



Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Promoting Positive Behavior Policy

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Osborne
Co-operative Academy Trust

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Contents

1. Ethos and Aims.....	4
2. Legislation, Statutory requirements and statutory guidance.....	5
3. Definitions.....	5
4. Bullying.....	6
5. Roles and Responsibilities.....	7
6. Teaching Positive Behaviour.....	9
7. Motivating Positive Behaviour.....	9
8. Responding to behaviour that falls below expectation.....	10
9. Supporting Pupils with SEND to meet our behavioural expectations.....	14
10. Training.....	16
11. Monitoring this policy.....	16
12. Links with other policies.....	17

Appendix 1: Examples of behaviour that fall below our expectation.

Appendix 2: Teaching Social Norms

Appendix 3: Use of physical intervention record sheet

1. Ethos and Aims

1.1 Ethos

At Warren Primary School we believe that every child has the right to learn in a calm and safe environment where relationships are the key to success. In order to achieve this, we expect the children to follow the 'Warren Way'. The values of the Warren Way are encapsulated in;

- Willing
- Ambitious
- Resilient
- Respectful
- Enthusiasm
- Never giving up

We value every person as an individual and strive to meet their needs. As a school, our approach to behaviour management is informed by an understanding of the effects of trauma and attachment on early development whilst expecting every child, where possible, to strive to follow the Warren Way. In addition, as part of the Osborne Cooperative Academy Trust we work within their values of Self-Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity.

1.2 Aims

Promote responsible and respectful behaviour, reflecting the school and Co-operative Values of Self-Help, Democracy, Equality, Equity, Self-Responsibility and Solidarity.

Acknowledge the important part that positivity and motivation play in helping pupils to self-regulate their behaviour.

Provide a consistent approach to positive behaviour management that meets the needs of the individual child.

Define, what we consider to be, behaviour that falls below our high expectations.

Outline simple and clear expectations and routines that support positive behaviour

Summarise the roles and responsibilities of different stakeholders in the school community with regard to positive behaviour management

Outline the steps that we will take in response to behaviour that falls below our expectation and how we will support children to learn to self-regulate.

2. Legislation, Statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for head teachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Behaviour less than expectation is defined as:

- Disrupting lessons, assemblies, break times and lunchtimes to the detriment of other children.
- Not completing work in lessons/poor attitude to completing work.
- Leaving the classroom without permission.
- Defiance

Behaviour that is well below expectation (serious) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes, taunting or touching or physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- More serious theft
- Deliberate damage to school or other people's property
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These might include but are not limited to: Knives or weapons, Alcohol, Illegal drugs, Stolen items, laughing gas canisters, Tobacco and cigarette papers, E-cigarettes or vapes, Fireworks, Pornographic images, Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Warren Primary School will not tolerate any form of bullying. For information around how the school deals with bullying please refer to our anti-bullying policy, which is available on the school website.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board of Warren Primary School is responsible for:

Monitoring this behaviour policy's effectiveness and holding the Heads of school to account for its implementation.

5.2 The Co-Headteachers

The Co-Headteachers are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively using a relational approach
- Monitoring how staff implement this policy to ensure rewards and consequences meet the needs of individual pupils
- Ensuring that all staff understand the behavioural expectations, and the importance of maintaining our high expectations
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

- Ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour to build positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording significant behaviour incidents promptly on CPOMs
- Maintaining high expectations of all pupils
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of behaviour less than expectation (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be taught the following (in an age appropriate way):

- The routines and habits that meet our high behaviour expectations
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they could face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- That they will be supported to co-regulate and repair relationships with the help of supportive adults if they need it.
- That they will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. Teaching Positive Behaviour

As a school we believe that we must explicitly teach the routines and habits we expect children to follow so they can achieve our high expectations, in the same way that we teach the rest of the curriculum. Through assemblies, lessons and restorative conversations we teach the children what expected behaviour looks like in different situations to establish social norms (see appendix 2) and reinforce a positive behaviour culture in our school.

7. Motivating Positive Behaviour

In our school we recognise that motivated and positive children are more likely to achieve their full-potential and we value and use a range of strategies to achieve this.

We believe that rewarding positive behaviour is more effective when children understand why they are being rewarded and that all staff adopt this approach consistently. Where appropriate, when rewarding positive behaviour, we reference the 'Warren Way'.

We aim to develop a growth mindset by intentionally praising pupil effort, determination, persistence, resilience etc. rather than simply outcomes.

We intentionally increase our pupils' intrinsic motivation by giving specific praise that identifies the successes that are being rewarded, and thus reducing the focus on the physical object itself (i.e. sticker).

Rewards will encourage good relationships and a sense achievement.

Rewards will include:

- Non Verbal praise (Smiles, thumbs up etc.).
- Verbal praise that references the Warren Way.
- Warren Way assemblies.
- Dojo Points - for positive learning behaviours.

- Stickers
- Some children will have bespoke rewards to meet their individual needs and help them to achieve the expected standard of behaviour.

Rewards can be given for good behaviour, work, effort, achievement, manners and kind or thoughtful acts.

Dojos are collected towards Golden Merit Stickers. When a child has collected 10 dojos they can see their teacher to collect a Golden Merit Sticker. A record of the number of Golden Merit stickers achieved must be kept by the class teacher and awards are received at the following points:

10 Golden Merits – Bronze Star

20 Golden Merits – Silver Star

30 Golden Merits – Gold Star

Top 2 achievers will go on to the Roll of Honour at the end of the school year and receive a Roll of Honour Certificate and badge.

8. Responding to behaviour that falls below expectation

8.1 Developing Relationships

At Warren Primary school, we believe that building relationships is fundamental in establishing a calm and safe learning environment.

In order to be successful at school, all children need to build relationships, which enable them to feel safe and secure and develop a sense of belonging in school.

As a staff, we strive to build and maintain positive relationships as the fundamental basis for managing behaviour.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEND and wider needs have been recognised and supported.

All adults in school will be positive and clear about what we mean by expected behaviour. Adults need to establish clear routines and social norms that enable children to achieve our expected behaviours.

8.2 Responding to behaviour that falls below expectation

All adults should aim to respond to children's behaviour through co-regulation and de-escalation strategies before it reaches a point of crisis.

It is important that all adults separate the behaviour from the child. All children need to feel that all adults like them. The tone of voice and the way that the adult structures redirection so that it is aimed at the behaviour and not the child is essential. Polite and calm, language and body language must be used at all times. A harsh, strident or aggressive tone is counter-productive and can produce a negative response.

Managing behaviour in the classroom is essential, children cannot learn if they are missing the lesson, and will become further disengaged from school.

We always strive to reduce pupil 'shaming' by giving specific behaviour feedback in private, never publicly, and always at the earliest opportunity. (For example at a natural pause during the lesson or immediately after).

Tiered Response for escalating behaviour

(Appendix 1 gives some examples of different behaviours at different stages of the school's tiered response).

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

We believe that support a child who is dysregulated will be far more successful in supporting understanding and learning than a punitive approach.

Each classroom has a 'Good to be Green' chart prominently displayed. The chart consists of a pocket for each child that holds 3 different coloured cards, green, red and yellow. When behaviour is appropriate, the child will be displaying the green card. The following hierarchy of consequences will apply if a pupil's behaviour falls below expectation.

- **Redirection.**

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment that is inclusive. Many children, will at some point, overstep a boundary and will need gentle reminding about agreements and expectations. We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries. Redirection could include actions such as asking a child a question to bring them back on task, using a non-verbal signal or an enquiry if they need any support.

- **Verbal warning.**

Explain that the behaviour the child is exhibiting is falling below our expectations and should it continue they will move onto a Yellow Warning Card.

- **Yellow Warning Card**

This is a clear warning for the pupil to change his/her behaviour. If the behaviour is improved then 'Green' status can be earned back. Two Yellow Cards is equal to a Red Card.

- **Red Consequence Card**

This will be issued for more severe transgressions, where behaviour is significantly below expectations or for 2 Yellow warnings. The consequence for getting a Red Consequence Card is to miss playtime or 15 minutes of lunchtime, as appropriate, with the teacher on duty. During this time, reparation appropriate to the behaviour, should be made. For Reception children a red card will lead to a 5 – 10 minute time-out during the Autumn and Spring Term.

- **Double red/severe behaviour**

Some behaviours are more serious and support from SLT may need to be sought at this time and may result in a child missing break and lunchtimes as appropriate.

Red cards are recorded in class by the class teacher. Concerns regarding behaviour will be communicated to parents/carers by the class teacher as appropriate.

Children may also be sent to a partner class/member of SLT's class if their behaviour in class is preventing other children from learning. In this instance, it is expected that children will have received a red card.

Some behaviours will lead to a Red Card immediately.

At the beginning of each day, each pupil will start on green. These stages will apply in any one day if a pupil fails to follow the rules. Cards will revert to green after red card missed time has happened.

- **Internal exclusion and/or lunchtime exclusion (please note lunchtime exclusions are recorded as fixed term exclusions).**
- **Suspension and exclusion.** Some behaviours fall so far below expectation that a suspension or permanent exclusion may be carried out.

Please see the Osborne Co-operative Academy Trust Policy on Suspensions and Exclusions for more information.

8.3 Reasonable Force/restraint

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing serious disorder

- Hurting themselves or others
- Seriously damaging property
- Committing an offence

Incidents of reasonable force/restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the school's use of physical intervention form (appendix 3), logged on CPOMs and reported to parents and carers.

Key members of staff will be trained in the use of reasonable force/restraint

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.4 Confiscation, Screening and Searching

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession, as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents/carers or pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil/ pupil's possessions

The school envisages that searching a pupil/pupil's possessions will only be carried out very rarely and only as a last resort in a primary school setting.

When searching a pupil/pupil's possessions there must always be another member of staff present as a witness.

Searches of a child's bag/ pencil case/fleece/coat etc. will only be carried out by a member of staff who has been authorised to do so by the headteachers, or by the headteachers themselves.

At all times the child will be asked to consent to the search. As part of any search, the pupil may be asked to turn out their pockets etc.

If the senior leader/Head of School believes that a more thorough search of the pupil needs to take place, the school will contact parents and carers and ask them to conduct the search.

8.5 Offsite behaviour that falls below expectation

The school's tiered approach to responding to behaviour that falls below expectation up to and including suspension and exclusion may be applied where a pupil has behaved below expectation off-site when representing the school such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The school's tiered approach to responding to behaviour that falls below expectation up to and including suspension and exclusion off-site may be applied at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

8.6 Online behaviour that falls below expectation

The school may follow its tiered approach to responding to behaviour that falls below expectation online (including but not limited to mobile phones, Whatsapp groups and online gaming) up to and including suspension and exclusion if:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

9. Supporting Pupils with SEND to meet our behavioural expectations

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of behaviour that fall below expectation arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour less than expectation will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When supporting behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers that escalate behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

An example of such measures may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of safe spaces (sensory zones or nurture rooms) where pupils can be supported in co-regulation to help manage their emotions

9.2 Adapting sanctions for pupils with SEND

When considering our tiered approach for responding to behaviour for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to this.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they may have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Training

All teaching staff will receive annual update training on applying the school's promoting positive behaviour policy.

Staff may also receive training appropriate to their role e.g. positive handling training.

11. Monitoring this policy

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Use of reasonable force/restraint
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be reported to, and analysed by the governing body on at least an annual basis.

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to address them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the Heads of school and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the chair of governors and Heads of School.

12. Links with other policies

- Warren Primary School Anti-Bullying Policy
- Warren Primary School Special Educational Needs Policy
- Warren Primary School Safeguarding and Child Protection Policy
- OCAT Exclusion Policy
- OCAT Positive Relationships & Behaviour Policy Statement

Appendix 1: Examples of behaviour that fall below our expectation. This list is not exhaustive and is dependent on context.

Redirection

- Talking when you should not have been.
- Being out of your seat when you should not be.
- Making silly noises that are disrupting others.
- Not walking around the school in a calm and quiet manner.

Yellow Behaviours

- Continuing to do things even though the opportunity to stop has been given.
- Not completing a reasonable amount of work in class because of your behaviour.
- Deliberately distracting other children and stopping their learning.
- Lying to avoid taking responsibility for your own actions.
- Leaving the classroom without permission
- Using very unkind words towards others, which could hurt their feelings.

Red Behaviours (These behaviours may lead to suspension or exclusion)

- Fighting or intentionally using violence towards another child.
- Purposely destroying other people's property.
- Using racist, homophobic or other discriminatory language towards a child or member of staff.
- Persistent rudeness including swearing.
- Bullying
- Continuing to bully someone when you have been told to stop.
- Losing your temper and deliberately vandalising school property.
- Making behaviour choices which are stopping other children from learning or putting them at risk of being hurt.
- Stealing from other children or members of staff.

Appendix 2: Teaching Social Norms.

By teaching children social norms, we help them to understand the behavioural expectations at Warren Primary School. These are the social norms of the Warren Way as described by our children.

In the classroom

- Listening and following instructions to keep us safe
- No shouting and using your normal voice inside
- Keeping your hands and feet to yourself
- No calling out
- Not touching things that are not yours, no snatching.
- Respect to everyone (adults and peers)
- Show kindness through sharing and good manners
- Resilience when completing something that is challenging – helping others at the same time
- Treat others how you would expect to be treated
- Never give up – even when you are struggling
- Respect each other's talking space and allow others to finish talking first
- Respect the school's and each other's resources so that they last longer
- Working hard
- Listening to the adults when they are speaking.
- Following our class charter.
- Trying our best all of the time.
- Always using our manners.
- Not back chatting.
- If you can help yourself, you can help your teacher.
- Be gentle with our toys and share
- Use our walking feet and listening ears
- Cleaning up after yourself
- Saying please and thank you
- Holding doors open for people

- Pick up litter - even if it's not yours
- Work as a team - share responsibilities
- We support each other
- We help people that are alone
- Everyone is nice to everyone so we are all friends
- We are a team

In the Dinner Hall

- No shouting
- No throwing food
- Not touching other peoples lunches or trays
- No eating other peoples food
- Manners - please and thank you
- Eat sitting down and talk at a reasonable level
- Talk to those on your table – not across the room
- Talk respectfully to the adults and allow others to pass
- Be aware of younger children who may be struggling with their food and offer help
- If anything drops on the floor, pick it up
- Listen carefully to the adults at lunchtime and say thank you
- Use table manners: don't talk with your mouth full, tidy up after yourself and sit until you are finished eating.
- Wait in line to tidy plates
- Be respectful to the Dinner Ladies.
- Pick up litter - even if it's not yours
- Work as a team - share responsibilities
- Treat others as you wish to be treated

In the playground

- Don't leave people out.
- Be nice to people and play with them if they're on their own on the Buddy Bench.

- Check on someone if they're sad and get an adult
- Don't say hurtful things, if you can't say anything nice don't say anything
- Help other who may have hurt themselves
- Play kindly and safely
- Support the adults by communicating well and answering questions honestly
- Report anything that looks wrong to you straight away so that it can be dealt with by an adult.
- Try to solve conflict independently first then seek an adult's help.
- If someone is being rude to you, don't retaliate.
- Don't be rough on the playground.
- Don't exclude others from your games.
- Be Kind to adults on the playground (LSAs/MDAs)
- Share your time with people.
- No picking flowers.
- Cleaning up after yourself. Pick up litter - even if it's not yours Work as a team - share responsibilities
- Holding doors open for people
- Treat others as you wish to be treated

Appendix 3: Use of physical intervention record sheet

Name and class of pupil that physical intervention was used on.	
Date of physical intervention.	
Time of physical intervention.	
Location of physical intervention.	
Name of staff member(s) who carried out the intervention.	
Witnesses to physical intervention.	
Why was physical intervention used? Details of the pupil's behaviour and the level of risk presented at the time. The reason that the use of force was necessary.	
Sequence of events.	
Injuries, damage and/or distress sustained (if any), and any action taken as a result.	
Date and Time parents/carers were informed.	
Any follow up actions/meetings.	

