



## BEHAVIOUR POLICY

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| <b>Reviewed by:</b>        | Gwen Bennion, Principal |
| <b>Date:</b>               | 1 September 2026        |
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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 and others. 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. Learners are expected to demonstrate the school's core values of **Belonging, Respect, Inclusion, Safety, Try, Ownership and Learning** in all aspects of school life.

## **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. 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.

The school may apply its behaviour expectations and consequences to behaviour outside of school where it is connected to the school community, including educational visits, transport, online activity, when wearing school uniform, or where behaviour could adversely affect the safety, wellbeing or reputation of the school or members of the school community.

This policy is applied fairly and consistently whilst recognising that learners have differing needs. In accordance with the Equality Act 2010, Belgrave School will make reasonable adjustments for learners with Special Educational Needs and Disabilities (SEND), Education, Health and Care Plans (EHCPs) and individual behaviour support plans. Behaviour decisions will take account of learners' individual communication needs, developmental stage, sensory processing differences, trauma-informed approaches and any safeguarding considerations.

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 promote consistently high expectations of behaviour for every learner.
- To ensure behaviour is managed fairly, proportionately and consistently through restorative practice.

**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.
- Teaching and modelling expected behaviours explicitly throughout the school day.
- Making reasonable adjustments to behaviour support in accordance with learners' individual needs.
- Applying behaviour responses consistently whilst exercising professional judgement.
- Sharing the positive behaviour policy with all staff, parents, and learners.
- Ensuring 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. Where appropriate, Positive Behaviour Support Plans and/or Risk Assessments will be developed to identify triggers, preventative strategies, agreed responses and support strategies. These plans will be reviewed regularly and shared with relevant staff to ensure consistency of approach.
- Involving learners in creating class and school routines by listening to their 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 'What has happened?' rather than 'What did you do?' (see also Appendix 2)
- Knowing restorative conversations may take a variety of forms depending on individual needs and abilities.

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 high standards of behaviour and expects learners to demonstrate the school's core values of Belonging, Respect, Inclusion, Safety, Try, Ownership and Learning in all aspects of school life. Through the Belgrave Bristol Champions approach, the school recognises and celebrates the behaviours, attitudes and personal qualities that help learners 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 those who best demonstrate the Belgrave Bristol Champions values. Recognition reflects consistent positive behaviour over time and ensures all members of the school community have a voice.

Champions are celebrated through the 'Our Bristol Champions' display, assemblies and wider discussions, reinforcing positive role models and shared expectations. Through this approach, Belgrave School promotes an inclusive, values-driven culture where positive behaviour is recognised, celebrated and accessible to all learners, including those with additional needs.

### **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 reintegrate positively into the learning community.

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

Positive behaviour is promoted through a safe, consistent and respectful environment. Staff consider factors that may influence behaviour and ensure a restorative culture, calm and supportive learning spaces, meaningful programmes, individualised approaches and strong adult-learner relationships that support secure attachments.

Learners are encouraged to share their views and understand relevant school policies, with staff ensuring these are accessible and appropriately supported. Staff recognise that behaviour may be influenced by communication needs, neurodiversity, mental health, adverse childhood experiences, attachment difficulties and individual circumstances. These factors inform reasonable adjustments, support strategies and restorative responses while maintaining high expectations for behaviour.

### **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.
- **Reintegration** – 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.

### **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.

Consequences are never applied automatically. Staff exercise professional judgement, considering the individual circumstances of each incident, including the learner's age, SEND, disability, communication needs, emotional wellbeing, safeguarding concerns and previous support strategies.

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. Most behaviour concerns are effectively managed through positive relationships, preventative strategies, restorative practice and early intervention. Where concerns persist or escalate, staff will follow the graduated response outlined in Appendix 3, ensuring responses remain proportionate and appropriate to the individual learner.

### **Roles and Responsibilities**

The Principal will ensure that all staff receive appropriate induction, training and ongoing professional development to implement this policy consistently. Training and development will include, where appropriate, behaviour management approaches, trauma-informed practice, restorative approaches, safeguarding, de-escalation strategies and the safe and lawful use of reasonable force.

### **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 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.

### **Bullying**

Belgrave School recognises that bullying can have a significant and lasting impact on a learner's emotional wellbeing, confidence and ability to learn. Bullying of any kind, including cyberbullying, prejudice-based bullying, discriminatory bullying and peer-on-peer abuse, is unacceptable and will not be tolerated.

All reports of bullying will be taken seriously, investigated promptly, recorded on the school's management information system and responded to using restorative approaches where appropriate alongside proportionate consequences. The school works closely with parents and external agencies where necessary. Further information is available in the school's Anti-Bullying Policy. Behaviour that may constitute child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, online abuse, initiation or humiliation behaviours, will be managed in accordance with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education. The school will ensure that appropriate safeguarding actions are taken alongside any behaviour response.

### **Use of Powers of Search and Confiscation**

All school staff can search a learner for any item if the learner agrees. The Principal and staff authorised by them, have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so. Records will include the reason for the search, outcome and any follow-up action taken.

Schools are not required to inform parents before a search takes place or to seek their consent to search their learner. For full guidance see the DfE guidance on searching, screening, and confiscation.

### **Confiscation, Searches, Screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance.

Any screening undertaken by Belgrave school will be proportionate, reasonable and carried out in accordance with current statutory guidance.

Any prohibited items found in a learner's possession because of a search will be confiscated. These items will not be returned to the learner. Prohibited items include those defined in current statutory guidance, including knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images and articles that have been or are likely to be used to commit an offence or cause personal injury or damage to property.

In addition, under the school's Behaviour Policy, the following items are not permitted on the school site and may be searched for and confiscated: mobile phones, smart glasses, vaping devices, lighters, unauthorised electronic devices and any other item that may pose a risk to safety or disrupt learning.

We will also confiscate any item that is harmful or detrimental to school discipline.

These items will only be returned to learners after discussion with the senior leadership team, and parent, and if deemed appropriate.

### **Mobile Phones**

Due to safeguarding reasons, mobile phones are prohibited from being used on the school site. They must be handed in 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. 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, they are not complying with the school rules and will not be permitted to enter the learning area. Each incident will be considered and addressed on a case-by-case basis.

### **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**

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively. Parents 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, discriminatory incidents and incidents relating to protected characteristics, including race, disability, religion or



belief, sex, sexual orientation and gender reassignment. 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. Behaviour data is regularly analysed by senior leaders to identify patterns and trends, including those relating to protected characteristics, SEND, location, time of day and type of incident. Findings are used to inform staff training, behaviour support strategies and school improvement. Allegations made by learners against staff will be managed in accordance with the Safeguarding and Child Protection Policy and Low-Level Concerns Policy.

Where an allegation is found to have been deliberately false or malicious, appropriate behaviour responses may be considered. However, the school recognises that genuine concerns must always be listened to, taken seriously and managed appropriately.

Behaviour information and analysis are shared with the Directors to provide appropriate oversight of behaviour standards, safeguarding, equality considerations and the effectiveness of behaviour strategies.

### **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.

### **Suspensions or Permanent Exclusion**

Where a learner leaves the school site without permission and cannot be safely supported or regulated back into the building, the incident will be managed on an individual basis, taking account of the learner's needs, risk assessments, safeguarding considerations and the circumstances of the incident. Where the behaviour is considered a breach of the school's behaviour expectations and a suspension is deemed an appropriate and proportionate response, this will be recorded in accordance with statutory guidance.

On occasion, where a learner's behaviour presents a significant risk to the safety or wellbeing of themselves or others, or where behaviour has met the threshold for suspension in accordance with statutory guidance, it may be necessary to suspend a learner. Parents will be contacted, and arrangements will be made for the learner to leave the school site safely. Parents are contacted, and arrangements for the learner to be picked up from school are made. An alternative would be internal suspension if the family are unable to pick up the learner or the school feels it is in the best interest of the learner for safeguarding reasons or mental health reasons.

The following day, the learner will be offered a fresh start following a conversation with a member of SLT and/or having attended a restorative meeting.

Any incident, which breaches the school's Code of Conduct, may be liable to result in a suspension and/or withdrawal of placement. Please see our Suspension and Permanent Exclusion Policy for further information.

### **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
- Use of Restrictive Interventions Policy

### **Legislation, Statutory Requirements and Statutory Guidance**

This policy has been written in accordance with Part 3 of the Education (Independent School Standards) Regulations 2014, particularly paragraph 9, which requires the proprietor to promote good behaviour amongst learners by ensuring that a written behaviour policy is implemented effectively.

This policy reflects legislation and advice from the Department for Education (DfE) through the following documents:

- Behaviour in Schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act (protected characteristics) 2010.
- Keeping Children Safe in Education (KCSIE) (current edition)
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice.
- Supporting Pupils with Medical Conditions at School
- Restrictive Interventions, including the use of reasonable force in schools 2026

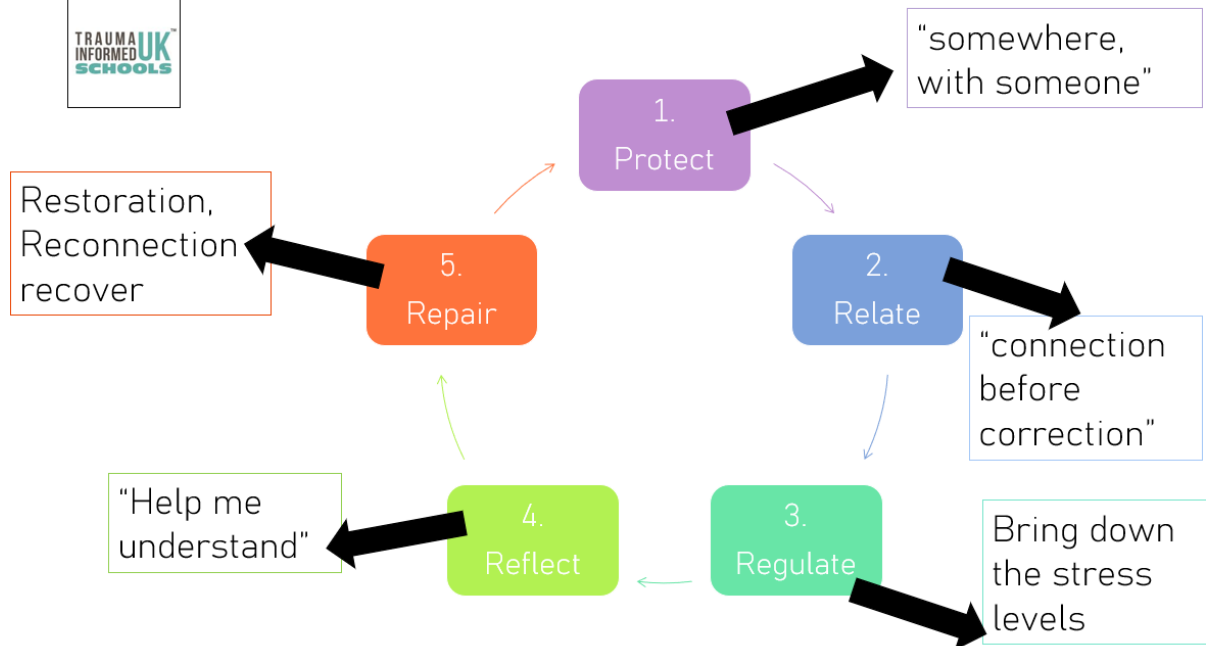
This policy is also guided by, and takes account of:

- Section 175 of the Education Act 2002 (a school's duty to safeguard and promote the welfare of its learners).
- Sections 88 to 94 of the Education and Inspections Act 2006 (requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property).

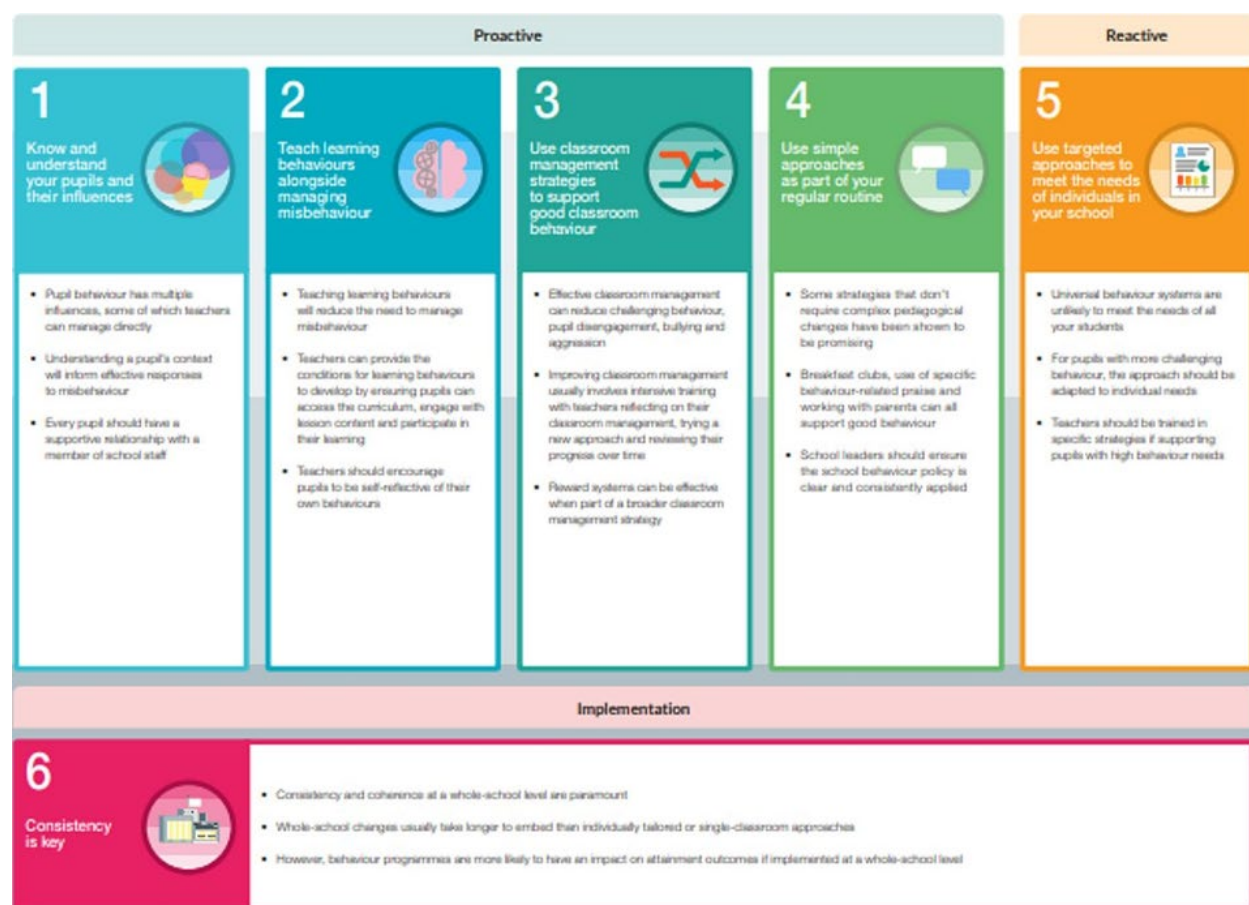
## Appendix 1

| Positive Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Being kind / caring to others</div> <div>Following instructions</div> <div>Requesting help when need it</div> <div>Completing classwork</div> <div>Achieving targets / learning objectives</div> <div>Respect for self, others and equipment</div> <div>Positive engagement in lesson / activity</div> <div>Positive school day / school week</div> <div>Positive school term / school year</div> <div>Positive attendance record</div> <div>Using agreed strategies in ESP</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <div>Postcard home</div> <div>Reward/treats for class</div> <div>Class initiatives (e.g. raffle tickets, group prize)</div> <div>End of Term Rewards</div> <div>Positive calls home</div> <div>Certificates</div> <div>SLT email home/phone call/postcard</div> <div>Prizes in Class</div>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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 hurting 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>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>A with Level 1, plus</li> <li>Restorative justice with key adults to support</li> <li>Implement support mechanisms</li> <li>Phone call home/ Parent/Carers to attend meeting</li> <li>Short term suspension</li> <li>Supervision meeting with Principal</li> </ul>                                                                                                                                                                       | <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:<br><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:<br><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:<br><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:<br><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:<br><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:<br><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:<br><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>                                                                                                                                                                                                            |