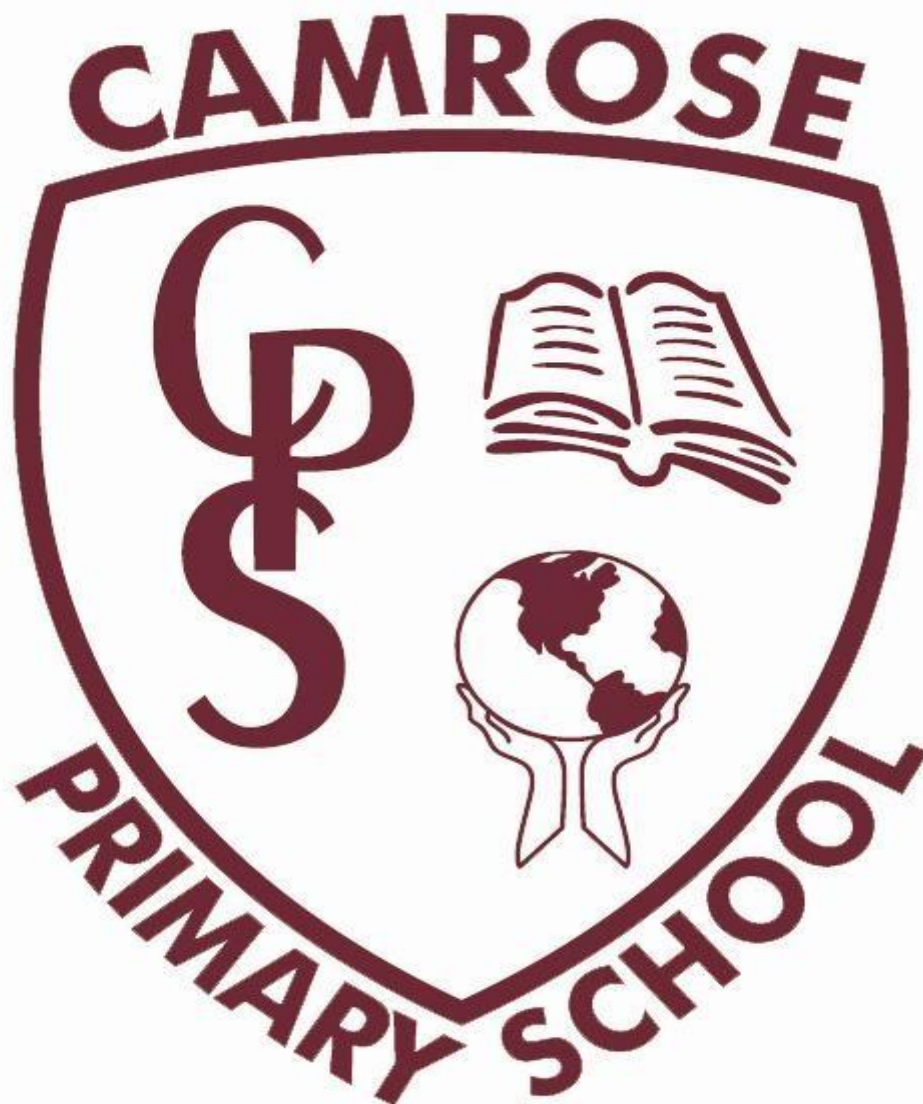


CAMROSE PRIMARY SCHOOL WITH NURSERY

BEHAVIOUR POLICY 2026–2027



Status: Statutory

Date reviewed: Autumn 2026

Next review: Autumn 2027

Owner: Headteacher / Senior Leadership Team

Approved by: Governing Body

Note: Text shown in bold represents new or substantially revised content compared with the 2025 policy.

1. Policy statement and rationale

Camrose Primary School is committed to providing a calm, safe, respectful and inclusive environment in which every child can learn, develop and flourish.

We expect high standards of behaviour and recognise that positive behaviour is taught, modelled and reinforced. We understand that behaviour and wellbeing are often linked and that behaviour can communicate an emotion, need or difficulty.

Our approach is relational, restorative and needs-led. We seek to understand behaviour without excusing behaviour that is unsafe, harmful or unacceptable. Clear boundaries, consistent expectations and appropriate consequences remain essential.

All adults are role models. Staff will use calm, respectful and professional language and will maintain relationships with children even when responding to difficult behaviour.

This policy applies to behaviour in school, on school trips and activities, and to behaviour outside school or online where it affects members of the school community, the orderly running of the school or safeguarding.

2. Our behaviour principles

- Behaviour is taught, not simply managed.
- Relationships matter: children are more likely to respond positively when they feel known, safe and respected.
- Understanding behaviour is not the same as excusing behaviour. We will maintain clear boundaries while considering the reasons for behaviour.
- We aim to regulate before we educate. When a child is highly dysregulated, adults will prioritise safety and regulation before lengthy discussion or reflection.
- We aim to understand before we escalate. Staff will consider triggers, unmet needs, communication, SEND, relationships, safeguarding and patterns of behaviour.
- We aim to repair before we move on. Where harm has occurred, children will be supported to reflect, take responsibility and repair relationships where appropriate.
- Consistency means consistent expectations and principles, not necessarily identical consequences for every child. Reasonable adjustments and individual needs will be considered.
- Positive behaviour, safety and wellbeing are prerequisites for effective learning.
- Children should be given opportunities to take responsibility, make amends and learn alternative ways of behaving.
- Parents and carers are partners in promoting positive behaviour.

3. Aims

- Promote kindness, respect, honesty, consideration and responsibility.
- Provide clear and predictable expectations for behaviour.
- Teach children emotional literacy, self-regulation, social skills and conflict-resolution skills.
- Promote equality, inclusion and respect for difference.
- Ensure that behaviour is considered alongside safeguarding, attendance, wellbeing and SEND needs.
- Use proportionate, fair and educational responses to behaviour.
- Work collaboratively with pupils, parents/carers and relevant professionals.
- Use behaviour information to identify patterns, barriers to learning and children who may need additional support.

4. Roles and responsibilities

All staff are responsible for promoting the school's behaviour expectations and responding calmly and consistently.

- The Headteacher provides strategic leadership, ensures the policy is implemented and oversees serious incidents, suspensions/exclusions and safeguarding-related behaviour.
- The Senior Leadership Team supports staff with significant or persistent behaviour concerns and monitors consistency across the school.
- Class teachers establish routines, explicitly teach expectations, communicate with families and monitor individual pupils' behaviour and progress.
- The SENCo supports consideration of SEND, reasonable adjustments and appropriate assessment/intervention.
- The DSL considers whether behaviour may indicate abuse, neglect, exploitation, distress or another safeguarding concern.
- All staff must report safeguarding concerns through the school's safeguarding procedures and must not assume challenging behaviour is solely a behaviour-management issue.
- Parents/carers are expected to work constructively with the school and support agreed strategies.
- Pupils are expected to follow school expectations, treat others with respect and seek help when they are struggling.

5. Teaching and promoting positive behaviour

Behaviour expectations are explicitly taught and reinforced through assemblies, PSHE, RSE, circle time, curriculum opportunities, modelling and everyday interactions.

Each class will establish a class charter with pupils at the beginning of the school year. The charter will reflect whole-school expectations and be displayed clearly.

Staff should use specific praise, for example: "Thank you for waiting your turn; that was considerate."

- Positive recognition through verbal praise and encouragement.
- Certificates, Star Pupil and other recognition systems.
- Positive communication with parents/carers.
- Privilege/reward systems where appropriate.
- Recognition should focus on effort, progress, resilience and positive choices, rather than only on children who find behaviour easiest to manage.

6. Understanding behaviour and regulation

Before escalating a response, staff should consider:

- What happened immediately before the behaviour?
- What might the child be communicating?
- Is there an unmet emotional, sensory, communication or learning need?
- Could SEND, neurodivergence, developmental stage or disability be relevant?
- Is this behaviour unusual or a significant change for this child?
- Is there a safeguarding concern?
- What response is most likely to help the child regulate and succeed?

When a child is dysregulated, staff should reduce unnecessary language, reduce the audience where possible, provide appropriate space and support regulation. Reflection and restorative work should normally take place once the child is calm.

7. Behaviour and SEND

The school recognises that some children with SEND may experience difficulties with communication, sensory processing, emotional regulation, social interaction, attention, impulse control or executive functioning that can affect behaviour.

Staff will consider whether reasonable adjustments, adaptations or additional support are required before concluding that behaviour is wilful or deliberately defiant.

Behaviour strategies will take account of the child's developmental stage, communication needs, disability and identified support plans. This does not mean unsafe or harmful behaviour is ignored; rather, the school will maintain appropriate boundaries while identifying the support needed for the child to succeed.

Where patterns persist, the class teacher, SENCo, parents/carers and relevant pastoral staff should work together to identify triggers, successful strategies and appropriate interventions.

8. Good To Be Green

The school continues to use the Good To Be Green system as a visual framework for reinforcing expectations and responding to low-level behaviour. See Appendix for a step by step guide.

- Green represents being ready to learn and meeting expectations.
- Stop and Think provides an opportunity to pause, regulate and make a different choice.
- Orange provides a further reminder and clear opportunity to change behaviour.
- Blue indicates that additional intervention or restorative work is required.
- Red is used for serious or persistent behaviour requiring senior staff involvement.
- Cards are not a judgement about the child and must not be used to shame, humiliate or publicly label pupils.
- Staff should consider SEND, dysregulation and individual circumstances when applying the system.
- A fresh start is provided so that previous behaviour does not define the child's identity or future expectations.

Serious behaviour may result in an immediate move to a higher level rather than progressing through every stage.

9. Graduated response to behaviour

Universal support

- Clear routines and expectations
- Explicit teaching and modelling
- Positive recognition
- Predictable responses
- PSHE/emotional regulation work
- Consistent adult language

Targeted support

- Key adult/check-in and check-out
- Behaviour Improvement Plan
- Social or emotional skills intervention
- Parent/carer meeting
- Additional regulation strategies
- Monitoring of patterns and triggers

Specialist support

- SENCo and/or DSL involvement where appropriate
- Risk assessment
- Pastoral Support Plan where appropriate
- Early Help or external professional support
- Multi-agency planning where necessary
- Consideration of suspension/exclusion only where appropriate and lawful

10. Responding to incidents: CALM approach

- C – Connect: remain calm, establish safety and acknowledge the child.
- A – Assess: understand what happened and consider needs, triggers and risk.
- L – Limit: set a clear boundary and explain the expected behaviour.
- M – Make amends: once calm, support reflection, repair and a plan for next time.

Adults should avoid public confrontation, sarcasm, humiliation, threats or arguing with children.

11. Consequences and sanctions

Consequences should be reasonable, proportionate, predictable and educational. They should be related to the behaviour wherever possible.

- Reminder and redirection.
- Reflection or regulation time.
- Restorative conversation or action.
- Loss of an appropriate privilege where proportionate.
- Parent/carer contact.
- Targeted intervention or behaviour plan.
- Serious incidents may require immediate SLT involvement and additional safeguarding or risk assessment.

The school will not use collective punishment, humiliation or practices that deliberately shame children.

12. Restorative practice

Where appropriate, staff will use restorative conversations to help children understand impact and repair relationships.

- What happened?
- What were you thinking or feeling?

- Who has been affected?
- How were they affected?
- What can you do to put things right?
- What will you do differently next time?

Restorative work will not replace safeguarding action or appropriate consequences where behaviour is serious.

13. Behaviour Improvement Plans

A Behaviour Improvement Plan may be used where behaviour is persistent, significantly affecting learning or relationships, or where a child needs a more individualised approach.

- Targets should be specific, measurable and achievable, normally no more than three at a time.
- Targets should include replacement behaviours, not simply instructions to stop unwanted behaviour.
- The plan should identify triggers, successful strategies, reasonable adjustments and the adults responsible.
- The child's views and parent/carer views will be sought.
- Progress will be reviewed at agreed intervals and the plan amended or ended when appropriate.

14. Safeguarding and behaviour

Behaviour can sometimes be an indicator of abuse, neglect, exploitation, trauma, distress or other safeguarding concerns.

Staff must consider safeguarding where behaviour is unusual, escalating, unexplained, associated with injuries or significant emotional change, or accompanied by other indicators of concern.

Examples may include sudden changes in behaviour, sexualised behaviour, aggression, withdrawal, persistent fearfulness, missing education, concerning peer relationships or behaviour linked to online activity.

Where there is a safeguarding concern, staff must follow the Safeguarding and Child Protection Policy and inform the DSL without delay. Behaviour management must not prevent or delay safeguarding action.

15. Bullying and harmful behaviour

Camrose Primary School does not tolerate bullying or harmful behaviour. Bullying may occur face-to-face or online and may be emotional, verbal, physical, relational, racist, sexual, homophobic, biphobic, transphobic or otherwise discriminatory.

The school recognises the difference between ordinary relationship conflict and bullying, but will respond to all harmful behaviour even where it does not meet the school's definition of bullying.

A single serious incident can cause significant harm and will not be dismissed simply because it does not meet the definition of repeated bullying.

Children who experience bullying will be listened to, supported and kept safe. Children who have caused harm will be held accountable and supported to develop safer ways of behaving.

Where bullying or harmful behaviour may constitute child-on-child abuse or another safeguarding concern, the DSL will be involved.

See Anti Bullying statement in the appendix.

16. Sexism, sexual harassment and discriminatory behaviour

Sexist, sexual, racist, homophobic, biphobic, transphobic or otherwise discriminatory language and behaviour are unacceptable.

- Staff should challenge discriminatory behaviour promptly and calmly.
- The incident should be recorded in accordance with school procedures.
- The DSL should be informed where there is a safeguarding concern or pattern of harmful behaviour.
- The child should receive appropriate education and support to understand the impact of their behaviour.
- The school will consider whether behaviour indicates wider peer, safeguarding or contextual concerns.

The RSE curriculum and wider curriculum will teach respectful relationships, equality, consent and appropriate communication in an age-appropriate way.

17. Behaviour at playtime and lunchtime

- Supervising adults will actively promote positive play rather than only respond to incidents.
- Staff will anticipate areas or activities where conflict is more likely and intervene early.
- Children will be encouraged to seek help from a trusted adult.
- Serious incidents will be passed to the appropriate senior/pastoral staff.
- Where incidents raise safeguarding concerns, staff will follow safeguarding procedures rather than treating them solely as playground behaviour.
- A clear handover should take place so the class teacher knows about significant incidents.

18. Physical intervention

Physical intervention will only be used where it is necessary, reasonable and proportionate to prevent harm or maintain safety, and will be a last resort wherever practicable.

- Staff should use de-escalation and verbal strategies whenever reasonably possible.
- **Restrictive physical intervention is a last resort and will only be used where an immediate emergency requires action to prevent harm.**
- Any incident must be recorded promptly and reported to the Headteacher or Deputy Headteacher.
- Parents/carers should be informed in accordance with school procedures.
- The incident should be reviewed, including consideration of the child's views where appropriate.
- Repeated incidents should trigger consideration of a risk assessment and/or individual behaviour support plan.

19. Searching pupils and electronic devices

Searching will be undertaken only by the Headteacher or authorised staff and in accordance with current statutory guidance and the school's searching procedure.

Staff should consider urgency, safety, dignity and the presence of another appropriate adult where required.

Where a search identifies a safeguarding concern, the DSL must be informed without delay.

Any examination of content on an electronic device must be lawful, necessary and proportionate. Where content may involve child sexual abuse material, serious criminality or another safeguarding concern, staff must not investigate beyond what is permitted by school procedure and should seek DSL/police advice as appropriate.

20. Recording behaviour incidents

All behaviour concerns must be recorded on MyConcern.

- Additionally, incidents of sexism, sexual harassment, racism and homophobia are to be recorded as such on SIMS. The staff member **MUST** complete the appropriate form, located with the Behaviour Folder in the staffroom, and inform the Headteacher. The Headteacher will keep a log of such incidents. Victims are consoled and the perpetrator is helped to understand why their behaviour is unacceptable.
All such incidents must be recorded.
- Records should be factual, objective and proportionate.
- Record what happened, what was observed or said, who was involved, the action taken, who was informed and what happens next.
- Behaviour records should not contain speculation presented as fact.
- **Accidents, injuries and physical interventions should also be recorded on MyConcern.**
- Patterns and trends will be reviewed fortnightly by SLT to identify pupils who need additional support and wider issues affecting the school community.

21. Suspension and permanent exclusion

Suspension or permanent exclusion will only be considered where appropriate and in accordance with current statutory guidance and the individual circumstances of the pupil.

The school will not treat the behaviour categories in this policy as automatic grounds for exclusion.

Before exclusion is considered, the school will consider appropriate support, SEND and reasonable adjustments, safeguarding, the seriousness and circumstances of the incident, previous interventions and the impact on the safety and education of others.

Where exclusion is necessary, the school will follow the relevant statutory procedures and provide appropriate information to parents/carers.

Reasons for Exclusions

- Serious insolence to a member of staff.
- Endangering others or self.
- Bringing dangerous substances to school e.g. drugs.
- Bringing a dangerous item to school e.g. a knife.
- Persistent refusal to follow an adult's instructions.
- Persistent swearing, bullying, hurting others, disruption of lessons or school life.

22. Working with parents and carers

Parents and carers are important partners in supporting positive behaviour.

- The school will seek to communicate early rather than waiting until difficulties become entrenched.
- Staff will share positive information as well as concerns.
- Parents/carers will be invited to share information about triggers, successful strategies and changes at home that may be relevant.
- Where appropriate, school and family will agree a consistent approach and review progress together.
- Parents/carers should not confront other children or their families; concerns should be raised with school staff.

23. Online behaviour and behaviour outside school

The same expectations of respect, safety and dignity apply online. The school may respond to behaviour outside school where it affects pupils or staff, causes safeguarding concerns, disrupts school life or has a clear impact on relationships within the school community.

Online bullying, abusive messages, harmful images and other concerning digital behaviour will be addressed in accordance with the Behaviour, Safeguarding and Online Safety policies.

24. Professional conduct and consistency for staff

Adults are expected to model the behaviour we expect from pupils.

- Use calm, respectful and professional language.
- Avoid shouting aggressively, sarcasm, humiliation and public confrontation.
- Do not argue with pupils or engage in power struggles.
- Follow agreed procedures and seek support when behaviour escalates.
- Reflect on incidents and seek advice where a response has not been effective.
- Maintain appropriate professional boundaries at all times.

Consistency does not mean every child receives exactly the same response. It means staff apply the same expectations, principles and professional standards while making appropriate adjustments for individual needs.

25. Monitoring, evaluation and governance

The Headteacher and Governing Body will monitor the effectiveness of this policy.

Monitoring will include, where appropriate:

- Behaviour incidents and patterns across year groups and locations.
- Bullying and discriminatory incidents.
- Suspensions/exclusions and use of alternative interventions.
- Use of physical intervention and searching.
- SEND and equality considerations.
- Safeguarding referrals and patterns where behaviour has been a presenting concern.
- Pupil, parent/carer and staff feedback.
- Attendance and persistent absence where behaviour may be a contributing factor.

****The school will use behaviour data to identify disproportionality, recurring themes and groups who may require additional support, rather than using data solely to count sanctions.****

26. Rewards

Rewards are used to recognise and reinforce positive behaviour, attitudes, effort and achievement. They are intended to help pupils understand which behaviours contribute to a safe, respectful and successful school community and to encourage pupils to repeat those behaviours.

Rewards should be proportionate, meaningful, consistent and appropriate to the age and needs of the pupil. The emphasis should be on recognising positive behaviour rather than creating a culture where pupils behave appropriately solely to receive a reward.

Rewards:

- Attendance – a class reward is given weekly; individual rewards are given termly; attendance heroes celebrate outstanding attendance half termly.
- Star of the Week – given by the class teacher to one pupil based on the teacher's discretion.
- Privilege cards – a privilege card recognises something exceptional. Staff members need to nominate students for a privilege card which will then be awarded by either the Head Teacher or Deputy Headteacher each fortnight.
- Kindness award, Independence award, Confidence award, Resilience award – these awards can be given by any staff member who recognises these qualities in students. Each student will be given a badge.

27. Linked policies and guidance

- Child Protection and Safeguarding Policy
- KCSIE 2026
- Anti-Bullying Policy
- Sexual Violence and Harassment / Child-on-Child Abuse procedures
- Equality, Diversity and Inclusion / Race Equality policy
- Online Safety and Acceptable Use Policy
- Attendance Policy
- SEND Policy
- Staff Code of Conduct
- Exclusion/Suspension procedures
- Physical Intervention/Risk Assessment procedures
- Complaints Policy

This policy should be read alongside current Department for Education statutory guidance and local authority procedures.

Appendix 1 – Quick behaviour response guide

****STAFF QUICK GUIDE****

- **1. SAFETY** – Is anyone at immediate risk of harm? Get help.
- **2. REGULATE** – Stay calm, reduce language and support the child to become regulated.
- **3. UNDERSTAND** – Establish what happened without unnecessary confrontation.
- **4. SET THE LIMIT** – State clearly what behaviour is expected.
- **5. RESPOND** – Apply an appropriate and proportionate consequence.
- **6. RECORD** – Record significant behaviour using the correct system.
- **7. SAFEGUARD** – If there is any safeguarding concern, inform the DSL and use MyConcern.
- **8. REPAIR** – When calm, restore relationships and agree what will happen next.

Appendix 2 – Anti bullying statement

Camrose Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied.

As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying.

Bullying behaviour is unacceptable in any form.

The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed. What is bullying? We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. In Camrose Primary School, our definition of bullying is: ***“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”***

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving. National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programs, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to the Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.

Appendix 3 – Behaviour Improvement Plan

Pupil: _____

Class: _____

Date: _____

Review date: _____

Child's views: _____

Parent/carer views: _____

Known triggers: _____

Successful strategies: _____

Target 1: _____

Replacement behaviour: _____

Target 2: _____

Replacement behaviour: _____

Target 3: _____

Replacement behaviour: _____

Reasonable adjustments/support: _____

Success criteria: _____

Reward/recognition: _____

Person responsible: _____

Review outcome/next steps: _____

Pupil signature: _____ Parent/carer: _____

Class teacher: _____ Senior leader: _____

Appendix 4 – Good To Be Green

The Aim:

- The Good to be Green Behaviour system is for monitoring and responding to behaviour both inside and outside the classroom. It helps to prevent behaviour from escalating to unacceptable levels.
- It also helps children to understand that there are consequences for their behaviour – both positive and negative.
- It provides a visual reminder of positive behavioural expectations.
- The objective is for each child to stay green all day/week – while working towards a privilege card.
- Each child has a named pocket with a green card in it.
- A green card is always displayed at the beginning of the day. Adults should make frequent references to the Good To Be Green system – eg. At the start of the day, encourage all children to aim to stay on Green and aim for a Privilege Card.
- Behaviour expectations should be constantly discussed with children in order that they understand the purpose of the rules, why they are important and what they achieve; similarly, negative behaviour should be discouraged in the context as to why it is undesirable.
- Each day represents a fresh start – if children have received orange / blue / red cards the previous day, they need to be reminded that was yesterday and that today is a new opportunity to stay on green / aim for a Privilege Card.
- A privilege card can be awarded by any adult and can be tailored to a child. It is up to the adult how it is awarded. When privilege cards are awarded, an email needs to be sent to JC by Friday morning break time at the latest. Children will be called from 2.30pm that day and given a reward.

Preventing negative behaviour.

Low level negative behaviour 1 • Verbal warning	• 1st Verbal Warning: • Refocus child – check in with them – ask them how they are feeling and consider what might be happening for them / why they are presenting in this way. • Set expectations • Outline consequences if behaviour continues.
Low level negative behaviour 2 • Stop and Think card	• 2nd Verbal Warning: • Issue child with Stop and Think card • Child changes their own card • Outline consequences of continued behaviour and encourage/promote positive change.
Low level negative behaviour 3 • Orange card issued	• 3rd Verbal Warning: • Issue child with orange card • Remind child that this is the final warning • Outline consequences of continued behaviour and encourage/promote positive change • NB. If a child gets two or more orange cards in a week, this needs to be reported on MyConcern.

Low level negative behaviour 4 • Blue card issued	• No change - Blue card issued: • Explain clearly and concisely why the child has been given a blue card • Child changes their own card • Refocus child and set expectations for behaviour • Child reports to JC the following playtime • Restorative work done with child. • Log on MyConcern that blue card has been issued and why • JC informs parents
Low level negative behaviour 5 • Red card issued	• No change - Red card issued: • Refer to SC/LW • Log on MyConcern • Decision will be taken as to whether the child returns to the class that day on a case by case basis • Parents invited in for meeting • JC to monitor child
We recognise that the above steps help to prevent negative behaviour escalating while promoting positive change. However, in some cases, a blue or a red card should be issued immediately.	
Blue card immediately:	Swearing Open defiance / rudeness to adult Negative physical contact including fighting Spitting Stealing Vandalism Unsafe behaviour – eg. Throwing objects, self-exiting from classrooms. Threatening behaviour
Red card immediately:	Racism Homophobia Bullying Hitting adult

COMMUNICATION OF BEHAVIOUR EXPECTATIONS WHEN AN ISSUE ARISES

The adults should:

1. Check intention – understand what happened.
2. Remain calm – model appropriate behaviour – take time to investigate the matter.
3. Offer the chance to make amends to all parties.
4. Carry out an investigation – allow all parties to speak without interruption (however overwhelming the evidence) this will calm situation and gives thinking time.
5. Don't take the behaviour personally. Remain professional, empathic and compassionate. The child may still be angry – don't let them make a bad situation worse.
6. Set limits to behaviour with explanations.
7. Acknowledge feelings so that the child feels heard and validated.
8. Avoid putting children down or making unfavourable comparisons.
9. Maintain the relationship even when administering a sanction – explain their strengths; make it clear that there is an ending to the whole process and then a fresh start afterwards.