

Southbury Primary School



Behaviour Policy

September 2026

At Southbury, we are proud of the high standards of behaviour achieved by our pupils. Good behaviour and considerate manners are actively promoted by all staff throughout the school. We are a value-based school and teach and promote values which we believe are essential to our pupils becoming fully engaged members of our community.

Contents

1. Aims and rules
2. Legislation and Statutory Requirements
3. Definitions
4. Bullying
5. Child on Child Abuse
6. Roles and Responsibilities
7. Behaviour in the Curriculum
8. Rewards and Consequences
9. Behaviour Management
10. Links with other policies

1. Aims and rules

This policy aims to:

- **Uphold** our vision and values within a nurturing environment
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Encourage **positive attitudes and behaviours** as modelled by staff

School Rules

Be Kind
Be Safe
Be Brave

Wet Playtime Rules

You may:

1. Talk quietly
2. Read
3. Play with games sensibly
4. Draw on scrap paper
5. Sit on the carpet or on a chair at a table

You must not:

1. Run around the room
2. Leave the room
3. Use the computer
4. Use scissors and glue
5. Write on the white boards

All wet playtime activities must be packed away carefully when instructed by an adult.

Behaviour around the School

- Children are expected to enter the school building from the playground in a calm and quiet manner at the start of each day.
- Class teachers establish a class order for lining up at the beginning of the school year so ensure each child is placed where they will be most sensible.
- Class teachers collect their classes promptly from assembly and settle their pupils before sending them outside to play.
- Teachers are responsible for the class line when moving about the school and children know they are expected to do this sensibly.
- Staff on duty are expected to be active in monitoring children's behaviour during assembly.
- The teacher stands **at the classroom door** when dismissing the class, so as to be able to monitor behaviour in the classroom **and** in the corridor at the same time.
- Teachers will take their classes to the playground at the end of the school day and maintain expectations about behaviour outside while waiting to be collected.

Playground Rules

1. We follow instructions given by any adult in the school.
2. We play happily and allow other children to join our games.
3. We look after and return any equipment that we have borrowed.
4. We ask an adult before going into the building for any reason.
5. We do not fight, play-fight, wrestle, kick, push or pull other children.
6. We do not climb or lift other children up.
7. We inform an adult straight away if we have a problem.
8. We do not swear or use offensive language of any kind.

The teacher on duty may send children, whose behaviour is unsafe or seriously disruptive, to the DHT during playtime.

At the end of break and lunchtime, the teacher on duty blows a whistle or rings a bell. The children immediately stop and freeze, then after the second whistle/ringing of the bell, the children then line up in class groups quietly **and in their lining up order**. All children are expected to enter the building calmly, in single file. Time spent outside lining up should be kept to a minimum.

Dinner Hall Rules

1. Walk in quietly.
2. Line up without playing or pushing.
3. Talk in a quiet voice to the children who are ***near*** you.
4. Do not talk with your mouth full
5. Stay on your seat, facing the table, until you have finished eating.
6. Clear up after yourself and help to keep the dining hall tidy.
7. Be polite to the staff in the dinner hall. Remember to say "Please" and "Thank you".
8. Have a drink of water with your lunch and try not to waste food.

Trip Rules (To be discussed with the children prior to any off-site trip)

This is a summarised list of more detailed points that will be covered with the children:

1. We follow instructions promptly at all times.
2. We sit down on the coach with seat belts fastened for the whole journey.
3. We know who our group leader is and stay with him/her.
4. We behave responsibly and safely at all times.
5. We represent Southbury School by behaving and speaking politely to everyone we meet.
6. We only bring the items that have been agreed before the trip.
7. We wear appropriate clothes and shoes, as instructed.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- Keeping Children Safe in Education 2026
- Allergy safety in schools statutory guidance (DfE, 2026)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and Behaviour in School](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Our school has a positive behaviour policy, rewarding good work, effort and good citizenship. This is through verbal and written praise and the awarding of privileges. Most children respond to reminders about behaviour – they make the right choice; however sometimes children make the wrong choice and it is then necessary to carry out the consequences of that choice and to give a clear message that certain types of behaviour are unacceptable in our school as they stop children from learning and enjoying their time in school.

Staff must at all times provide role models to children in how to speak and behave in school, remembering our aim is to nurture and educate.

We expect our children to uphold our school's values which are:

Cooperation, Tolerance, Honesty, Good Manners, Trust, Responsibility, Determination, Courage, Kindness, Patience, Respect, Friendship.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Behaviour leading to non-completion of classwork
- Poor attitude
- Use of any inappropriate language including blasphemous or threatening vocabulary
- Inappropriate use of age-restricted apps/devices/games etc...

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, discriminatory or prejudice-based behaviour, including behaviour relating to a pupil's disability, medical condition or allergy.
- Any bullying, harassment, intimidation or deliberate behaviour intended to expose a pupil to a known allergen, interfere with their allergy medication or adrenaline auto-injector, or cause them distress because of their allergy.
- Possession of any prohibited items

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 or gaming sites

For more detailed information, please refer to our Anti-Bullying and Online Safety Policies.

Southbury Primary School takes a proactive approach to preventing bullying. Pupils are taught about respectful relationships, inclusion, diversity and the impact of bullying through the curriculum, PSHE, collective worship, assemblies and other whole-school activities. Staff are expected to identify and challenge bullying, including cyberbullying, prejudice-based and discriminatory bullying. The school also works with pupils and parents to encourage children to report concerns and ensure that incidents are recorded, investigated and responded to appropriately.

Bullying may relate to a pupil's race, religion or belief, sex, disability, sexual orientation, gender identity, appearance, family circumstances, medical condition or allergy, or any other characteristic or circumstance which makes a child feel different or vulnerable. Allergy-related bullying may include deliberately using known allergens to exclude a pupil from an activity, making fun of or denigrating their need to avoid allergens, or threatening to force-feed a known allergen.

5. Child on Child abuse

All staff are aware that children can abuse other children (child on child abuse). This can happen inside and outside of school, and online. As a school, Southbury takes child on child abuse extremely seriously, and all staff understand the importance of challenging inappropriate and abusive behaviours between children.

Child on child abuse can include (but is not limited to):

- a. bullying (see our Anti-Bullying Policy for further information)

- b. abuse in personal relationships between children
- c. physical abuse
- d. sexual violence
- e. sexual harassment
- f. causing someone to engage in sexual activity without consent
- g. consensual and non-consensual sharing of nude and semi-nude images and/or videos
- h. upskirting
- i. initiation /hazing-type violence of rituals

5.1 Response to child on child abuse

Child on child abuse is a safeguarding concern and as such, all staff are responsible for reporting any suspected or actual child on child abuse to the Designated Safeguarding Lead, in the same way as they would any other safeguarding concern (please see the Child Protection and Safeguarding Policy for more information).

Whenever child on child abuse is reported, it will be thoroughly and fully investigated by the Safeguarding Team within school. The parents and carers of all pupils involved will be informed and together, we will consider an appropriate and proportionate response. Appropriate support will be provided for both the victim/s and perpetrator/s of the abuse, either within school, or through services outside of school which are able to provide more specialist support. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help, the Behaviour Support Service or children's social care, if a child is felt to be at risk of significant harm. Sanctions will be implemented in consultation with all parties concerned, and we will always consider the implications for teaching, both for the pupils involved, and for the wider whole-school curriculum.

A clear and precise account of child on child abuse will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Pupils involved in any incident relating to child on child abuse will also be monitored by staff, in particular by members of the Safeguarding Team, to ensure their safety and wellbeing in the longer-term. This will also enable us to review the strategies that have implemented, adapt if required, and monitor their effectiveness to ensure that no further incidents arise.

6. Roles and responsibilities

The governing body

Our governing body is responsible for reviewing and approving this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Across the school, all staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and the school's vision and values
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Behaviour in the Curriculum

Teaching about positive behaviour

As well as behaviour strategies being modelled by our staff, we promote positive behaviour throughout the course of the day, as well as specifically during collective worship and in subjects such as RE, PSHE and Computing (in relation to online conduct and safety).

8. Rewards and Consequences

As a school, we always aim to encourage positive behaviour through the use of non-verbal and verbal reminders. All staff encourage children through a positive approach, to decide for themselves to change their behaviour before it escalates.

We recognise that all behaviour is linked to children's emotional state and ability to regulate this. For individuals, staff always seek to understand particular issues, which may trigger dysregulated behaviour, and implement strategies to ensure that pupils are supported in displaying positive behaviour choices throughout their school day.

When adults are dealing with issues or difficulties that a child has had, they will endeavour to try to help children understand the emotions they are experiencing, why they occur and how to handle them by following these steps:
Step 1: The adult recognises, empathises with and validates what the child is feeling.

Step 2: The adult empathetically sets limits on the behaviour of the child.

Step 3: The adult problem-solves with the child.

Through the use of this approach, we aim to teach children how to understand their emotions and ultimately, be able to self-regulate.

Our School Behaviour chart

Behaviour Charts displayed in each classroom are used to promote high standards of behaviour and to help manage low-level behaviour. Staff use positive reinforcement, verbal reminders and the behaviour chart to support children to make positive behaviour choices. Where behaviour continues, the stages of Reminder, Caution and Consequence provide a clear and consistent response.

Behaviour charts are to be displayed in every classroom.

They contain a sunshine, a 'thinking cloud' (EYFS & Y1), numbers 1,2, and 3 (Years 2-6) and a bronze, silver and gold medal. Each child's name is to be printed and cut out.

In Early Years and Year One, children start each day on the 'sunshine'. If they have not been able to follow verbal reminders regarding their own behaviour, they are asked to move their name to the 'thinking cloud' as an act of reflection. Years Two-Six also have the 'sunshine' with all the children's names on. If a child does not respond to verbal reminders and continues to make inappropriate behaviour choices, they will move through the 1, 2, 3 system.

1. Reminder – Green. The child moves their name from the ‘sunshine’ to number 1. This is a reminder that their behaviour needs to change and provides an opportunity for the child to make a positive choice.

2. Caution – Yellow. If the behaviour continues following a reminder, the child moves their name from number 1 to number 2. This is a clear caution that the behaviour needs to change.

3. Consequence – Red. If the behaviour continues following a caution, the child moves their name from number 2 to number 3. A consequence will then be applied in accordance with the school’s behaviour procedures. This may include missing playtime with the DHT.

Discussions between teacher and child should take place at each stage, where appropriate, to help the child understand what has happened, why their behaviour needs to change and how they can make a positive choice

Serious incidents may bypass the 1–2–3 system and will be dealt with in accordance with the school’s procedures for serious misbehaviour.

Children who are showing our school values and are going above and beyond what is expected of them move their name on the behaviour chart to Bronze. They can then move to Silver to receive a sticker and then to Gold. If they reach Gold, children go to the Headteacher or DHT to receive a special certificate. This is a prestigious award and should not be given out lightly (approx. one Gold certificate each week). Children who reach Gold get the opportunity to attend a Headteacher’s Tea Party, which is held once a half term.

Positive behaviour is also rewarded with:

- a. Praise
- b. In-class reward systems, such as table points, marble jars etc. based on the needs of the individuals and the class as a whole
- c. Gold Book Award: Whole-School Assembly – two children per class, per week are picked to be celebrated for their achievement and are given a Headteacher sticker.
- d. Super Citizen Award: one child per class, per week is chosen by their teacher for consistently demonstrating the current school value. They are awarded a certificate and have their photograph displayed on the hall display.
- e. Texts or phone calls home to parents
- f. Special responsibilities/privileges

The Class Teacher or DHT may contact parents/carers regarding a child’s behaviour, depending on the seriousness or persistent nature of the behaviour. This may also happen if a child regularly reaches stages 2 or 3 on the behaviour ladder in a day, giving cause for concern. Playground misdemeanours may result in the loss of privileges, e.g. being banned from playing football.

Play-time/lunch-time systems for promoting positive behaviour

- Classes and Year groups are allocated certain days when they may play football or use the apparatus at break times.
- Children may only play with appropriate equipment on the playground. Balls **must** be sponge/soft and basketballs can only be used when pupils are supervised by the sports coaches at lunchtime.

Missing playtime

- Children to sit in Lilac Room, with the DHT for unacceptable behaviour. (*Teachers should supervise children in the classroom themselves for 'low level' occurrences*).
- Unsafe or disruptive behaviour on the playground, or around school, will result in missing playtime. Children may be sent in from the playground.
- A letter will be sent to parents/carers if their child has missed playtime three times during a half-term period. DHT will begin to monitor the child's behaviour on a daily basis until an improvement is seen.
- If a further three playtimes have been missed in the same half term, the parents/carers will be called to a meeting with DHT and the class teacher.

Lunchtime Rewards and Consequences

- Sports coaches and members of staff on duty will follow all aspects of this Behaviour Policy.
- Incidents of unsatisfactory behaviour are reported to the DHT.
- As far as possible, adults on duty try to resolve difficulties on the playground themselves.
- If an incident is more serious, a child is referred to the DHT or a member of SLT.
- Serious incidents of fighting, rude language etc. will result in a lunchtime detention the next day with DHT.
- A standard letter will be sent to parents if their child has been in lunch-time detention for three times during a half-term period.
- Individual pupils may be required to attend a lunchtime club for a fixed period of time to support the improvement of their behaviour.
- Children who behave inappropriately playing football/any other lunchtime sport led by the coaches will be banned from playing it for a period of time.

Record Keeping

- The School Rules are displayed around the school.
- Each class has a behaviour chart.
- A photograph of each child is taken in September, to be kept by the class teacher and used for displaying who is the latest recipient of the super citizen award.
- Behaviour Incident sheets are used if needed.
- **Serious** incidents of unacceptable behaviour are recorded on an individual record sheet.

Time Out

A child may be sent for a short period of "Time Out" to another class, (10-15 minutes maximum), to try to refocus the child on positive patterns of behaviour. Another reason a child may be sent to another room for a short period of time is if they have lost their temper and need time to calm down. They are to be taken to another classroom by a Learning Assistant, who will inform the member of staff of the reason why that child is being sent to them and then will be collected by the Learning Assistant after the 10-15 minute period.

Sanctions for Serious Disruptive Behaviour

Context

For most children, the agreed behaviour plan, with its system of rewards and consequences, will be sufficient for maintaining good standards of behaviour. There are some children, however, who at times **willingly** disrupt the classroom or act **defiantly** against adults' wishes. At Southbury Primary School, we believe that this type of behaviour is unacceptable and that decisive sanctions must be used to emphasise the high standards of behaviour that we expect in school.

Unacceptable behaviours include:

- Wilful aggression towards another child or adult.
- Wilful damage to personal or school property.
- Intentional swearing or racist or sexist name-calling to a child or adult.
- Explicit, defiant rudeness to an adult.
- Refusal to follow an adult's instruction. (e.g. to leave the room.)
- Sexually violent or aggressive behaviour
- Stealing.

Action

This behaviour will be logged and dated and the form kept in the class behaviour folder. HT/DHT/AHT will telephone the parents on the same day to inform them about the incident. Subsequent incidents will be logged on the same sheet. ***(Very serious incidents will incur an immediate, suspension from school.)***

Process for responding to reported incidents

HT/DHT/DSL will review the unacceptable behaviours and decide whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

'Zero-tolerance' approach

Our school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While we will not tolerate the behaviour, we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

Possible sanctions

The sanction will differ for different 'levels' of unacceptable behaviour. After any incident, no matter how 'low level', the parents will be involved immediately. This is so that:

- the parents/carers are on board and understand the difference between acceptable and unacceptable behaviour
- the school and the parents/carers can work towards a solution together

The following sanctions will be considered:

- A verbal warning
- Keeping the pupil behind after class or at break time to apologise to their peer
- A phone call to parents/carers (will happen immediately)
- Detention
- A period of internal suspension (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent suspension
- Involving the police (only after a very serious incident)

Following a suspension, if there are any further incidents, the usual behaviour chart system of Reminder, Caution and Consequence may be replaced by more serious sanctions, to be decided by the DHT/AHT and/or HT. In most cases, the child will not be allowed onto the playground for a number of days and may be placed in another class for a short period of time. At all times, the school will work hard to support the child and encourage him/her to behave in a positive, responsible manner, demonstrating the school values.

How we will decide what sanction is appropriate

The response to each incident will be proportionate. We would consider the following:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these will take place at the same time)

Taking the victim(s) into account

Victims will be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

We will listen to the victim(s) and ensure that they understand the supportive and protective aspect of our 'zero-tolerance' approach. It will be made clear to the victim(s) that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

With this in mind, exceptions are made with all policies, based on the needs of the children within the school, particularly those pupils who have Special Education Needs relating to Social, Emotional and Mental Health (SEMH). We adapt our behaviour policy to take into account individual need and always aim to be proactive in meeting their needs, in order to support pupils in managing their behaviour.

Where pupils display continuous disruptive behaviour, advice will be sought from other professionals, such as the Education Psychologist or the Enfield Behaviour Support Service and individual behaviour support plan may be put in place.

For pupils with an EHCP for whom SEMH is the main identified area of need, a curriculum and learning plan will be put in place, which will outline the outcomes the pupil is working towards, and the provision being put in place to address their needs. This plan will be reviewed termly with relevant staff and parents/carers.

Off-site behaviour

Consequences will also apply where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will take action in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the mental health needs of staff accused of misconduct and seek/provide appropriate support. This is in addition to support for the individual pupil who has made the allegation.

9. Behaviour Management

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical 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 and reported to parents
- Always, wherever possible, be carried out by a member of staff who has been specifically Approach trained

Confiscation

Any prohibited items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

- Prohibited items, according to the DfE Screening Searching Confiscation Advice are identified as:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes (including electric)
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

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

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

10. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Anti-Bullying Policy
- Allergy Safety Policy

Southbury School Values

Year 1:

Autumn 1 Cooperation Everyone helping. Working together to get the job done. Listening to one another.	Spring 1 Tolerance Accepting yourself and others. Knowing we are all different. Being understanding and open-minded.	Summer 1 Honesty Saying what really happened. Telling the truth.
Autumn 2 Good Manners Being polite. Offering to help.	Spring 2 Trust Being reliable. Keeping your word.	Summer 2 Responsibility Taking care of things. Helping those in need. Helping to make the world a better place.

Year 2:

Autumn 1 Determination Never giving up. Discovering something new. Bouncing back.	Spring 1 Courage Being brave. Facing your fears. Keeping going, no matter what.	Summer 1 Kindness Being considerate. Being generous. Helping those in need.
Autumn 2 Patience Waiting until its time. Staying calm, not getting annoyed. Waiting without complaining.	Spring 2 Respect Feeling good about yourself. Knowing that everyone is unique and valuable. Listening to others.	Summer 2 Friendship Caring. Sharing. Respecting. Having fun.



Southbury Primary School

Behaviour Ladder



Be Kind • Be Safe • Be Brave



Bronze

Positive Behaviour

You will be awarded a bronze badge for:

- Showing our school values in your everyday actions.
- Going above and beyond what is expected.
- Showing kindness and consideration towards others.
- Making responsible choices.
- Showing determination and resilience.
- Being a positive role model.
- Consistently demonstrating ready, respectful and safe behaviour.



Silver

Excellent Behaviour

You will be awarded a silver sticker for:

- Consistently showing our school values.
- Making positive choices.
- Demonstrating kindness, respect and good manners.
- Working hard and showing a positive attitude.
- Helping and supporting others.
- Demonstrating responsibility.



Gold

Exceptional Behaviour

You will be awarded a gold certificate for:

- Consistently demonstrating our school values.
- Going above and beyond what is expected.
- Showing exceptional kindness, respect and consideration.
- Being a positive role model.
- Showing outstanding effort, resilience and determination.
- Making a positive difference to others.



Sunshine

Ready, Respectful and Safe

You are making positive choices.

1

Reminder

A first reminder about behaviour.

- Not following an instruction
- Minor disruption
- Not demonstrating ready, respectful or safe behaviour

2

Caution

If the behaviour continues following a reminder.

- Continuing the same behaviour after a reminder
- Repeated low-level disruption
- Not following instructions
- Not showing respect to others or property
- Unkind choices or language

3

Consequence

If the behaviour continues following a caution.

- Continued inappropriate behaviour
- Serious disruption to learning
- Repeated refusal to follow instructions
- Unsafe, disrespectful or seriously disruptive behaviour
- A consequence will be applied in line with the school's Behaviour Policy (e.g. missing playtime with the DHT).



Serious incidents

Physical violence, threatening behaviour, discrimination, bullying and other serious incidents may bypass the 1 – 2 – 3 system and will be dealt with in line with the Behaviour Policy.

Every child can make a positive choice and reset their behaviour.