



## **Behaviour Policy**

Worsthorne Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at Worsthorne Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour, which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

We believe in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment.

We accept that children make mistakes and believe that it is the responsibility of all the adults in school to help the children to learn from their mistakes.

We aim for our children to become independent and self-disciplined learners.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

Our school mission statement is linked closely with behaviour enabling our environment and curriculum to ensure access for all children in a nurturing, supportive and engaging way that will encourage positive behaviour.

## **Our Mission Statement**

To nurture and support our children to love learning and understand the value of reaching their full potential. We are fully committed to developing well-rounded happy children who think 'BIG', have an inquisitive mind and progress onto the next chapter of their lives, with the skills, knowledge and experiences to achieve their dreams.

A reading-rich curriculum, which enhances learning, supports the development of communication skills and results in the acquisition of knowledge, which is retained, so that pupils know more remember more and learn more.

A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass.

A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and offers hands on experiences.

A curriculum which nurtures learner's behaviours that will help children to succeed, supporting children to be:

**Resilient  
Independent  
Reflective  
Creative  
Confident  
Respectful**

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management

where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

## **Intent**

### **At Worsthorne Primary School, we intend to:**

- Foster excellent relationships between all members of our Worsthorne community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles that underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

## Implement

In implementing this Relationship and Behaviour policy, Worsthorne Primary School acknowledges the need for consistency;

- **Consistent language and consistent response:** simple and clear expectations reflected in all conversations about behaviour
- **Consistent follow up:** ensuring “certainty” at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- **Consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating
- **Consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- **Consistent expectations:** referencing and promoting appropriate behaviour
- **Consistent respect from the adults:** even in the face of disrespectful learners
- **Consistent models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role models for learning
- **Consistently reinforced rituals and routines for behaviour around our school:** in classrooms, around the school and at the school reception
- **Consistent environment code of conduct evident of our values**

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix*

The aims of this policy will be met by everyone observing our three agreed rules. These are:

- **Ready**
- **Respectful**
- **Responsible**

It is the belief of the staff and governors that close attention should be paid to ongoing day to day rules and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

- Reinforce common decency and courtesy in order to help the children to grow up to be polite and caring members of society
- Make certain that children show respect for each other and for all members of the school community
- Encourage children to move around the school appropriately without running and with consideration for others
- Prevent the use of inappropriate language
- Encourage children to show care for our school environment
- Foster good relationships within our school

Below is a list of actions and strategies all staff working within Worsthorne School agree to implement:

- **Smile** – passing along positive energy and creating a sense of security and belonging
- **Display only behaviour that you would want children to replicate.** Staff will demonstrate respectful interactions with all members of the school community.
- **Use of positive language (verbal and body)** e.g. *please put your hand up* rather than *do not shout out and finished* rather than *no*. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Consistent Celebration** of children's achievements through the presentation of awards, team points, 'public praise', notes and phone calls home.
- **Closing the gap and turning down the volume.** Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs and positive indicators should be used wherever possible. Children will be spoken to privately in behaviour correction in order to maintain the child's self-esteem.
- **Wait, watch, wonder.** Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavor to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.
- **Necessary involvement.** Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue.

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

**Pupils will:**

- Be ready
- Be respectful
- Be responsible

Follow the policy and take responsibility for their actions.

**Parents / Carers will:**

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy to ensure a cohesive and cooperative approach to managing their child's behavior
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

**All staff every day will:**

- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, and Responsible- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson
- Be calm and "give take up time" when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents on CPOMS.
- Never ignore or walk past learners who are making/displaying poor behaviour choices.
- Establish and encourage positive relationships
- Implement the school policies for behaviour

- Encourage the pupils to gain team points and other rewards
- Know the process of dealing with negative behaviour

**Subject Leaders and UPS teachers:**

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

- Be a visible presence to encourage appropriate conduct.
- Ensure the curriculum adds challenge to each child at their level and encourages a child to be inquisitive and want to learn.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Encourage use of team points, positive notes and positive phone calls.

**Head Boy, Head Girl and School Ambassadors should:**

- Set an excellent example for other children in regards to behaviour, manners and interactions with everyone both in and out of school

**Playground Leaders should:**

- Support children and encourage positive behaviour
- Set examples of how to work as a team
- Know the process of dealing with negative behaviour

**SLT will:**

- Be a visible presence across the school and especially at playtimes.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Consistently report to parents and lead reparation meetings when needed
- Be readily available to evolve the behaviour management process and support staff in adapting and improving practice
- Work with Class Teachers to write and monitor Individual Behaviour Plans
- Monitor and feedback on the implementation of policy
- Support members of staff in their implementation of the school's policies
- Support children and encourage positive behaviour
- Build positive relationships with all children
- Build positive relationships with parents
- Monitor behaviour in all classes
- Work closely with members of staff regarding behaviour of their children
- Support members of staff with positive behaviour techniques

**The Headteacher should:**

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years

## The Governors should:

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

## School Systems for Behaviour Management

### Recognition and rewards for effort

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

### Team Points

Everyone in the school, other than the Headteacher, is in one of our four teams: Fire (red), Earth (green), Air (yellow) and Water (blue).

Team points are given in reward. This could be in the effort the children put into their schoolwork or through their behaviour, relationships or movement around school. The team points take the form of small, coloured discs which are given to the children by the adults. Once received, the children place their team points in the clear tubes in the corridor. The tubes allow the children to see which teams are doing well throughout the week.

Team Captains are elected from Year Six. It is their job to motivate their team and liaise with the Adult Leaders.

A Celebration Assembly is held on a Friday morning to inform the children of their team’s progress. Each half term, the winning team agrees its own reward with its Adult Leaders. This generally takes the form of a fun activity during Friday afternoon or is a non-uniform day, but could be any reasonable reward agreed between the team, the Captains and the Adult Leaders.

### Classroom level

- Praise for choice
- Team Points are for staff when they notice something great. This could be for helping others, doing something positive and for recognition of anyone’s hard work.
- Mention/Note/phone call to parents.

### Whole School level

- **Student of the Week award;** each class choose children every week. Children receive a certificate and their photograph and work is displayed on our rewards board in the entrance to school. These children have a hot chocolate treat with the Headteacher.
- **Value Award;** each term we will focus on a different value and a child is picked from each class weekly who displays this value consistently. Their photograph will be placed on the awards board in the entrance to school and they will sit on a ‘Top Table’ at lunchtime to eat their lunch that day.
- **Always Children reward;** every half term the class teacher will choose up to 5 children to attend the ‘Always children Treat’. This is a session where children have a treat such as a park visit, creative play, team games and craft activities for 45 minutes. The children picked are ones whom consistently display the values of our school and show integrity in this.
- **Positive cards sent home;** each half term class teachers post home positive postcards for children who have gone ‘above and beyond’ all term.

### Celebration Assembly

Text messages are sent out to the families of children who are receiving an award from school. The children are also encouraged to bring in certificates of achievement from activities outside of school so that they can be presented in a Key Stage Assemblies during the week.

## Stages of procedures

If a child has an individual behaviour plan this should be followed.

### 1. Positive and Welcoming Atmosphere

It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival.



### 2. Rewards and Praise

The school's ethos is that reward and praise are more effective in the long term.  
Team points are to be awarded by all staff and visitors.



### 3. All children and staff are aware of acceptable and unacceptable behaviour

Acceptable behaviour should be discussed with the children with reference to the three R's (Ready, respectful, responsible)



### 4. Responsibility

All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine rewards.

### **Stage 1 - Redirection**

Positive reinforcement of other children around them "X thank you for sitting so beautifully.

A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

### **Stage 2 - Reminder**

A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

Praise them when they positively change their behaviour, acknowledging the positive change.

### **Stage 3 - Warning**

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices

Scripted approaches at this stage are encouraged (see appendix)

Praise them when they positively change their behaviour, acknowledging the positive change.

### **Stage 4- Consequence**

Learner is given final opportunity to engage with the learning/follow instructions.

- At this point if necessary to cool down/diffuse situation the learner can go to the safe space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

### **Stage 5a-Further Consequence (if a child continues to make wrong choices)**

- Child is informed they will miss part of their playtime- time allocation is age appropriate. A member of SLT will oversee this and ensure a short reflection conversation takes place with the member of staff whom brought the child to the hall before the child returns to learning.
- If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category.
- Class teacher to inform parents via email, phone call or face to face.

### **Stage 6a- Internal Referral; Lunchtime with SLT**

If the step above is unsuccessful or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their partner class. If necessary, the learner may need to work outside their teaching area with a member of staff.

If a child has been out of class/not-completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category.
- Adult who dealt with the initial stages of behaviour will start the log.
- Lunchtime duty will take place in the Headteacher's office.

### **Stage 6b-Behaviour Chart**

If behaviour is consistently poor as shown by internal referrals, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored. This will be known as the child being placed on a 'Behaviour Chart' where a sheet is filled in after every session and shared with SLT. Parents will be informed at this stage via a phone call home or invited in to a meeting. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give

fame to those who choose not to meet our high standards of behaviour.

If this does not result in a change of behaviour, in that a pupil is consistently not following our expectations, then exclusion will be considered.

### **Stage 7- Non-negotiable behaviours**

If a child displays a non-negotiable behaviour, they will automatically spend lunchtime with SLT.

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion.

This decision will be made by the Headteacher or the deputy in her absence.

- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

The member of staff who dealt with this incident is required to log the incident on CPOMs.

### **Stage 8- Violent Behaviour**

The following non-negotiable behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult or child
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### **Reparation conversation**

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunchtime duty. Sometimes it may include other adults / children. Staff will have a script for the restorative conversation that they feel comfortable with. A member of SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved to CPOMS.

### **Internal Exclusion:**

If positive behaviour choices are not being made, an internal exclusion will be considered. This will involve the parents being informed of the behaviour, reminding them of the actions already taken and the reasons why this is the next step. This should not come as a surprise to parents as they should be involved from the start. Parent's view and support must

always be sought and logged onto cpoms. All internal exclusions must be logged under this category on CPOMS. Whilst a child is in 'internal exclusion' their class work is provided and a member of staff supervises the child at all times.

The length of internal exclusion is at the Headteacher's/Deputy Headteacher's discretion.

### **Exclusions:**

For very serious offences or persistent non-compliance of this behaviour policy, the head teacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

### **Equality**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

### **Supporting pupils with SEND**

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning plan. Teachers need to use these to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their learning plan which will be monitored by the SENDCo. A child's triggers for negative behaviour need to be on their learning plan so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure learning plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focusing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they are doing the right thing or that they are liked.

- calling out- this might be so they feel noticed and to also feel reassured.

### **Child on Child Abuse**

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. (Read this in conjunction with our safeguarding and child protection policy.)

Some forms of child on child abuse;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying / online bullying
- Youth produced sexual imagery- popularly known as 'Sexting'
- Prejudiced Behaviour Any child on child allegation must be referred to the Designated Safeguarding Lead immediately.

Where a concern regarding child on child abuse has been disclosed to the Designated Safeguarding Lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

Racially motivated behaviour Worsthorne Primary School is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the Headteacher.

### **Parent concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via Seesaw or call the school office
- Arrange an appointment with the teacher
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

### **Accountability**

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

### **Governors**

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-today responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

### **Impact**

#### **Is the policy working?**

With all of the above reward systems, we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

In implementing this policy, the school will:

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community
- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives.

<b>Date of Policy</b>	<b>October 2025</b>
<b>Person Responsible</b>	<b>Sarah Nicholls</b>
<b>To be reviewed</b>	<b>Annually</b>
<b>Review Date</b>	<b>October 2026</b>



## Appendix - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give 'take up' time.

### Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice.  
Thank you for listening

### Warning:

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_\_\_time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.

(learner's name), do you remember when \_\_\_\_\_(model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

### Consequence/ calming time

I noticed you are still choosing to \_\_\_\_\_ (noticed behaviour)

You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes.

If need-be – call the office to request support of SLT.



