The SENDCo will work alongside staff to ensure reasonable adjustments and graduated support are in place.

## Use of Restrictive Intervention

This section of the Positive Behaviour for Learning Policy is informed by:

- Section 93 of the Education and Inspections Act 2006
- DfE Guidance: *Use of Reasonable Force in Schools* (2013)
- DfE Guidance: *Behaviour in Schools* (2024)
- Keeping Children Safe in Education (2025)
- Equality Act 2010
- SEND Code of Practice (2015)
- Emerging DfE Guidance: *Restrictive Interventions, Including Use of Reasonable Force in Schools* (effective from April 2026)

Schools must not operate a 'no contact' policy. There are many situations in which physical contact with a pupil is entirely appropriate and lawful, including first aid, guiding a pupil, offering reassurance, or supporting a distressed child.

Restrictive intervention refers to any action that limits a pupil's movement, liberty, or behaviour in order to maintain safety. This includes the use of reasonable force where necessary.

At Greenleys First and Junior School, restrictive intervention is always viewed as a last resort. Positive relationships, prevention, co-regulation, de-escalation, and emotionally safe practice are prioritised to reduce the likelihood of restrictive intervention being required.

Any use of restrictive intervention will always be:

- Reasonable
- Necessary
- Proportionate
- Time-limited
- In the best interests of the child
- Used only to maintain safety

Restrictive intervention will never be used:

- As a punishment
- To secure compliance
- For staff convenience
- As part of routine behaviour management

When Restrictive Intervention May Be Used

Restrictive intervention may be used only where necessary to:

- Prevent harm to the pupil or others
- Prevent serious damage to property
- Maintain safety during high-risk incidents
- Prevent a pupil from leaving a safe space when they are at immediate risk

Wherever possible, staff will consider the pupil's SEND needs, communication profile, sensory needs, trauma history, and known triggers before intervention is used.

## Recording and Reporting

All incidents involving restrictive intervention must be recorded using the school's agreed incident form as soon as possible following the event.

Records should include:

- Antecedents and triggers
- De-escalation strategies attempted
- Nature and duration of intervention
- Staff involved
- Pupil response
- Any injury or distress caused
- Follow-up actions and restorative support

Parents/carers will be informed following all significant incidents of restrictive intervention.

Incident logs will be reviewed by Senior Leaders to identify patterns, monitor proportionality, support staff development, and ensure equitable practice for all pupils.

### **Conducting searches:**

School staff can search pupils with their consent for any item. Any searches will always be carried out with 2 adults present and always a member of SLT1.

SLT1 have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- sharps, knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic material/images; and
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This is not an exclusive list as professional judgement will be used where appropriate.

Items that are banned by the school may also be searched for. These items have been identified as chewing gum, lighters, matches and work-tools.

### **Beyond the school gates:**

Where behaviour outside of the school gates has a negative impact upon the good running of the school, the school will expect parents and carers to take responsibility for addressing this behaviour. Staff do however have the power to discipline pupils for negative behaviour outside of the school premises, 'to such an extent that is reasonable'.

Staff may discipline pupils for negative behaviour when the pupils is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil to the school.

Staff may also discipline pupils for negative behaviour at any time, whether or not the conditions above apply, providing that the behaviour:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Negative behaviour outside of the school gates includes insulting, bullying, threatening or sexually explicit messages via telephone, mobile, SMS text message, email, instant messaging or any other forms of social media.

In all cases of negative behaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member.

If deemed appropriate for the school rather than parents or carers to deal with negative behaviour outside the school gates, negative behaviour will be dealt with in exactly the same way as inappropriate behaviour that occurs in school.



#### **Monitoring and Evaluation:**

The effectiveness of the policy is monitored by the Senior Team. Statistics relating to the number of suspensions per term and the use of 'class charts' analytics provide the raw data for monitoring.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children, e.g., Looked After Children, Children on SEN or CP Registers etc.

Reports are made to the Full Governing Body via reports from the Headteacher.

 <b>GJS BEHAVIOUR LEVELS</b> 				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Repeated Level 1 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Poor attention or effort impacting your own learning</li> <li>• Not coming to line up</li> <li>• Not doing something you have been asked to do</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 2 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Rough behaviour</li> <li>• Play fighting</li> <li>• Unintentional physical contact</li> <li>• Thoughtless behaviour towards others</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 3 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Leaving the classroom without permission</li> <li>• In school online safety incident</li> <li>• Temper outburst</li> <li>• Throwing equipment</li> <li>• Hurting another child</li> <li>• Unkind behaviour and rude language towards others including staff</li> <li>• Inciting others to make poor choices</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 4 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Continued leaving the classroom without permission</li> <li>• Repeated in school online safety incidents</li> <li>• Racist or negative language linked to protective characteristics</li> <li>• External online safety incident damaging the school's reputation</li> <li>• Swearing at staff</li> <li>• Throwing furniture</li> <li>• Deliberate property damage</li> <li>• Truancy</li> <li>• Deliberately hurting another child or fighting</li> <li>• Threatening behaviour or intimidation</li> <li>• Inciting others to fight</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 5 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Leaving the school site</li> <li>• Misconduct of a sexual nature (age dependent)</li> <li>• Established bullying including cyber bullying</li> <li>• Physical assault</li> <li>• Drug or alcohol related incidents</li> <li>• Bringing a weapon into school</li> <li>• Severe damage to property</li> <li>• Other similar behaviour</li> </ul>
<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Reminder of Ready, Respectful, Safe rules</li> <li>• Conversation in the moment</li> <li>• Reflective conversation</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Not logged on Class Charts</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support Staff</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Reminder of Ready, Respectful, Safe rules</li> <li>• Moved space in the classroom (time/age dependent)</li> <li>• Partial break time time-out</li> <li>• Reflective conversation at breaktime</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Class Charts log with categories but no notes made</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> <li>• Pastoral HLTA</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Time spent in a partner classroom for the rest of the lesson</li> <li>• Missed breaktime with the teacher reflecting</li> <li>• Pastoral HLTA called to intervene to de-escalate and re-engage</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Class Charts log and short note</li> <li>• Class teacher to make contact with home</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> <li>• Pastoral HLTA</li> <li>• SLT</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Incident investigated in Year group and then SLT verbally alerted</li> <li>• Lunchtime missed in the office</li> <li>• Class teacher and Pastoral HLTA to meet with parents</li> <li>• Internal suspension</li> <li>• Removed from the playground for a minimum of a week</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Class Charts log with notes</li> <li>• Class teacher to make contact with home (SLT if it is an internal suspension)</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• SLT</li> <li>• External agencies</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Escorted to SLT</li> <li>• SLT and Class Teacher to meet with parents</li> <li>• Suspension</li> <li>• Potential Governor Hearing called</li> <li>• Permanent Exclusion</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Class Charts log with notes</li> <li>• SLT to make contact with home</li> </ul>

 <h1 style="text-align: center;">GFS BEHAVIOUR LEVELS</h1> 				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Repeated Level 1 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Poor attention or effort impacting your own learning</li> <li>• Not coming to line up</li> <li>• Not doing something you have been asked to do</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 2 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Rough behaviour</li> <li>• Play fighting</li> <li>• Unintentional physical contact</li> <li>• Thoughtless behaviour towards others</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 3 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Leaving the classroom without permission</li> <li>• In school online safety incident</li> <li>• Temper outburst</li> <li>• Throwing equipment</li> <li>• Hurting another child</li> <li>• Unkind behaviour and rude language towards others including staff</li> <li>• Inciting others to make poor choices</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 4 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Continued leaving the classroom without permission</li> <li>• Repeated in school online safety incidents</li> <li>• Racist or negative language linked to protective characteristics</li> <li>• External online safety incident damaging the school's reputation</li> <li>• Swearing at staff</li> <li>• Throwing furniture</li> <li>• Deliberate property damage</li> <li>• Truancy</li> <li>• Deliberately hurting another child or fighting</li> <li>• Threatening behaviour or intimidation</li> <li>• Inciting others to fight</li> <li>• Other similar behaviour</li> </ul>	<p>Repeated Level 5 behaviours and failure to improve and/or:</p> <ul style="list-style-type: none"> <li>• Leaving the school site</li> <li>• Misconduct of a sexual nature (age dependent)</li> <li>• Established bullying including cyber bullying</li> <li>• Physical assault</li> <li>• Drug or alcohol related incidents</li> <li>• Bringing a weapon into school</li> <li>• Severe damage to property</li> <li>• Other similar behaviour</li> </ul>
<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Reminder of Ready, Respectful, Safe rules</li> <li>• Conversation in the moment</li> <li>• Reflective conversation</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• Not logged on My Concern</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support Staff</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Reminder of Ready, Respectful, Safe rules</li> <li>• Moved space in the classroom (time/age dependent)</li> <li>• Partial break time time-out</li> <li>• Reflective conversation at breaktime</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• My Concern log with categories but no notes made</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Time spent in a partner classroom for the rest of the lesson</li> <li>• Missed breaktime with the teacher reflecting</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• My Concern log and short note</li> <li>• Class teacher to make contact with home</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> <li>• Pastoral HLTA</li> <li>• SLT</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Incident investigated in Year group and then SLT verbally alerted</li> <li>• Lunchtime missed in the office</li> <li>• Class teacher and Pastoral HLTA to meet with parents</li> <li>• Internal suspension</li> <li>• Removed from the playground for a minimum of a week</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• My Concern log with notes</li> <li>• Class teacher to make contact with home (SLT if it is an internal suspension)</li> <li>• Learning Mentor intervention referral</li> </ul>	<p><b>Dealt with by:</b></p> <ul style="list-style-type: none"> <li>• SLT</li> <li>• External agencies</li> </ul> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Escorted to SLT</li> <li>• SLT and Class Teacher to meet with parents</li> <li>• Suspension</li> <li>• Potential Governor Hearing called</li> <li>• Permanent Exclusion</li> </ul> <p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• My Concern log with notes</li> <li>• SLT to make contact with home</li> </ul>

### Restrictive Intervention Incident Form

Full name of young person:		Year group:
Any other young people present:		Class teacher:
Date:	Location of incident:	
Details of the behaviour requiring the use of physical intervention:		
Details of de-escalation techniques attempted prior to the physical intervention:		
<input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear direction <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Re-assurance <input type="checkbox"/> Planned ignoring	<input type="checkbox"/> Positive/calming touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal offered <input type="checkbox"/> Withdrawal directed <input type="checkbox"/> Swap adult (change of face) <input type="checkbox"/> Reminders about consequences <input type="checkbox"/> Success reminders. <input type="checkbox"/> Other (please state)	
Description of the physical restraint technique used:		

Full names of staff using restraint:	
Other staff members present (full names):	
Start Time	
Duration of Restraint	
Details of any injuries sustained and to who	
Young person Medical Check  (member of staff not involved in the incident)	<input type="checkbox"/> Offered <input type="checkbox"/> Accepted  Completed by:
Young person restraint debriefing	<input type="checkbox"/> Offered <input type="checkbox"/> Accepted  Completed by (SLT member)  Response from child:

Parent communication	<p>Parent / carer informed by:</p> <p>Method of contact:</p> <p><input type="checkbox"/> Face to face</p> <p><input type="checkbox"/> Telephone</p> <p><input type="checkbox"/> Email</p> <p><input type="checkbox"/> Letter</p> <p>Date:</p> <p>Time:</p> <p>Response from parent:</p>
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Links to other policies:

- [Safeguarding and Child Protection Policy](#)
- [SEND Policy](#)
- [Equality Policy](#)
- [Inclusion Policy](#)