

# Behaviour Policy and Statement of Behaviour Principles 2025-26



## Greenside Primary School

Inspire Nurture Challenge

<b>Approved by:</b> Ciara Finney	<b>Date:</b> 29.08.2025
<b>Last reviewed on:</b> September 2026	<b>Next review due by:</b> September 2026

# Contents

1. Aims
  2. Legislation, statutory requirements and statutory guidance
  3. Definitions
  4. Bullying
  5. Roles and responsibilities
  6. School behaviour curriculum
  7. Responding to behaviour
  8. Serious sanctions
  9. Responding to misbehaviour from pupils with SEND
  10. Supporting pupils following a sanction
  11. Pupil transition
  12. Training
  13. Monitoring arrangements
  14. Links with other policies
- Appendix 1: written statement of behaviour principles
- Appendix 2: Greenside Behaviour Blueprint

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 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 headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [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 [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- 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
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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 1 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:  Racial  Faith-based  Gendered (sexist)  Homophobic/biphobic  Transphobic  Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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)

Here is our [Anti-Bullying Policy](#).

Greenside believes that all pupils should be able to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should know who to tell and know that incidents will be dealt with promptly and effectively.

All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with Greenside policy.

## 5. Roles and responsibilities

### 5. Roles and Responsibilities

#### 5.1 The Governing Board

The governing board is responsible for:

- Monitoring the effectiveness of this behaviour policy and holding the headteacher and senior leaders to account for its implementation.
- Ensuring that the school's policy is compliant with all statutory guidance and legislation.
- Reviewing data on behaviour, exclusions, and suspensions, ensuring that no group of pupils is disproportionately affected.
- Supporting the school to provide appropriate training and resources for staff to deliver the behaviour curriculum effectively.

#### 5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy and ensuring it reflects Greenside's ethos and statutory duties.

- Ensuring the school environment encourages positive behaviour and that high expectations are embedded across all areas of school life.  
Supporting staff to implement the policy consistently, providing induction for new staff and ongoing training where necessary.
- Monitoring behaviour logs, behaviour jar achievements, and use of sanctions, to ensure consistency and fairness across the school.
- Overseeing the use of serious sanctions such as suspensions and exclusions, in line with statutory guidance.
- Ensuring that the behaviour policy works alongside the safeguarding policy, SEND provision, and PSHCE curriculum, with sanctions balanced by pastoral support.

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe learning environment in which all pupils can succeed.
- Establishing and maintaining clear routines and modelling the **Four Bees: Be Kind, Be Ready, Be Respectful, Be Safe.**
- Implementing the behaviour curriculum consistently and using restorative approaches where possible.
- Following the agreed classroom system:
  - All pupils start on the **Greenside logo** each day, with opportunities to move up to **Silver** and **Gold** for positive behaviour.
  - **Amber** is managed privately by the teacher (not displayed). First Amber = reset chat at break; Second Amber = restorative at end of day; persistent = SLT informed.
  - **Red** behaviours are immediately referred to SLT.
- Recording significant incidents promptly and accurately on Scholarpack.
- Communicating behaviour expectations and decisions clearly to pupils and parents.
- Using positive reinforcement, including verbal praise, public recognition, class rewards (Behaviour Jar), and entry into the **Gold Box** draw.
- Working with SLT and the SENCO to adapt strategies for pupils with SEND or additional needs.

The senior leadership team (SLT) will support staff by:

- Modelling best practice in behaviour management.
- Supporting with serious or persistent misbehaviour.
- Holding restorative conversations where appropriate.
- Ensuring consistency across the school through monitoring and coaching.

### 5.4 Parents and Carers

Parents and carers are expected to:

- Familiarise themselves with the behaviour policy and reinforce the **Four Bees** at home.
- Support their child in meeting expectations, including punctuality, readiness to learn, and respectful behaviour.
- Communicate promptly with the school about any concerns or changes in circumstances that may affect their child's behaviour.
- Engage with the school in restorative approaches, reviews, or pastoral meetings where necessary.
- Celebrate their child's achievements and contribute positively to the school's culture by recognising rewards such as Gold Box experiences and Behaviour Jar goals.

The school will work to build strong partnerships with parents by:

- Communicating clearly and consistently about behaviour expectations. Informing parents about concerns in a constructive way.
- Celebrating pupil successes regularly through newsletters, assemblies, and direct communication.

## 5.5 Pupils

Pupils are expected to:

- Understand and follow the **Four Bees** in their daily school life: Be Kind, Be Ready, Be Respectful, Be Safe.
- Take responsibility for their actions and reflect on how their behaviour affects others.
- Strive to make positive behaviour choices that allow themselves and others to learn.
- Engage positively with the reward systems (Silver, Gold, Behaviour Jar, Gold Box).
- Participate in restorative conversations when behaviour has not met expectations.

Pupils will be supported to do this through:

- Clear induction into the behaviour culture, repeated as necessary.
- Consistent routines and clear explanations of expectations.
- Pastoral support and intervention where required, especially for pupils with SEND or additional needs.
- Opportunities to provide feedback on the behaviour culture to inform future improvements.

## 6. School behaviour curriculum and system

At Greenside, behaviour is part of the curriculum. Just as we teach reading and maths, we explicitly teach and model the behaviours that will help children flourish in school and beyond. Our approach is rooted in our school ethos: **Inspire, Nurture, Challenge**.

The foundation of our behaviour curriculum is the **Four Bees**:

- **Be Kind** - show empathy, include others, use kind words and actions.
- **Be Ready** - arrive on time, prepared for learning, with a positive attitude.
- **Be Respectful** - value other people, property, and the school environment.
- **Be Safe** - make choices that keep yourself and others safe, in and out of school.

These expectations are taught explicitly, referred to in daily interactions, and reinforced through assemblies, PSHCE, and restorative conversations. They provide a shared language for pupils, staff, and parents.

We believe in **praise in public and reprimand in private**. Positive behaviour is celebrated openly, while sanctions are delivered discreetly to preserve dignity.

## 6.1 Daily Classroom System

- Every child begins the day on the **Greenside logo** (a neutral starting point).
- Pupils can move **up** to **Silver** and then **Gold** when they consistently demonstrate the **Four Bees**.
- Silver and Gold are **visible in classrooms** so positive behaviour is public and celebrated.

If behaviour does not meet expectations, pupils may move to **Amber**.

- **Amber is private** and not displayed.
- Teachers follow a stepped response:

1. **First Amber** – reset chat at the next breaktime.
2. **Second Amber (same day)** – restorative conversation at the end of the day.
3. **Persistent behaviour** – referred to SLT for intervention.

- **Red** (which is metaphorical) is reserved for serious misbehaviour (e.g. aggression, bullying, discriminatory behaviour) and requires immediate SLT involvement.

All pupils return to the **Greenside logo** at the start of each new session, reflecting our belief in fresh starts and growth.

## 6.2 Class Rewards – The Behaviour Jar

- Each class has a **Behaviour Jar** containing 30 tokens, with each token representing 1 minute of reward time.
- Tokens are awarded for whole-class positive behaviour linked directly to the **Four Bees**.
- When the jar is full, the class earns **30 minutes of reward time** (e.g. outdoor play, creative activity).

- EYFS may use an adapted approach (e.g. stickers) suited to their developmental stage.

### 6.3 Individual Recognition - The Gold Box

- Pupils who reach **Gold** have their name written on a slip and placed in the **Gold Box**.
- Each week, one name is drawn from each class's box.  
Winners choose from a range of **experience-based rewards** such as:
  - Be line leader for the day
  - Share work with SLT
  - Read a book with a old teacher
  - Read with a younger pupil
  - Choose the class story
  - Present in assembly
  - Help with an office job
  - Hot chocolate with the Head

These rewards emphasise recognition and responsibility, not material prizes, and reflect our ethos of building intrinsic motivation.

### 6.4 Recognition and Celebration

Pupils demonstrating the Four Bees are also celebrated through:

- Verbal praise
- Parent contact (email, message, or in person)
- Sharing work with SLT
- Weekly **Celebration Assemblies** (e.g. Star of the Week)

### 6.5 Restorative Approach

When behaviour falls short of expectations, staff use restorative conversations guided by the **Behaviour Blueprint (Appendix 2)**. This includes:

- Reflecting on how the behaviour linked (or failed to link) to the **Four Bees**.
- Understanding the impact of their actions.
- Identifying how to repair relationships or make amends.
- Resetting positively and re-engaging with learning.

### 6.1 Mobile phones

Here is a copy of our [Mobile Phone Policy](#).

## 7. Responding to behaviour

At Greenside, we are committed to a consistent and fair approach to behaviour. Our principle is **praise in public, reprimand in private**, and our framework is the **Behaviour Blueprint** (see Appendix 2), which outlines:

- **Adult visible consistencies** – the routines and behaviours staff model every day.
- **Reset strategies** – including the 30-second script.
- **Over-and-above behaviours** – how staff celebrate exceptional behaviour.
- **Restorative approaches** – the questions and structure used when repairing relationships.

### 7.1 Positive Responses

When behaviour meets or exceeds expectations:

- Pupils are praised using the language of the **Four Bees** so they understand which behaviours are being reinforced.
- Names can be moved up to **Silver** and **Gold** to recognise consistent positive choices.
- Pupils reaching **Gold** are entered into the weekly **Gold Box draw**.
- Classes are awarded tokens in the **Behaviour Jar** for whole-class positive behaviour.
- Positive behaviour is shared with parents, SLT, and celebrated in assemblies.

### 7.2 Responding to Low-Level Behaviour (Amber)

When behaviour does not meet expectations:

- Staff first use **non-verbal cues** or low-level interventions to redirect pupils.
- If behaviour persists, the pupil moves to **Amber** (not displayed publicly).
- Staff follow the stepped process:
  - **First Amber** – reset chat with the pupil at the next break, using the Behaviour Blueprint 30-second script.
  - **Second Amber (same day)** – restorative conversation at the end of the day.
  - **If behaviour continues** – referred to SLT.

At all stages, staff remain calm, consistent, and use the shared Blueprint language.

### 7.3 Responding to Serious Behaviour (Red)

Some behaviours are too serious to be managed at classroom level. These include:

- Physical aggression or violence
- Bullying

- Discriminatory language or behaviour (racist, homophobic, sexist, ableist, transphobic)
- Refusal that seriously disrupts learning
- Behaviour that puts safety at risk

In these cases:

- The pupil is immediately referred to SLT.
- Parents are informed promptly.
- Incidents are recorded on **Arbor**.
- A restorative conversation is facilitated by SLT before reintegration.
- Sanctions may include removal from class, internal exclusion, suspension, or in the most severe cases, permanent exclusion (see Section 8).

#### 7.4 Restorative Conversations

Restorative conversations are a core part of our approach. These take place after Amber, Red, or any incident that has affected relationships. Staff use the questions in the Behaviour Blueprint, such as:

- What happened?
- What were you thinking at the time?
- Who has been affected by your actions?
- How can you put it right?
- What will you do differently next time?

These conversations are short, respectful, and focused on learning from mistakes.

#### 7.5 Supporting Pupils

When behaviour is persistently challenging, staff will:

- Involve SLT and parents early.
- Use behaviour logs and **Arbor** to monitor patterns.
- Consider whether SEND, safeguarding, or other needs are contributing factors.
- Develop personalised support, behaviour charts, or pastoral interventions where needed.

#### 7.6 Reasonable Force

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 disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers

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

### **7.7 Searching and Confiscation**

Searching and confiscation is conducted in line with the DfE's statutory guidance.

- Prohibited items (knives, alcohol, drugs, stolen items, fireworks, vapes, etc.) will be confiscated and not returned.
- Staff may also confiscate items that are harmful or disruptive, to be returned after discussion with parents/SLT.
- Searches are carried out by authorised staff, with safeguarding and dignity as the priority.
- Records of all searches are logged and shared with the DSL where necessary.

### **7.8 Off-Site Misbehaviour**

Sanctions may apply when a pupil misbehaves off-site, including on school trips, travelling to/from school, or in any way identifiable as a Greenside pupil.

### **7.9 Online Misbehaviour**

Sanctions may also apply for online behaviour when:

- It poses a threat or causes harm to another pupil.
- It could disrupt the orderly running of the school.
- It brings the school's reputation into disrepute.

### **7.10 Suspected Criminal Behaviour**

Where a pupil's behaviour may be criminal:

- The headteacher will decide whether to involve the police.
- The DSL will consider safeguarding needs and may refer to children's social care.
- The school may continue to apply sanctions provided these do not conflict with police action.

## **7.11 Zero-Tolerance Approach to Sexual Harassment and Violence**

The school will ensure that all incidents of sexual harassment and/or violence are:

- Taken seriously
- Responded to proportionately
- Never ignored

Pupils are encouraged to report concerns immediately. Procedures include:

- Risk assessments for all parties involved
- Support for victims and alleged perpetrators
- Liaison with police/social care where appropriate
- Clear sanctions in line with this policy

## **7.12 Malicious Allegations**

If an allegation against a member of staff or pupil is found to be deliberately invented or malicious:

- The school will take disciplinary action against the pupil making the allegation.
- The pastoral needs of both the accused and the accuser will be considered.
- In cases where the allegation may have been a cry for help, appropriate support will be offered.

# **8. Serious sanctions**

## **8.1 Detention**

Pupils can be issued with detentions during break or at lunchtime.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## **8.2 Removal from Classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

- Pupils who have been removed will continue to receive education under the supervision of a member of staff.
- This education will be meaningful, but it may differ from the mainstream curriculum.
- Removal is a serious sanction and will only be used in response to serious misbehaviour.
- Staff will only remove pupils once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Pupils who have been removed are supervised by a member of teaching staff and will be removed for a maximum of 1 day.
- Pupils will not be removed from classrooms without the explicit agreement of the headteacher.
- Parents/carers will be informed on the same day.

The school will consider alternative approaches for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Support from teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

All removals are recorded on **Arbor** with details of the incident and any protected characteristics.

## 8.3 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents, or to persistent poor behaviour which has not improved despite in-school sanctions and interventions.

- The decision to suspend or exclude is made by the headteacher and only as a **last resort**.
- Parents/carers will be informed immediately.
- Governors and the local authority will be notified in line with statutory guidance.

Please refer to [Hammersmith and Fulham's Exclusion advice](#) for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the Impact of SEND

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although not every incident will be connected. Decisions will be made on a case-by-case basis.

We will meet our legal duties by:

- Taking reasonable steps to avoid substantial disadvantage for disabled pupils (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- Ensuring provisions in EHC plans are met, and working with the local authority and relevant agencies.

Preventative measures may include:

- Short, planned movement breaks.
- Adjusted seating plans.
- Adjustments to uniform requirements.
- Staff training on autism and other conditions.
- Access to separation or sensory spaces.

## **9.2 Adapting Sanctions for Pupils with SEND**

When considering a sanction, the school will consider whether:

- The pupil understood the rule.
- The pupil could have acted differently at the time.
- The behaviour was directly linked to their SEND.

If so, the school will consider adjustments or alternatives.

## **9.3 Considering Unidentified SEND**

The SENCO may evaluate a pupil displaying challenging behaviour for unidentified SEND, seeking advice from specialists if necessary. Parents will be consulted and support plans created if needed.

## **9.4 Pupils with an Education, Health and Care Plan**

The provisions in the EHC plan must be secured. Where concerns arise, the school will liaise with the local authority and may request an emergency review.

# **10. Supporting Pupils Following a Sanction**

Following a sanction, the school will consider strategies such as:

- Reintegration meetings.
- Daily check-ins with the pastoral lead.  
Report cards with personalised goals.

## **11. Pupil transition**

### **11.1 Inducting Incoming Pupils**

All new pupils receive an induction to familiarise them with the behaviour policy and Greenside's culture.

### **11.2 Preparing Outgoing Pupils for Transition**

Pupils transitioning to a new class or school will have sessions with their new teacher(s). Behaviour information will be passed on to ensure support is in place.

## 12. Training

As part of induction, staff receive training on:

- Behaviour management and de-escalation.  
The use of restraint.
- SEND and mental health needs.

Ongoing behaviour training forms part of CPD.

## 13. Monitoring arrangements

### 13.1 Monitoring and Evaluating Behaviour

The school collects and analyses behaviour data via **Arbor**, including:

- Behavioural incidents (including removals).
- Attendance, suspensions, exclusions.
- Searching, screening and confiscation records.
- Pupil/staff surveys on behaviour culture.

Data is analysed termly by SLT at school, group, and individual levels. Trends by protected characteristics are also monitored to ensure compliance with the **Equality Act 2010**.

### 13.2 Monitoring this Policy

The policy will be reviewed by the headteacher annually, or more frequently if needed, and approved by governors.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile phone policy
- Anti-Bullying policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

## Appendix 2: Greenside Behaviour Blueprint



### Greenside Behaviour Blueprint

Inspire, Nurture, Challenge

Rooted in kindness, guided by respect, and grown with consistency.



<p><b><u>Our Four Bees:</u></b></p> <p>At Greenside, we follow the Four Bees across all aspects of school life. These simple, powerful expectations are taught, modelled, and upheld by every adult.</p> <p><b>Be Kind</b> – Show care for yourself and others through your words and actions.</p> <p><b>Be Ready</b> – Be in the right place, at the right time, with the right equipment and mindset.</p> <p><b>Be Respectful</b> – Speak and act with consideration for others and the environment.</p> <p><b>Be Safe</b> – Make choices that keep everyone physically and emotionally safe.</p>	<p><b><u>Visible Adult Consistencies</u></b></p> <p>Every adult at Greenside plays a part in shaping a calm, respectful, and purposeful school culture.</p> <ul style="list-style-type: none"> <li>• Calm and consistent demeanour – Always respond, never react.</li> <li>• Non-emotive responses – Maintain neutral tone and body language.</li> <li>• Connect before you correct – Relationship-first approach.</li> <li>• Restoration at the heart – We prioritise repairing and learning from mistakes.</li> </ul> <p><b>Praise in public, correct in private.</b></p> <p>100% participation and follow-through.</p>
<p><b><u>Over-and-Above Behaviours</u></b></p> <p>We recognise and celebrate behaviour that goes beyond our everyday expectations. This includes:</p> <ul style="list-style-type: none"> <li>• Actively helping others without being asked</li> <li>• Showing exceptional effort or perseverance</li> <li>• Taking initiative to solve problems</li> <li>• Modelling positive behaviour for peers</li> <li>• Leading by example in assemblies, playtime, or the classroom</li> <li>• Showing bravery by helping repair a situation</li> </ul> <p>Celebrations may include verbal praise, Dojo points, certificates, leadership opportunities, phone calls home, or surprise notes of recognition.</p>	<p><b><u>Steps:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Remind.</b> A quiet, private reminder of the relevant rule. No judgement, just clarity.</li> <li>2. <b>Caution.</b> Delivered privately: "This is your chance to make a good choice." Outline possible consequence and give space to reflect.</li> <li>3. <b>Next Step Conversation.</b> Brief 30-second script then after the lesson: A 2-minute positive reset chat.</li> <li>4. <b>Time Out.</b> Short thinking time (within class or outside classroom). Use calm-down language.</li> <li>5. <b>Repair.</b> Walk-and-talk or restorative conversation.</li> </ol> <p>Focus on understanding, impact, and positive steps forward. (<i>Serious incidents are dealt with in line with the school's Behaviour Policy and Statement of Behaviour Principles and Suspension Policy.</i>)</p>
<p><b><u>30-Second Reset Script (Step 3)</u></b></p> <p>To bring a child back on track calmly and consistently:</p> <p>"I've noticed you're [describe behaviour]. That's not like you – and it's not helping you or your classmates. Remember, we've agreed to [state rule]. You've chosen to have a two minute chat with me/ to have a couple of minutes to calm down. I know you can make a better choice – I'll come back to you in a moment. Thank you for listening"</p>	<p><b><u>Repair - Restorative Conversation (Step 5):</u></b></p> <p>What happened?          What were you thinking at the time?          What have you thought since?          How did this make people feel?          Who has been affected?          How have they been affected?          What should we do to put things right?          How can we stop this for happening again in the future?</p>