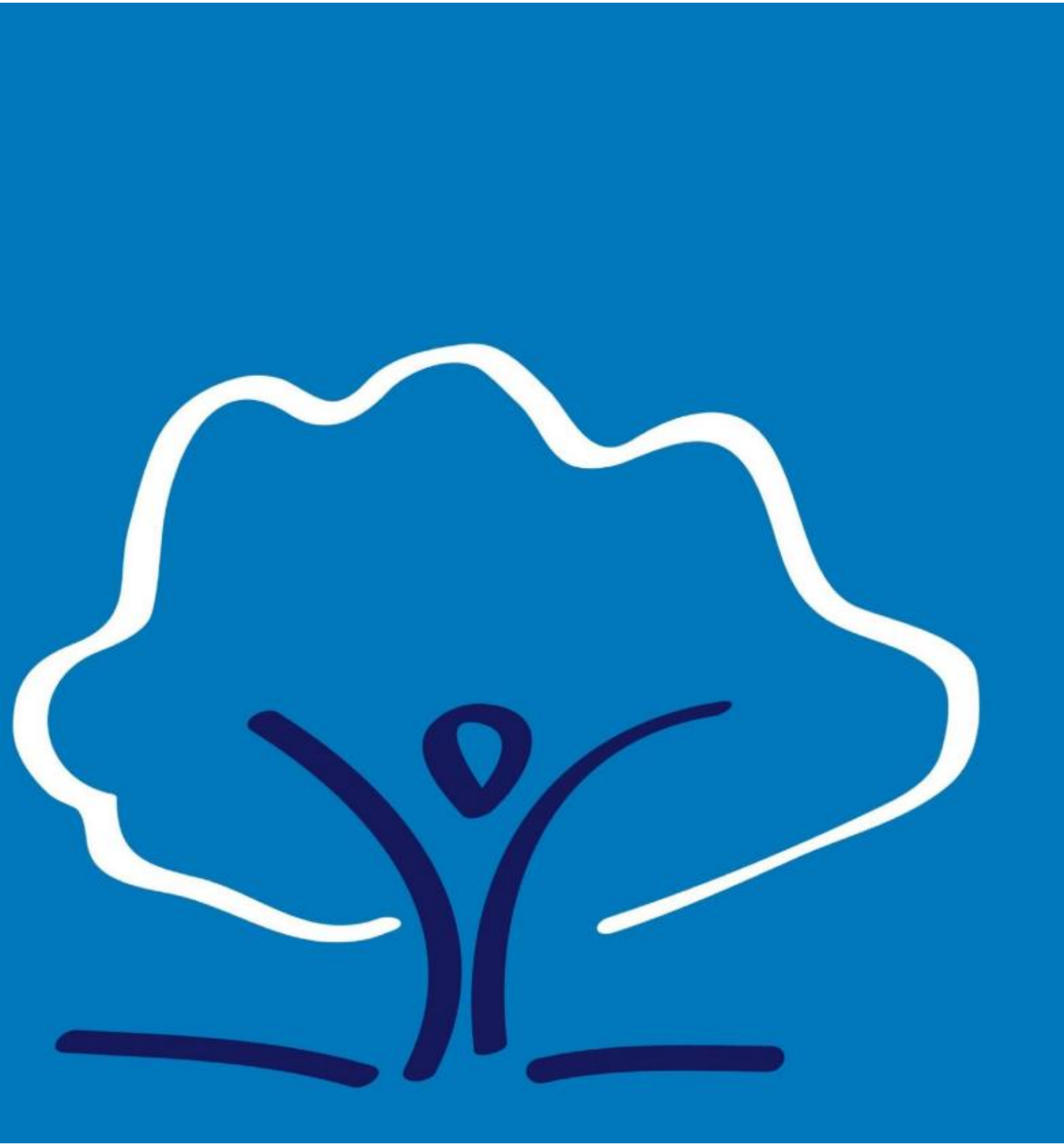


Behaviour for Learning Policy

Orchard Meadow Primary School

The best in everyone™

Part of United Learning

Document Control	
Document Title	Behaviour for Learning Policy
Ratified By	GOV SIGN OFF REQUIRED
Date Ratified	
Reviewed by	Emilie Fidler
Review by Date	September 2028

DRAFT

Every child has the right to a high-quality education free from disruption

Expectations 4
Ethos and Values at Orchard Meadow Primary School 4
Ethos 4
Roles and Responsibilities 4
Creating belonging 5
Rules 6
Uniform 7
Mobile Phones 7
Supporting SEND & Trauma-informed Practice 7
Teaching Good Behaviour 7
Celebrating Good and Exceptional Behaviour 8
Managing Poor Behaviour 8
Bullying 9
What is bullying? 9
Use of Reasonable Force 9
Prohibited Items and Searches 10
Searches Without Consent 10
Searches with Consent 11
Extent of Search 11
Confiscation of Articles 11
Drugs 12
Confiscation of Drugs 12
Use of Social Media 12
Allegations Against Staff 13
Specific Behaviour Issues 13
Exclusions 13
Appendix A - Conscious Discipline 14
Appendix B – Zones of Regulation 15
Appendix C – Uniform Summary 16
Uniform requirements 16
PE Uniform: 16
Uniform for children in pre-school: 16
Appendix D – Supportive Visuals Examples 17
Appendix E - Examples of Logical Consequences for Low-Level Behaviour 18

DRAFT

Expectations

Pupils learn best in a safe and calm environment which is free from disruption.

Staff have a right to a safe working environment where they are treated with respect.

This behaviour policy lays out how we achieve this alongside the expectations for senior leaders, governors, staff, parents and the children who attend Orchard Meadow Primary School.

In applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Ethos and Values at Orchard Meadow Primary School

Ethos

At Orchard Meadow Primary School we are guided by a strong moral purpose and a deep commitment to doing what is best for children. We believe in creating a structured, joyful and nurturing environment where children can learn and be happy and safe.

Our core values are:

Ambition – to achieve the best for ourselves and others
Confidence – to have the courage of our convictions and to take risks in the right cause
Creativity – to imagine possibilities and make them real
Respect – for ourselves and others in all that we do
Enthusiasm – to seek opportunity and pursue talents and interests
Determination – to overcome obstacles and reach success

Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour and always follow the school behaviour expectations.
Parents	Work in partnership with the school to maintain excellent standards of behaviour and inform the school about any changes at home that could impact learning or behaviour in school.
Staff	Responsible for ensuring the policy is implemented in a fair and consistent manner with an understanding of different learning needs. Act as role models in every interaction. Complete behaviour form by 5pm on the day of a major infraction and read and update CPOMS as needed.

DRAFT

SLT	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the school. Tracking and monitoring behaviour and devising and implementing strategies to improve behaviour where required.
Principal	Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis. Investigates complaints
Local Governing Board	Responsible for ensuring the Behaviour for Learning Policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the school with ensuring excellent standards of behaviour.

Alongside this, staff are expected to provide the following:

- Calm, consistent adult behaviour
- Respectful, polite speaking and active listening
- Consistent implementation of the policy from all adults
- Positive, age-appropriate language choices used wisely and with integrity
- Praise children who are following the rules before criticising those that aren't
- Clear, concise and consistent communication
- Reasonable adjustments for those children who need it
- Routines, taught and practised
- Enabling success, because success breeds motivation

Creating belonging

Children thrive when they feel they belong. Without that connection, they may search for acceptance in less positive places. At Orchard Meadow, we use the language of '*class*-' and '*school- families*' to encourage a sense of belonging. Each Class Family begins its day with a warm welcome, shared activity and an intention. We also implement well-regarded behaviour and emotional literacy strategies to promote a positive sense of self and understanding of behaviour. See Appendix A – Conscious Discipline and Appendix B – Zones of Regulation. Many staff are also trained in PACE which is a technique for working with children who have experienced trauma.

What adults say and do to encourage belonging:

- 'I'm telling you this because I have very high expectations and I know that you can reach them.'
- Highlight interests and experiences you and children have in common.
- Narrate that you care deeply about them and want to support them to reach the high standards we have.
- Share the work you put into teaching for the children, preparing lessons etc.
- Create situations where children and adults can be joyful and creative together.
- Show kindness as the default in every situation.
- Show a genuine interest in children's lives.
- Emphasise the similarities, shared values and common identity between children.

DRAFT

- Regularly narrate what makes Orchard Meadow special.
- Share a child's value to the group.
- Tell children that they belong to the class/school family.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.
- Involve children in choosing awards for their peers (such as Pride assembly, postcard home or a values sticker).
- Encourage children to take joy in the success of others and to appreciate their hard work.
- Encourage humility in success and failure.
- Encourage children to see their peers' points of view.

Adults set tasks for children that bring a group together as a team:

- Children greet teachers politely each morning / first time they see them.
- Children thank teachers at the end of each day.
- Show kindness as the default in every situation.
- Get children to think / write / talk about values important to them.

Rules

At Orchard Meadow we have 3 simple rules which we teach from the moment a child starts with us in nursery:

Be Kind
Be Ready
Be Safe

Adults clearly and regularly explain what desirable behaviour looks like and will link that to the three rules in an age-appropriate manner. Below are examples related to our rules:

Be Kind	Be Ready	Be Safe
• Pick up after ourselves and others • Share • Be respectful to the people who work with us • Say please and thank you • Win and lose gracefully • Hold doors open for adults and children • Look after the school spaces and grounds	• Following routines first time • Working hard in lessons • Wearing correct school uniform • Wearing appropriate footwear for physical activity • Listening • Coming to school every day (you are well) and on time • No toys or chewers to be brought in unless stipulated on a child's SEND profile	• Use all equipment correctly • Kind hands and feet • Tell adults if you need to leave the room • Chair legs to remain on the floor • Wash hands after using the toilet and catch and bin coughs and sneezes • Use technology responsibly • Tell an adult, or use the Zones of Regulation, if something is wrong

DRAFT

Uniform

The Orchard Meadow School Uniform is a part of belonging to our school family and is linked to our rule of Be Ready. Wearing the correct uniform teaches dressing appropriately for different situations, being ready and safe for physical activity and avoids unnecessary distractions. Please refer to our uniform policy here for more details, or check out the short summary sheet in Appendix C.

When children come to school incorrectly dressed, they will either be provided items from the school supply or parents will be asked to bring the correct items in. A child will not be allowed to walk around school inappropriately dressed.

Mobile Phones

Mobile phones should not be used on the school grounds. Children who bring phones to school, should hand them to the teacher to keep securely until the end of the school day. Children who do not hand in their phone will have it confiscated and parents will be required to come and collect the phone from the front office.

Some members of staff have school phones which are specifically for school use only and may be used on site.

Supporting SEND & Trauma-informed Practice

The use of routines and clear boundaries supports neurodiverse children and those who have experienced trauma. Consistent boundaries, applied fairly, provide security. Wherever possible we provide visuals to support children in their understanding, and we practise regularly (Appendix d).

The behaviour policy applies to all children. We all need to live in society amicably, and everyone can learn how to live respectfully. Having additional learning needs is not an excuse for poor behaviour. We recognise that some children will need additional or adapted teaching to learn some social norms and expectations. When this is the case, we will work with parents and external agencies to achieve this end.

Teaching Good Behaviour

We cannot assume children know and understand what good behaviour looks like: we must teach it first. At Orchard Meadow we take the first 2 weeks of the school year to teach and review our routines and expectations. We use rewards and sanctions throughout the year to support this learning and reteach where necessary.

Adults will:

- Explain clearly what we expect, provide examples and model it.
- Tell children why good behaviour is important and get them to explain it to each other and the group.
- Give positive recognition to children doing the right thing.
- Frame instructions using positive language.
- Gain attention, pause, then give an instruction.
- Only talk when the group is silent and looking.
- Use the agreed signal for silence consistently (Refocus 5,4, 3, 2, 1).
- Stand still to speak and give good eye contact.
- Explain expectations before the children follow an instruction.
- Break expectations into small chunks and provide lots of practice with visuals where appropriate.
- Arrange furniture with a clear purpose.
- Have a lining up order and instruct line leaders to stop at given points.
- Always keep expectations high – don't ease off.
- Practise expectations regularly.

- Circulate the room giving attention fairly.

They will also:

- Avoid asking 'why' questions when dealing with misbehaviour.
- Use partial agreement (maybe, but) to stop conversations going off on a tangent.
- Draw attention to the majority meeting expectations rather than the minority not doing so.
- Give conditional permission when children ask to do something 'When you have started your work, then I can come over and help you'.
- Narrate the reason for tidying up: If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...
- Narrate the reason for not wasting food: It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.

Celebrating Good and Exceptional Behaviour

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and are aware that extrinsic rewards can distract from learning and use them sparingly, and with professional judgement.

Here are some examples of how children are rewarded for exceptional behaviour and hard work.

- Pride assemblies*
- Notes home/Messages on Class Dojo
- Principal's tea party*
- Adult recognition in the moment
- Recognition from other adults in school such the child's previous teacher
- Peer to peer recognition – younger children showing work or explaining desirable behaviours to their older peers and vice versa
- Celebration assembly
- Visits to the Principal, another senior member of staff or a recognised adult in school such as a TA with whom the child has a bond
- Work displayed in communal areas of the school

* Children must have had good attendance and no lates that week to receive this reward.

Managing Poor Behaviour

It is natural for children to test boundaries. Maintaining boundaries and managing situations calmly and fairly is caring and part of fostering belonging. Most incidents are minor and can be managed with a look or a quiet word.

Consequences for low-level behaviour at Orchard Meadow Primary School are intended to teach, not punish. Staff use logical consequences that are directly related to the behaviour, helping children understand the impact of their actions and practise the skills needed for future success. Consequences are delivered respectfully and proportionately, taking into account the child's age, stage of development, individual needs and circumstances. Appendix E are examples of logical consequences for typical primary school low level behaviours.

DRAFT

Here is a *simple flowchart* detailing the steps staff follow to manage negative behaviour at Orchard Meadow:

Bullying

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms.

Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally.
Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or he internet
- prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email

Bullying will not be tolerated at Orchard Meadow Primary School

Please see further information in the schools anti-bullying policy.

Use of Reasonable Force

Orchard Meadow follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Teachers and members of staff authorised by the Principal have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned. Relevant training and professional development should be updated with staff on a 2–3-year cycle.

Staff will inform the Principal immediately after s/he has needed to restrain a pupil physically and update CPOMS by the end of the day.

Prohibited Items and Searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Principal or member of the leadership team reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches Without Consent

The following items are banned in school, and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- vapes
- alcohol
- illegal drugs

DRAFT

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence,
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and drawers.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of Articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students: The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (https://www.gov.uk/government/publications/searching-screening-and-confiscation) in deciding what to do with confiscated items.

DRAFT

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, vapes, volatile substances, and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent- or fixed term- exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of Drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

Use of Social Media

This policy applies to all activity online including all forms of social media and to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

For example:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

DRAFT

Allegations Against Staff

Orchard Meadow takes its responsibilities for safeguarding extremely seriously, and all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff
Orchard Meadow has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

Specific Behaviour Issues

Child-on-child sexual violence and sexual harassment
Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. It is importance for staff to educate and challenge all inappropriate language and behaviour between pupils.

Exclusions

Please refer to the ULT – Exclusion Policy which can be found on our website.

DRAFT

Appendix A - Conscious Discipline

Conscious Discipline is an extensive programme that combines social and emotional learning, discipline, and self-regulation in the classroom. It uses the principles of brain development, trauma-informed practices, and positive psychology. The aim of Conscious Discipline is to help teachers and pupils make a safe, connected, and cooperative learning environment, where everyone can do well academically and emotionally.

Conscious Discipline has seven powers, which are learned and practiced through daily routines, rituals, and responses. The seven powers for the adults are: composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences. By using these powers and skills, teachers and pupils can control their own emotions, impulses, and actions, and deal with conflicts and challenges in a positive way.

Conscious discipline uses an understanding of the Brain State Model to support an understanding of behaviour.

Brain state model

The brain state model is a framework that explains how the brain stem, the limbic system, and the prefrontal cortex influence our emotions, thoughts, and actions.

What are the three brain states?

The survival state is the most reactive state of the brain. It controls our basic bodily functions and instincts. When we are in the survival state, we perceive the world as a threat and act in fight, flight, or freeze mode.

The emotional state is the next level of brain development and function. It controls our emotions, memories, and relationships. When we are in the emotional state, we perceive the world as a problem and act in impulsive, defensive, or resistant ways.

The executive state is the highest and most complex state of the brain. It controls our logic, reasoning, and self-regulation. When we are in the executive state, we perceive the world as a challenge and act in creative, flexible, and cooperative ways.

The brain state model helps us recognise and respond to the needs and behaviours of ourselves and others in a more compassionate and effective way.

It helps us understand that behaviour reflects brain state, and that we can influence brain state by changing our environment, our communication, and our actions.

It helps us create a safe, supportive, and respectful environment that fosters the optimal brain state for learning and living.

It helps us develop the skills and strategies to shift from lower to higher brain states, and to access our executive state more often and more easily.

Appendix B – Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach children self-regulation. The Zones are used in every class and learning area across the school. This system is used to categorize complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones throughout the day and respond with appropriate intervention. The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.

The Green Zone is used to describe a regulated state of alertness. A child may be described as clam, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.

The Yellow Zone is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control.

The whole class participate in the brain, start, smart activities to ensure children feel safe, secure and learning ready. These are a series of activities to unite, de-stress, connect and commit. We will complete mini brain, start, smart activities at key transition points throughout the day, such as after play times, to ensure children are relaxed and ready to learn.

The school day finishes at 3.00pm and children have quiet story time at 2:50pm, daily, before going home.

DRAFT

Appendix C – Uniform Summary

Uniform requirements

- Black or dark grey trousers or skirt
- Red sweatshirt or cardigan (ones with the school logo are not compulsory) *
- White polo shirts (ones with the school logo are not compulsory) *
- Black, white or grey socks or tights
- Black non-branded sports trainers
- Red or black hairbands/ribbons may be worn
- Small stud earrings and watches may be worn but must be removed for PE
- During the summer months, red school dresses can be worn

PE Uniform:

- White PE t-shirt (unbranded)
- Black shorts or black jogging trousers
- A black/dark coloured sweatshirt (unbranded) or school jumper will be required for outdoor PE in the colder weather
- Black unbranded trainers

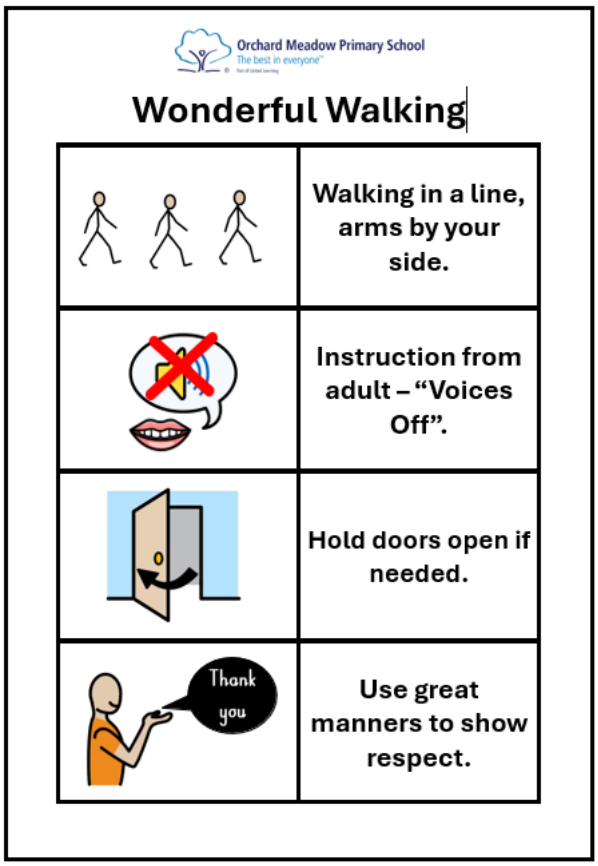
Uniform for children in pre-school:

School uniform is encouraged however this is not a necessity.

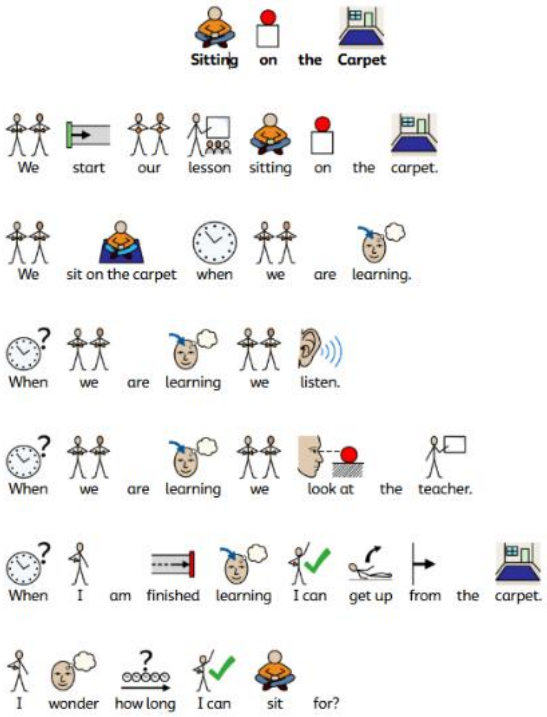
DRAFT

Appendix D – Supportive Visuals Examples

Example of a whole school visual



Example of a social story for an individual child



DRAFT

Appendix E - Examples of Logical Consequences for Low-Level Behaviour

Behaviour	Example Logical Consequence
Running in the corridor	Return and walk the route safely. Practise walking appropriately.
Skipping or jumping on stairs	Return and walk up/down safely with an adult.
Calling out in class	Practise raising a hand and waiting to be invited to speak.
Interrupting others	Listen while others finish, then contribute appropriately.
Talking over the teacher	Pause, refocus, and repeat the expected listening behaviour.
Not following a first instruction	Complete the instruction before moving on to preferred activities.
Leaving coat or belongings on the floor	Return and store items correctly.
Leaving equipment out	Tidy and organise resources before moving on.
Deliberately making a mess	Clean up the mess and restore the area.
Dropping litter	Pick up litter and dispose of it correctly.
Not looking after classroom resources	Help organise, repair or sort resources where appropriate.
Drawing on tables	Clean the table and help maintain the learning environment.
Misusing books	Repair where possible and help organise the book area.
Misusing ICT equipment	Lose access temporarily while practising correct use with supervision.
Swinging on a chair	Sit correctly and demonstrate safe sitting for a period of time.
Misusing classroom equipment	Return equipment and practise appropriate use before reusing.
Throwing objects carelessly	Retrieve items safely and practise the correct way to use or pass them.
Not completing learning due to chatting	Finish the learning during an appropriate catch-up time.
Distracting others from learning	Move seat if necessary and support those affected to refocus.
Refusing to join in a task	Complete an agreed part of the task with adult support.
Purposefully wasting learning time	Use available catch-up time to finish essential work.
Pushing in line	Return to the correct place and rejoin appropriately.
Walking through the line	Practise lining up respectfully.
Shouting indoors	Rehearse using an appropriate indoor voice.
Unsafe behaviour in the playground	Practise the safe game or activity before rejoining.
Misusing play equipment	Temporarily stop using the equipment and learn/review safe use.
Arguing over equipment	Work with an adult to agree sharing or turn-taking arrangements.
Not sharing equipment fairly	Practise sharing and cooperative play.
Excluding others from a game	Invite others appropriately and discuss inclusive play.
Unkind comments	Repair the relationship through an apology and restorative conversation.
Teasing	Support the affected child and demonstrate respectful

DRAFT

	interaction.
Name-calling	Apologise, discuss impact, and practise respectful language.
Gossiping or spreading rumours	Correct misinformation and participate in relationship repair.
Ignoring agreed playground rules	Practise the rule correctly before continuing the activity.
Messing around in the lunch hall	Help tidy tables, chairs or the dining area.
Leaving food waste intentionally	Clear away and dispose of waste correctly.
Wasting food deliberately	Discuss respect for food and assist with clearing up.
Talking loudly in the lunch hall	Practise using an appropriate dining voice.
Not tidying after an activity	Return and tidy the area before moving on.
Entering classrooms noisily	Re-enter calmly and respectfully.
Slamming doors	Return and demonstrate how to use doors safely.
Forgetting homework repeatedly (where applicable)	Complete it during an agreed catch-up session with support.
Not bringing required equipment	Borrow equipment and take responsibility for returning it correctly.
Making faces or gestures at others	Stop, discuss the impact and practise respectful interactions.
Scribbling on another child's work	Help repair or recreate the work where appropriate.
Careless damage to school property	Assist with tidying, repairing or maintaining the affected area where appropriate.
Breaking classroom agreements	Review the agreement and demonstrate the expected behaviour.
Refusing to tidy up	Complete the tidying before joining the next activity.
Talking during assembly	Move closer to an adult if needed and practise assembly expectations.
Entering restricted areas without permission	Return and review the agreed boundaries.
Misusing toilet facilities	Help restore cleanliness and review expectations.
Playing in toilets	Leave immediately and only return when ready to use facilities appropriately.
Not responding respectfully to adults	Practise an appropriate respectful response.
Inappropriate language (non-abusive)	Rephrase using respectful language.

DRAFT