



## BEHAVIOUR POLICY

<b>Reviewed by:</b>	Gwen Bennion, Principal
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<b>Approved by:</b>	Tracey Storey, CEO

## **Policy Statement**

Belgrave School promotes good behaviour and expects all learners to act in an exemplary manner in terms of their conduct and interactions, with due regard for authority. Learners must give consideration, always, to our school values and how their conduct and behaviour impacts on themselves (integrity) and others (empathy). Belgrave School learners are ambassadors for the school both at school and when representing the school on educational visits, PE activities (offsite) and whilst travelling to and from school (challenge).

## **Scope and Purpose of the Policy**

Belgrave School's positive behaviour policy is a combination of an understanding that behaviour is related to communication and that negative behaviour may be the result of unmet need.

Our intention is that all staff will be capable of building relationships with learners, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our learners and nurture positive behaviour. The promotion of positive behaviour is the cornerstone of the work of the Belgrave Team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every learner has the right to learn in a nurturing and supportive environment.

This policy applies to all members of Belgrave School, including all staff, learners, and visitors, including when on and off-site, activities and trips, lunch times, and travel. The same standards of behaviour are expected online as in real life.

This policy is also designed to provide guidance on physical contact (including safe to touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour. By following this advice, the aim is to minimise risk to the health and safety of all who use the school.

## **Aims**

- To create a safe and secure environment for learners and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning, and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that learners achieve the best they can and become valued members of their communities.
- To ensure high standards of safeguarding and learner protection.
- To act in accordance with the Equality Act 2010 and Use of Reasonable Force 2013, Behaviour in schools' advice for headteachers and school staff (2022), Searching, Screening and Confiscation advice for schools (2022), and Schools' Suspensions and Exclusions (2023).

## **We will achieve these aims by:**

- Establishing a set of expectations which staff and learners know and understand.
- Establishing relationships that meet learners' emotional needs.
- Using reward and consequence systems consistently.
- Sharing the positive behaviour policy with all staff, parent, and learners.
- Ensure that Senior Leaders are visible and accessible around the school.
- Checking the building is clean and well-maintained to create a positive learning environment.
- Ensuring all learners have learner passports.
- Involving learners in creating class and school routines by giving them a voice so that they are a key part in their own development.

- Giving feedback to parents about their learner's actions - letting them know about the good days and being transparent about all negative behaviours, to build positive relationships with all key stakeholders in learners' lives.
- Establishing a system of reparation, restoration, and consequences for inappropriate behaviour (see Appendix 1).
- Raising emotional literacy levels and communication to impact positively on self-regulation and empathy.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.
- Staff practising good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Understanding behaviour is a form of communication and adults respond to inappropriate behaviour by asking not, "What did you do?" but "What has happened to you and how can we help?" (see also Appendix 2)
- Knowing restorative conversations may take a variety of forms depending on individual needs and abilities.
- Ensuring PSHE and RSE is informed by current research and taught through the Jigsaw scheme and Brooks materials for RSE and teaches learners about mental health, emotions, relationships and how to live life well.

Wherever possible the school will adopt a restorative approach when challenging or applying consequences because of negative actions.

### **Belgrave's Core Values**

Belgrave School's core values are embedded through the Belgrave Bristol Champions. These values reflect the behaviours, attitudes and personal qualities that support positive relationships, inclusion and learning across the school community.

The Belgrave core values are:

- **Belonging** – feeling safe, valued and part of the school community
- **Respect** – showing care for others, property, rules and boundaries
- **Inclusion** – valuing difference, fairness and participation for all
- **Safety** – making safe choices and supporting physical and emotional wellbeing
- **Try** – showing effort, perseverance and resilience when faced with challenge
- **Ownership** – taking responsibility for actions and learning
- **Learning** – demonstrating curiosity, engagement and pride in progress

These values underpin all expectations for behaviour, relationships and learning at Belgrave School.

### **Promoting the School Values Through Belgrave Bristol Champions**

Belgrave School promotes good behaviour and expects all learners to act in an exemplary manner in terms of their conduct and interactions, with due regard for authority. Learners are expected to demonstrate the school's core values of Belonging, Respect, Inclusion, Safety, Try, Ownership and Learning at all times.

To embed these values consistently across school life, Belgrave School recognises and promotes positive behaviour through the Belgrave Bristol Champions approach. The Belgrave Bristol Champions reflect the behaviours, attitudes and personal qualities that enable learners to feel safe, included and ready to learn.

### **Belgrave Bristol Champions**

Belgrave Bristol Champions are not positions of authority and are not linked to academic attainment. Instead, they recognise and celebrate learners and staff who consistently

demonstrate behaviours aligned with the school's core values. Champions act as positive role models and support the development of a strong, values-driven school culture. The Belgrave Bristol Champions are:

### **Belonging Champion**

Demonstrates kindness and friendship; welcomes others; helps peers feel safe; repairs relationships and supports a sense of community.

### **Respect Champion**

Uses respectful language; respects others' personal space; looks after school property; follows agreed rules (with support where needed); accepts boundaries appropriately.

### **Inclusion Champion**

Includes others in learning and activities; accepts and values difference; promotes fairness; advocates appropriately for self and others; works positively with peers.

### **Safety Champion**

Makes safe choices for self and others; uses safe hands and bodies; asks for help when needed; uses calming strategies and safe spaces; supports emotional wellbeing.

### **Try Champion**

Demonstrates effort, resilience and perseverance; shows bravery when faced with challenge; willingly tries again after mistakes.

### **Ownership Champion**

Takes responsibility for actions; reflects on choices; makes amends where appropriate; shows accountability and a willingness to put things right.

### **Learning Champion**

Shows curiosity and engagement; listens in ways appropriate to individual need; demonstrates pride in learning; progresses at an appropriate pace with increasing independence.

### **Selection, Recognition and Celebration**

At the end of each term, learners and staff anonymously vote for the learners or members of staff who they believe have best demonstrated and represented each of the Belgrave Bristol Champions. This ensures that recognition is inclusive, fair and reflective of the lived experiences of the school community.

Votes are collated and the Belgrave Bristol Champions are announced at the beginning of the following term. Recognition reflects consistent positive behaviour over time rather than isolated incidents.

Belgrave Bristol Champions are celebrated and made visible through the 'Our Bristol Champions' display, which highlights positive role models and reinforces shared expectations across the school. This display supports assemblies, classroom discussions and wider learning about behaviour, relationships and school values.

Through the Belgrave Bristol Champions, Belgrave School promotes a positive, inclusive and values driven behaviour culture where all learners are supported to thrive.

## **Restorative Approach to Behaviour at Belgrave**

At Belgrave, our approach to behaviour is grounded in restorative principles that promote strong relationships, accountability and positive engagement with learning. We recognise that learners require a clear framework of acceptable standards alongside secure boundaries within which they feel safe, respected and able to succeed.

Restorative practice provides a consistent, values-based framework for encouraging positive behaviour and responding to behaviour that causes harm or disrupts learning. It supports learners to understand the impact of their actions, repair harm, develop strategies for future success and re-integrate positively into the learning community.

## **Creating the Conditions for Positive Behaviour**

Positive behaviour is most effectively encouraged when learners experience safety, consistency and respect. Throughout the school year, particular attention is paid to the environment and climate in which learners learn. Staff are expected to consider the setting conditions that may influence behaviour and to ensure that the following are in place:

- a positive organisational culture rooted in restorative values.
- a calm, low stimulus physical environment.
- engaging, meaningful programmes that motivate and stimulate learners.
- a clear commitment to treating each learner as an individual.
- strong, positive adult learner relationships that meet learners' needs and support secure attachments.

Learners are encouraged to express their views, have their voices heard and feel confident that their opinions will be taken seriously. Learners and parents are informed about school policies, including complaints and whistleblowing procedures. Staff take responsibility for ensuring these policies are understood and that learners are supported to apply them appropriately where relevant.

## **Core Principles of the Restorative Approach**

The restorative approach at Belgrave is underpinned by the following principles:

- **Respect** – listening to and valuing the perspectives of others.
- **Recognition** – acknowledging that emotions, experiences and unmet needs influence behaviour.
- **Responsibility** – supporting learners to take responsibility for their actions and choices.
- **Repair** – identifying how harm can be repaired and learning restored.
- **Re-integration** – ensuring learners remain part of the classroom and school community following incidents.

These principles inform all behaviour responses and interactions across the school.

## **A Restorative Alternative to Sanctions**

Rather than relying primarily on punitive or authoritarian approaches, Belgrave adopts a restorative model that prioritises dialogue, reflection and problem solving. Accountability is understood as putting things right rather than simply receiving punishment.

Sanctions and formal consequences may still be applied when necessary; however, they are used alongside restorative conversations to ensure understanding, learning and repair take place.

## **Restorative Practice in the Classroom**

Restorative practice is embedded in everyday classroom management. Teachers may pause learning to use brief restorative conversations to support learners to:

- share perspectives and experiences.
- express thoughts and feelings appropriately.
- recognise how behaviour affects learning.
- identify what is needed to move forward positively.

This approach supports self-regulation, empathy and social responsibility, enabling learning to continue in a calm and focused environment.

### **Examples of Restorative Conversations**

Disruptive or Off Task Behaviour

- What has happened in the lesson?
- What were you thinking at the time?
- How has this affected your learning and others' learning?
- What do you need now to re-engage?

Harmful or Unkind Language

- What happened?
- How were you feeling at the time?
- Who has been affected and how?
- What needs to happen to put this right?
- Conflict Between Learners

A facilitated discussion allows learners to share perspectives, understand impact and agree actions to restore relationships and prevent recurrence.

Whole Class Restorative Reset

- What is happening in our classroom right now?
- How is this affecting learning?
- What do we all need to do differently so everyone can succeed?

### **Restorative Conversation Script for Staff**

Staff use a consistent restorative script, adapting language to the age, needs and context of the learner:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected by this and how?
- What do you need now to put this right?
- What needs to happen next so we can move forward positively?

### **Staff Guidance**

When using restorative conversations, staff should:

- remain calm, respectful and non-judgemental.
- listen without interruption.
- create emotional safety.
- encourage learners to identify their own solutions.
- support swift and successful re integration into learning.

### **Graduated Restorative Actions**

Where behaviour causes concern, staff follow a clear, supportive and proportionate stepped response:

- **Verbal reminder** – calm reminder of expectations.
- **“What do you need?”** – restorative prompt to encourage reflection and self-regulation.
- **1:1 discussion outside the classroom** – discovery, reflection and target setting.
- **Senior Leadership Team response** – where concerns persist or behaviour escalates.
- **Contact home** – collaborative discussion with parents.
- **Parent visit** – planned meeting to agree support strategies and next steps.

These steps are not time based or automatic. Professional judgement is essential, and steps may be repeated or adjusted to meet individual need.

### **Formal Consequences and Tiered Response**

Learners do not always behave positively. Formal consequences are implemented following careful consideration of the incident, the learner's age, individual needs and any contextual factors.

Consequences are intended to:

- support reflection and learning.
- help learners develop strategies to avoid further difficulties.
- reduce risk of repeated behaviour.

Suspensions and permanent exclusions are used only when necessary and in line with statutory guidance. Where it becomes apparent that Belgrave is unable to meet a learner's needs, the school will work collaboratively with the placing Local Authority to identify a more appropriate placement.

Appendix 3 provides a tiered framework to guide staff responses. It is not prescriptive; behaviours are considered in context. The language of the framework is explained to learners. Behaviour would not normally progress beyond positive behaviours or Level 1 interventions.

### **Training Staff to Implement the Graduated Restorative Actions**

#### **Establishing a Shared Understanding**

Staff training focuses first on why restorative practice is used, reinforcing its role in promoting learning, safety and belonging. Training clarifies the distinction between restorative responses, supportive interventions and formal consequences.

#### **Introducing the Graduated Steps**

Each step is explored in detail, including when it should be used, what it looks like in practice and when escalation is appropriate. Emphasis is placed on flexibility, professional judgement and consistency of approach.

#### **Modelling and Practice**

Leaders model restorative language and conversations. Staff practise using scripts and realistic scenarios to build confidence and consistency.

#### **Linking to Classroom Practice**

Training connects steps to everyday classroom situations such as low-level disruption, refusal or unkind language, helping staff apply the approach confidently in real time.

#### **Clarifying Roles and Responsibilities**

Training sets out:

- staff responsibilities at Steps 1–3.
- when to involve senior leaders.
- expectations around parental communication.
- recording and follow up requirements.

#### **Ongoing Coaching and Monitoring**

Restorative practice is reinforced through coaching, reflective discussions and modelling by leaders. New staff receive induction training, and leaders monitor consistency and impact to support continuous improvement.

### **Commitment to Belonging and Inclusion**

Through restorative practice, Belgrave seeks to strengthen relationships, promote belonging and support all learners to succeed. Behaviour is understood as communication, and responses are rooted in dignity, empathy and high expectations, ensuring that every learner feels safe, valued and supported to thrive.

### **Restorative Reintegration Conferences**

If a learner receives a fixed term suspension, a restorative reintegration conference will be held with a member of staff, the learner, and their parents.

The conference aims to explore the incident and answer the restorative questions as appropriate to the learner's communication skills and adjustments are made to the learner's emotional support plan as needed.

### **Prohibited Measures of Behaviour Management**

The regulations made under the Learners Act 1989 set out prohibited sanctions as follows:

- Corporal punishment.
- Deprivation of food and drink.
- Restriction or refusal of visits/communication with the family, social worker, or any other involved person.
- Requiring a learner to wear distinctive or inappropriate clothing.
- Imposition of fines.
- The misuse of or withholding of medication or medical treatment.
- Intentional deprivation of sleep.
- Restriction of a learner's liberty.
- Intimate body searches.

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

## **Bullying**

Belgrave School understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships through integrity, challenge and empathy. When supporting others and we will always look to challenge bullying in whatever form it might take.

## **Searching of Learners and Confiscation of Inappropriate Items**

Principals and the staff they authorise have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item, including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner).
- Tobacco and cigarette papers.
- Smoking equipment including vaping.
- Fireworks.
- Pornographic images.
- Electronic devices, including mobile phones.

Only the Principal has the authority to search learners and may delegate it if necessary. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or learners.
- Is prohibited, or identified in the paragraph above i.e., the school rules for which a search can be made or is evidence in relation to an offence.

Staff must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

Staff can only carry out a search of a learner of the opposite sex to and/or without a witness present, where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff may search a learner with their consent for any item. If a member of staff suspects that a learner has a banned item in their possession, they can instruct the learner to turn out their pockets or bag. If the learner refuses, sanctions will be applied in accordance with this policy.

In relation to prohibited items, the Principal, Senior Leadership Team and staff authorised by the Principal, may search a learner or a learner's possessions, without their consent, where they have reasonable grounds for suspecting that a learner has a prohibited item in their possession.

Such action will be taken in accordance with the DfE guidance Searching, screening and confiscation (July 2022).

Higher Level Sanctions: Internal Exclusion, External Suspension, Removal and Expulsion In rare instances of persistent unsatisfactory behaviour or serious one-off incidents, it is necessary to use one of the higher-level sanctions listed below.

Before such a sanction is imposed, there will be an investigation of the matter within school. The parents will be informed of the basis for the school's concerns and will be invited to discuss the matter with the Principal, as appropriate.

The higher-level sanctions that may be imposed are the following:

- Internal Exclusion: that the learner be excluded as a disciplinary sanction or pending the outcome of an investigation (usually for no more than two school days); this will not be recorded in the personal file.
- External Suspension: that the learner be suspended from school for a short period (usually no more than ten school days), the school reserves the right to record this in the learners personal file and to pass it on to any new setting, as necessary.

If it is believed that a learner has a prohibited item, it may be appropriate for a member of staff to carry out: a search of outer clothing and / or a search of school property (learners desks) and / or a search of personal property (e.g. bag or pencil case).

Searches will be conducted in a manner as to minimise embarrassment or upset. Any search of a learner or their possessions will be carried out in the presence of the learner and another member of staff. Where a learner is searched, the searcher and the second member of Staff present will be the same gender as the learner.

Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of Staff may carry out a search of a learner of the opposite sex and / or in the absence of a witness.

Where the Principal, member of SLT or other authorised member of staff, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of Staff considers it to be harmful or detrimental to school behaviour and learner code of conduct.

Alcohol which has been confiscated will be destroyed.

Controlled drugs will be delivered to the police as soon as possible.

Other substances which are not believed to be illegal drugs, but which are harmful or detrimental to behaviour (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

### **Mobile Phones**

Due to safeguarding reasons, mobile phones are prohibited to be used on the school site. They must be handed in to the class teacher at the beginning of the day and collected at the end. There may be times when learners are found with mobile phones in their possession and/or using their mobile phone. If this occurs, they will be required to hand their phone in to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their phone, then they are not complying with the school rules. This will result in parents being contacted and a suspension given for the rest of the day/the next day, as appropriate.

### **Supportive Use of Physical intervention**

We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences. To be judged lawful, reasonable force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Physical intervention is a last resort to be used when all other de-escalation strategies have been tried and failed. Reasonable Force may be used in specific circumstances to prevent learner's committing an offence, injuring themselves or others, damaging property and disrupting good order in the classroom.

### **Positive Contact with Learners**

There may be times when it is appropriate to have positive physical contact:

- Comfort.
- Curricular reasons (e.g., physical education).
- Gentle guidance.
- To give first aid.
- When a learner is being congratulated or praised.

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the learner or another person or where staff may be deemed negligent if they fail to intervene.

### **Parental Involvement**

Parent can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively. Parent are encouraged to support the school and work in partnership to get the very best outcomes for their learner. Parent will be invited into the school termly to discuss learner progress with staff. Parent are provided with regular updates and termly reports as a summary of learner's behaviour and engagement within the school.

### **Reporting and Recording**

Negative behaviours are recorded on our school management information system (CPOMs). All behaviours and the response are recorded on the system including bullying, racist or homophobic incidents. Physical interventions are also recorded on the system. If an injury has occurred these are also recorded separately in an accident log and recorded on a spreadsheet. Staff record behaviours on the day they occur, on CPOMs. Any serious incidents are discussed and debriefed with SLT on the day of the incident. If the incident involved physical intervention, this must be reported to the principal on the same day and as soon as safely possible. Behaviour data is reported monthly to relevant stakeholders.

### **CCTV**

The school operates CCTV on the school site. CCTV is used for several purposes, including to monitor and uphold discipline among learners in line with this policy, and to protect the personal safety of learners, parent, staff, visitors, volunteers, and members of the public.

Images may be accessed by the Principal and members of the Senior Leadership Team for the following purposes related to learner behaviour:

- to enable members of the Senior Leadership Team to examine behaviour which may give rise to any reasonable safeguarding concern.
- to assist the school in establishing facts in cases of unacceptable learner behaviour, in which case, the parent will be informed as part of the school's management of the particular incident.

### **Suspension and Exclusion**

Suspension means the temporary removal of the learner from the school, which is required by reason of the learner's conduct, behaviour or progress. Or because the learner is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the school. Or because the parent has treated the school or members of its staff unreasonably. The school reserves the right to record this in the learner's personal file and to pass the information to any subsequent institution, as necessary.

Exclusion means the internal removal of a learner from their usual working environment.

### **Expulsion**

Means that the learner is required to leave the school permanently if it is proved, on the balance of probabilities, that the learner has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. This will be recorded on the learner's personal file and passed on to any subsequent institution. Should it appear that a criminal investigation might be warranted, the learner's parent will be invited to school to be with their learner whilst the matter is discussed and any decisions about police involvement are made. The Principal and the learner's mentor will be part of the discussions throughout, to support the learner.

If a learner is internally excluded or externally suspended, the school will ensure that appropriate work is made available to ensure the exclusion or suspension has no detrimental effect on the learner's education. Following the investigation and meeting with parent, the sanction to be imposed by the Principal will be decided. A decision to remove or expel a learner will only be made once the Principal has consulted with the Melrose Senior Management Team. A letter from the Principal will be sent to the parent clarifying the nature and the timing of the sanction. The school reserves the right to choose the days for any exclusion or suspension.

See: [Behaviour in schools: sanctions and exclusions: Exclusions - GOV.UK](#) and

[Restrictive Interventions, including the use of reasonable force, in schools \(DfE, effective from 1 April 2026\)](#)

### **Investigating Allegations of Sexual Harassment or Sexual Violence**

There is a zero-tolerance approach to sexual violence and sexual harassment at Belgrave School; it is never accepted, and it will not be tolerated. Belgrave School plays a crucial role in preventative education, creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.

Learners are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it may be. Upon receiving a report, staff are trained to provide appropriate reassurance to learners, assuring them that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school. The school's response will be proportionate; considered; supportive; and decided on a case-by-case basis. Sanctions for sexual harassment and violence may include internal exclusion; external suspension; and/or expulsion.

The school has procedures in place to respond to any allegations or concerns relating to a learner's safety or wellbeing. These include clear processes for: responding to a report; listening to all those who are involved; carrying out risk assessments and/or safety plans, to help determine: internal management of the incident; referral to Early Help; referral to Children's Social Care;

reporting to the Police. Refer to Learner Protection and Safeguarding Policy and Learner-on-Learner Abuse Policy.

Belgrave School's community of the staff, parent and learners adhere to expectations in relation to learner's conduct, rather than to lists of rules. The expectations will be visible in all classrooms and shared spaces.

### **Roles and Responsibilities**

Every adult that works within Belgrave School is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour.

### **Links to Other Policies**

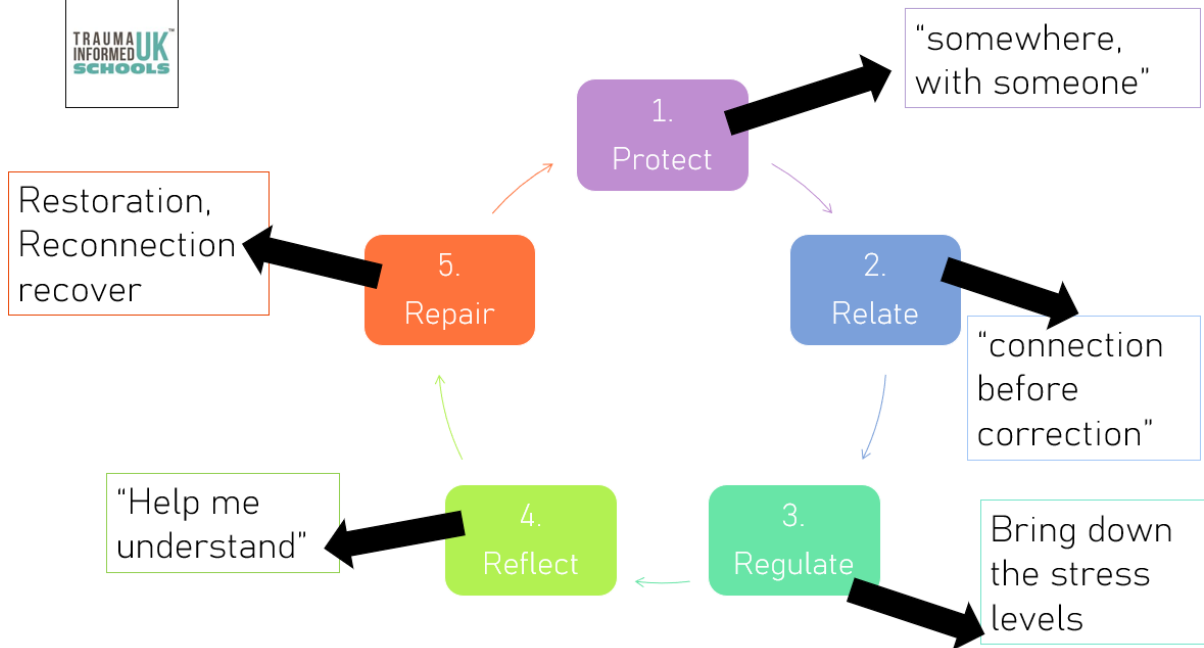
This policy is to be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Complaints Policy
- Learner Risk Assessments
- Acceptable Use of Technology Policy
- EHCPs
- Learner Passports
- Restrictive Interventions Policy

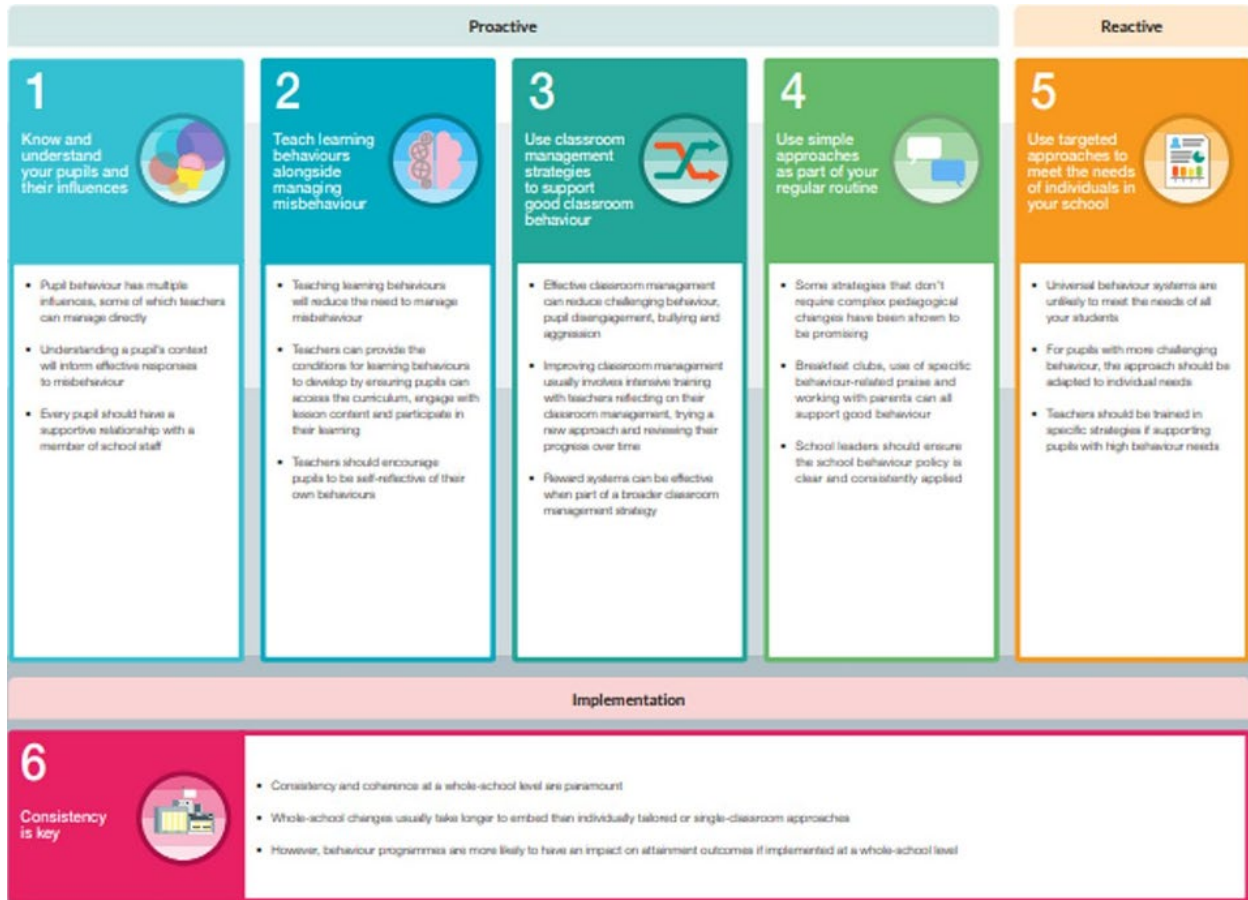
## Appendix 1

Positive Behaviour		
Being kind / caring to others Following instructions Requesting help when need it Completing classwork Achieving targets / learning objectives Respect for self, others and equipment Positive engagement in lesson / activity Positive school day / school week Positive school term / school year Positive attendance record Using agreed strategies in ESP		
Postcard home Class initiatives (e.g. raffle tickets, group prize) Positive calls home SLT email home/phone call/postcard Reward/treats for class End of Term Rewards Certificates Prizes in Class		
Level One Behaviour	Level Two Behaviour	Level Three Behaviour
<ul style="list-style-type: none"> <li>General swearing / verbal aggression</li> <li>Refusal to follow instructions</li> <li>Lack of participation</li> <li>Being unkind to others / name calling</li> <li>Chewing gum</li> <li>Deliberately trying annoy others</li> <li>Late to school</li> </ul>	<ul style="list-style-type: none"> <li>Repeated level one behaviour</li> <li>Walking out of class without signalling need</li> <li>Directed swearing/verbal abuse/ making threats</li> <li>Minor damage to property/throwing of items</li> <li>Being disrespectful to staff or other learners</li> <li>Persistent non-compliance/not following instructions</li> <li>Classroom disruption</li> <li>Refusal to work</li> <li>Causing an unsafe environment for others</li> </ul>	<ul style="list-style-type: none"> <li>Repeated level two behaviour</li> <li>Serious damage to property</li> <li>Bullying - Discriminatory comments (*9 protected characteristics)</li> <li>Intimidating and threatening behaviour</li> <li>Physically hurling someone/assault</li> <li>Possession of controlled substances or weapons</li> <li>Disruption on transport</li> <li>Incitement</li> <li>Inappropriate use of social media</li> <li>Absconding/ absent without authorisation</li> <li>Endangering life of others</li> </ul>
<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Use of an agreed strategy</li> <li>Ask for a movement break</li> <li>Take 5 minutes</li> <li>Behaviours logged and monitored</li> </ul>	A with Level 1, plus Restorative justice with key adults to support Implement support mechanisms Phone call home/ Parent/Carers to attend meeting Short term suspension Supervision meeting with Principal	<ul style="list-style-type: none"> <li>As with Level 2, plus</li> <li>School placement at risk</li> <li>Parent/carers charged for damage or replacements</li> <li>Police advised if needed</li> <li>Short term suspension (1-2 days)</li> <li>Long term suspension (over 48 hours - 3-5 days)</li> <li>End of placement - permanent exclusion</li> </ul>

## Appendix 2



## Appendix 3



**Appendix 4**

<b>B</b>	<b>R</b>	<b>I</b>	<b>S</b>	<b>T</b>	<b>O</b>	<b>L</b>
<b>Belonging</b>	<b>Respect</b>	<b>Inclusion</b>	<b>Safety</b>	<b>Try</b>	<b>Ownership</b>	<b>Learning</b>
Learners might represent: <ul style="list-style-type: none"> <li>• Kindness</li> <li>• Friendship</li> <li>• Welcoming others</li> <li>• Making others feel safe</li> <li>• Being part of the group</li> <li>• Repairing relationships</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Respecting others' space</li> <li>• Respectful language</li> <li>• Looking after property</li> <li>• Respect for rules (with support)</li> <li>• Accepting "no" or boundaries</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Including others in play or learning</li> <li>• Accepting differences</li> <li>• Advocacy (for self or others)</li> <li>• Fairness</li> <li>• Working with peers</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Safe hands and bodies</li> <li>• Asking for help</li> <li>• Using calming strategies</li> <li>• Choosing a safe space</li> <li>• Emotional safety (talking about worries)</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Effort</li> <li>• Perseverance</li> <li>• Resilience</li> <li>• Bravery</li> <li>• Trying again after a mistake</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Taking responsibility</li> <li>• Making amends</li> <li>• Apologising or repairing</li> <li>• Reflecting on choices</li> <li>• Asking "what can I do next?"</li> </ul>	Learners might represent: <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Engagement</li> <li>• Listening (in their own way)</li> <li>• Progress at their pace</li> <li>• Pride in learning</li> <li>• Independence</li> </ul>
<b>Belonging Champion</b>	<b>Respect Champion</b>	<b>Inclusion Champion</b>	<b>Safety Champion</b>	<b>Try Champion</b>	<b>Ownership Champion</b>	<b>Learning Champion</b>