



BITTERNE
C of E PRIMARY

Behaviour for Learning Policy

Headteacher: Mrs. Jen Johnson

Reviewed by	Leadership Team and Full Governing Board	Authorised by	FGB
Date	September 2026	Next Review	September 2027
Review Cycle	Annually	Signed by Chair of Governors	Tony Palmer



Together we soar...



1. Purpose:

At Bitterne CE Primary, we pride ourselves on our school ethos underpinned by our Christian values of Hope, Courage and Creativity.

In order to achieve our vision for children, it is essential that we teach them appropriate social behaviours and behaviours for learning. The purpose of this policy is to set out a clear, consistent and fair approach to managing behaviour in school, with recognition of age-appropriate expectations and individual needs, so that all pupils are supported to flourish. This approach ensures that children leave Bitterne CE Primary as confident, responsible and compassionate citizens, ready to contribute positively to modern Britain and the wider world.

Our Christian Values:

Christian Value	Our Aim:
Hope inspires us to look to the future with joy and trust in God's promises, showing kindness and compassion to all. <i>"May the God of hope fill you with all joy and peace as you trust in him." Romans 15:13</i>	To ensure everyone feels valued and has a strong sense of belonging, fostering equality, empathy and optimism within our school community.
Courage helps us to face challenges and grow in faith, knowing that God is with us in all we do. <i>"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9</i> <i>Christian Value: Courage</i>	To support pupils to make the right choices, even when it feels difficult, and to live, work and learn in harmony through honest, respectful and reliable relationships.
Creativity allows us to explore, imagine and express ourselves as children made in God's image. <i>"We are God's handiwork, created in Christ Jesus to do good works." Ephesians 2:10</i>	To encourage reflection, learning from mistakes and finding positive ways forward, supporting pupils to grow, improve and make better choices in the future.

2. Our Aims:

Overriding principle: Everyone is expected to demonstrate Hope, Courage and Creativity in their behaviour and relationships.

- When teaching children about behaviour and behaviours for learning, we aim to:
- Promote and embed a positive and safe learning culture and environment
- Teach and embed our Christian values of Hope, Courage and Creativity in our school community
- Ensure our children feel safe, secure and happy
- Enable our children to develop self-respect, self-worth, self-discipline and self-regulation
- Enable children to learn well and achieve their full potential. Children's learning should not be disrupted by the behaviour of others



- Instil positive behaviours for learning through teaching and celebrating success of our learning skills
- Behave in a manner appropriate to a situation
- Instil respect for all members and aspects of the community
- Develop regard for authority and understand how to behave successfully in modern day Britain
- Ensure children leave Bitterne CE Primary possessing the skills, attributes and values required to be successful global citizens

3. Roles and Responsibilities:

The Headteacher, with the support of the Senior Leadership and Phase Leaders Team will:

- Lead the school to achieving its vision and aims for all children, instilling the core Christian values of Hope, Courage and Creativity
- Create a safe, secure and happy environment for all members of the school community
- Set high, clear and consistent expectations of behaviour and attitudes to learning
- Ensure children understand rewards and sanctions
- Promote pupils' physical, social, emotional, mental and spiritual wellbeing
- Monitor behaviour across the school and report to Governors and external agencies as required

Teachers will:

- Create a safe, respectful and calm learning environment
- Promote the Christian values of Hope, Courage and Creativity through curriculum teaching and relationships.
- Lead behaviour management in their classrooms
- Praise positive behaviour and challenge behaviour that falls below expectations
- Maintain effective behaviour tracking systems
- Report concerns regarding persistent behaviour to SLT

Children will:

- Commit to following school rules
- Live out the Christian values of Hope, Courage and Creativity
- Celebrate success
- Take responsibility for behaviour
- Seek support when struggling with emotions
- Represent the school positively in the wider community
- Identify emotions using Zones of Regulation with support where needed

Parents and carers will:

- Support the school in implementing the behaviour policy
- Monitor behaviour out of school, including online behaviour
- Seek support where needed
- Behave in a polite and appropriate manner when on the school site

Governors will:

- Monitor the impact of the behaviour policy
- Monitor suspensions and exclusions
- Hold the Headteacher to account for behaviour management



Collective Worship

Collective Worship is a special time when we gather to promote our Christian values of Hope, Courage and Creativity. All members of the school community are expected to show respect during this time. Reasonable adjustments will be made to ensure all pupils can participate with dignity and respect.

4. Rewards and Sanctions:

- Our rewards and sanctions are implemented consistently and fairly, in line with Behaviour in Schools guidance (DfE 2024) and Suspension and Permanent Exclusion guidance (updated August 2024).
- Reasonable adjustments will be made to sanctions where pupils have SEND or additional needs, in line with the Equality Act 2010.

5. Our School Rules:

Be respectful (Hope, Courage and Creativity)	• Use good manners. Say please and thank you. • Treat all members of our school and wider community with kindness and courtesy. • Show respect through calm, polite and appropriate communication. • Take pride in our school environment and resources. Look after them and tidy up after ourselves. • Show self-respect and behave in ways we feel proud of.
Be responsible	• Make good and sensible choices. • Take responsibility for your behaviour. • Take responsibility for your learning. • Model positive behaviour to others. • Work hard and persevere.
Work hard (Hope for learning, courage to try, creativity to think)	• Listen carefully to adults and peers. • Be an active learner and contribute positively in lessons. • Develop personal learning skills such as resilience, independence and teamwork. • Approach learning with a positive attitude. • Try your best, even when learning feels challenging. • Strive to improve and achieve more. • Ask for help when you need it. • Take pride in your work and effort.
We have a zero-tolerance policy regarding: • Bullying in any form • Swearing or abusive language • Physical harm to people or property • Racism or discriminatory behaviour of any kind	



6. Characteristics for Effective Learning:

 Curiosity Looking beyond what you already know	 Independence Using your own skills	 Resilience Taking one step at a time	 Team Work Everyone plays a part
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7. School Expectations – the norm:

Moving around the school	- Children will walk at all times when in the school building - Children will move quietly around the school
In our learning areas:	- Children will listen carefully when the adult is talking - Children will be responsible for leaving the classroom / shared areas tidy, with clear tables/surfaces at the end of every session - Children will take care of the school resources - Children will work hard in their learning activities
Collective Worship: Collective Worship is a special time in our school when we gather to promote our Christian values of Love, Trust and Forgiveness. All members of the school community are expected to have respect for this time in the school day and behave in a manner fitting this special time.	- All children, unless withdrawn for religious reasons, are expected to attend Collective Worship. This may take the form of joining the full school Collective Worship, attending as a small group or being supported with reasonable adjustments where a pupil has additional needs. - Children must enter silently in an orderly fashion. If a song is playing, children may join in but they must not talk. - Children must leave Collective Worship in the same orderly fashion in which they arrived.
In the playground:	- Use the equipment carefully and put it back when finished with - Play kindly – no rough games - Enjoy time with your friends - Seek support from peer mediators or school staff if needed
Transitions:	- On arrival in the morning, children will put their belongings away quickly and quietly and move to their classrooms - Children will line up in alphabetical lines – on the playground and for movement around the school (teachers may adjust individual children's positions to ensure success)



Lunch times:	• Children will walk to the lunch hall in a calm and orderly manner • Children will use good table manners in the hall • Children will maintain a suitable noise level in the hall • Children will clear up after themselves
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8. Rewards and Sanctions:

8.1 Rewards

Promotion of positive behaviour is central to our philosophy for effective behaviour management. It is vital for children to know and be recognised for their positive behaviour and attitude to learning. At Bitterne CE Primary School we reward children through:

- Positive verbal praise
- House points
- Stickers
- Stickers and certificates for specific learning skills
- Headteacher Awards for recognised hard work, application, initiative or attitude. These can be filled in by any member of SLT. The work will be brought to celebrate with a member of the leadership team. Times for this are 12:45 pm and 3pm.
- Thumbs up, smiles, applause.
- Encouraging children to praise each other.
- Communication with parent carers through phone calls and postcards
- Teacher Star of the Week (certificate given and an invitation will be given to celebrate with SLT with refreshments at the end of the week.).
- Cumulative group rewards e.g. Class Reward Points.
- Individual behaviour certificates for earning House Points Bronze, Silver, Gold, Platinum and Diamond.
- Recognition in Friday's Celebration Collective Worship.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

8.2 Sanctions

Sanctions are used when behaviour falls below the expected standard and when positive reminders and support have not been successful. They are applied consistently, proportionately and fairly, in line with Department for Education Behaviour in Schools guidance.

Sanctions are not punitive. They are intended to help pupils reflect, take responsibility and make better choices. At every stage, pupils are supported to put things right and move forward positively.

Where appropriate, reasonable adjustments will be made for pupils with SEND or additional needs, in line with the Equality Act 2010. Decisions take account of individual circumstances, age and understanding.

Our approach to sanctions reflects our values:

Hope: Pupils are supported to believe they can improve their behaviour and succeed.

Courage: Pupils are encouraged to take responsibility for their actions and face consequences honestly.

Creativity: Pupils are helped to think of constructive ways to repair harm and restore relationships.



Sanctions include:

- Verbal reminders and re-teaching of expectation
- Time to reflect within the classroom
- Time out with a Phase Leader or member of the Senior Leadership Team
- Loss of certain privileges, such as playtime or lunchtime
- Internal suspension, where pupils work away from the class with appropriate supervision and safeguarding
- Removal from clubs or non-essential activities
- Same-day after-school reflection sessions, where appropriate and proportionate

Very serious incidents, including aggression, racism, bullying or behaviour that significantly impacts the safety or wellbeing of others, will be referred directly to a Senior Leader. Parents or carers will be informed and a meeting arranged where appropriate.

Sanctions are followed by restorative conversations. These focus on:

- Understanding what happened
- Recognising the impact of behaviour on others
- Taking responsibility
- Agreeing next steps and support

Pupils are given the opportunity to repair relationships and return to positive behaviour. Fresh starts are encouraged, with children expected to begin each new day ready to succeed.

Behaviour patterns are monitored by the Senior Leadership Team and Phase leaders. Where concerns persist, additional support may be put in place, including individual behaviour plans or involvement of external agencies, in partnership with parents and carers.

Our rewards and sanctions are implemented consistently and with fairness across the school. Our process, that is shared and lived with the children, is outlined in Appendix 1. We recognise that there is a need for age-appropriate rewards and sanctions and this is depicted in our behaviour charts in Appendix 1.

9. 4 Step Behaviour Support Process:

4 Step Behaviour Support Process
Green - Pupils begin on green each day. If a rule is broken, pupils are first given a verbal reminder about their behaviour and remain on green. (Step One).
Orange - If the pupil continues to break the rules, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour (Step Two).
Yellow - If the behaviour persists, the pupil will then be sent to the Phase Leader for a further 'time out' period. A pupil will go straight to yellow for swearing. (Step Three).
Red - If the pupil returns after Step 3 and there is no improvement in their behaviour a member of SLT will be involved. A pupil will go straight to red for: • dangerous or aggressive behaviours, • significant damage to school property • significant disruption of the learning of others • significant impact on the well-being of others. The pupil will have half an hour reflection time at lunchtime (morning session) or after school (afternoon session). When a child reaches this stage parents will be informed. Contact will be made with parents by 2:45pm if the pupil is required to stay after school for half an hour.



Very serious incidents of misbehaviour, including but not limited to fighting, racism or perceived bullying, will be referred immediately to a member of the Senior Leadership Team. Parents or carers will be informed without delay and, where appropriate, a meeting will be arranged to discuss the incident, its impact and any sanctions or support required.

Where possible, same-day responses will be used so that pupils are supported to reflect on their behaviour and make a fresh start the following day. In some cases, an after-school reflection session of between 20 and 30 minutes may be used. This time allows pupils to reflect, take responsibility and discuss how to make better choices in the future.

Sanctions may also include the temporary loss of certain privileges. These may include loss of playtime or lunchtime, internal suspension where a pupil works away from the class with appropriate supervision, or withdrawal from a club or activity that is not essential to the curriculum. Decisions about sanctions will be proportionate and made in consultation with the leadership team, taking account of individual circumstances, age and any additional needs.

Throughout this process, pupils are supported with hope that behaviour can improve, encouraged with courage to take responsibility for their actions, and guided with creativity to repair relationships and move forward positively.

9.1 Internal Suspension

In most instances for more serious or persistent breaches of the behaviour policy, Bitterne CE Primary will use formal Internal Suspensions, where pupils work away from the class with an adult supervising them for a given period of time. During an internal suspension, pupils will continue to receive appropriate educational work, supervision and safeguarding. However, in more serious or repeated cases, an external suspension may be issued.

9.2 External Suspensions

In very serious cases, and in line with the Department for Education statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (August 2024), the Headteacher may decide to suspend a pupil externally.

A suspension is a temporary measure for a fixed period of time and can only be authorised by the Headteacher. It is used as a last resort, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Decisions are made with hope that behaviour can change, courage to act when safety or learning is at risk, and a commitment to positive outcomes for all.

Parents or carers will be informed without delay of the suspension, the reason for it, the length of the suspension, and the arrangements for the pupil's return to school. Where relevant, the local authority and other professionals, including social workers, will also be notified.

During the suspension period, work will be set and marked to maintain continuity of learning. Where a suspension lasts more than five school days, suitable full-time education will be arranged from the sixth school day, in line with statutory requirements.

Following a suspension, a reintegration meeting will be held to support the pupil's successful return to school. This meeting will reflect the school's values of hope, creativity and courage by focusing on reflection, repair and responsibility. Pupils will be supported to recognise the impact of their actions, contribute ideas for positive change, and make brave choices that rebuild trust and restore relationships. Clear expectations and agreed support will be put in place to reduce the risk of further incidents and to help the pupil move forward successfully.



9.3 Permanent Exclusion

The Headteacher will only permanently exclude a pupil as a last resort, following a thorough internal investigation. This decision is never taken lightly and is made with hope for positive change, courage to act when safety or learning is seriously compromised, and a commitment to fairness for all pupils.

Where appropriate, the pupil's views will be taken into account, having regard to their age and level of understanding. Pupils will be supported to express their views where needed, including through parents, carers or other appropriate support mechanisms. The pupil's views may not be sought where it would be inappropriate to do so.

The school will follow the most recent Local Authority and Department for Education statutory guidance in all cases of permanent exclusion. Further detail can be found in the Exclusion Policy.

10. Tracking and monitoring behaviour

Teachers are responsible for maintaining accurate records of behaviour using Trackit Lights, a digital platform used to log behaviour, rewards and incidents. Where required, additional tracking may be implemented to support individual pupil needs.

Trackit Lights automatically uploads Stage 4 behaviours to CPOMS. Other records are stored securely within the platform and are accessible to the Senior Leadership Team.

The Senior Leadership Team will monitor behaviour trends across the school, report to Governors, and implement strategies to support sustained improvement. Governors use this information to provide challenge and assurance around consistency, fairness and impact.

11. Supporting adults and children

11.1 Intervening early. Cover card

The school operates an early intervention approach to support pupils to make positive behaviour choices before difficulties escalate.

Each class has access to a cover card system. Teachers may request support from a designated member of the Senior Leadership Team or Phase Leader, who will cover the class for up to 15 minutes. This allows the teacher to work directly with a pupil who is struggling to regulate their behaviour, listen or engage, in order to support them and prepare them to return to learning.

This system is not a punishment. It is a supportive intervention designed to prevent escalation.

11.2 Restorative practice

In line with our Christian values of Hope, Courage and Creativity, restorative practice is used following incidents of inappropriate behaviour.

Through restorative conversations, adults and pupils work together to understand what happened, recognise the impact of behaviour, and identify positive ways forward. Pupils are supported to take responsibility with courage, reflect with honesty, and think creatively about how to repair



relationships and make better choices in the future. The focus is on learning from mistakes and moving forward with hope. These conversations affirm the dignity and worth of every child as a unique individual.

11.3 Inclusion and support for children

The school recognises that some pupils may experience difficulty managing their behaviour and emotions due to individual or contextual factors.

Our response is rooted in hope that behaviour can change, courage to address difficulties early, and creativity in adapting support to meet individual needs. Where appropriate and reasonable, adjustments will be made to routines, expectations and curriculum access to support pupils in meeting behaviour expectations. Behaviour decisions take account of pupils' SEND, vulnerabilities and protected characteristics, in line with the Equality Act. This support is guided by the Graduated Response Plan for pupils with SEMH needs (Appendix 1).

12. Pupil Transition

As pupils enter Year R, they are gradually introduced to the Positive Behaviour Policy during the first half term. Teachers explicitly teach expectations, rewards and consequences to support a secure transition into school life.

As pupils move through the school, expectations and behaviour systems are adapted to reflect age-appropriate understanding and responsibility.

Transitions are supported with hope, ensuring pupils feel confident about new expectations; courage, helping them manage change; and creativity, using flexible strategies to support success.

Where a pupil requires additional support during a transition period, a short-term individual behaviour plan may be implemented.

To support transition to secondary school or in-year transfers, the school will share relevant behaviour plans and meet with receiving staff where requested.

13. Safeguarding

The school recognises that changes in behaviour may indicate that a pupil is in need of help or protection.

We consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Behaviour is never viewed in isolation.

Where there are safeguarding concerns, the school will follow its Child Protection and Safeguarding Policy. This may include providing pastoral support, initiating an early help intervention, or making a referral to children's social care.

All actions are guided by the principles of hope that children can be supported, courage to act promptly when concerns arise, and creativity in providing the right help at the right time.

Further information can be found in the Child Protection and Safeguarding Policy.

14. Legislation

This policy is informed by current legislation and statutory guidance, including:



- Behaviour in Schools. Advice for headteachers and school staff. DfE 2024
- Searching, Screening and Confiscation. Advice for schools. DfE 2022
- Equality Act 2010 and Amendment Regulations 2023
- Keeping Children Safe in Education. DfE 2025
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Updated August 2024
- Use of Reasonable Force and Restrictive Interventions in Schools guidance. DfE September 2025
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability Code of Practice

This policy also reflects statutory duties set out in:

- Section 175 of the Education Act 2002. Duty to safeguard and promote the welfare of pupils
- Sections 88 to 94 of the Education and Inspections Act 2006. Duty to regulate pupil behaviour, publish a behaviour policy and statement of behaviour principles, and authority to confiscate property
- DfE requirements for maintained schools to publish their behaviour policy online

15. Associated policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- IT Policy
- Physical Intervention and Use of Reasonable Force Policy
- Exclusion Policy
- SEND Policy
- Equal Opportunities Policy

16. Appendices:

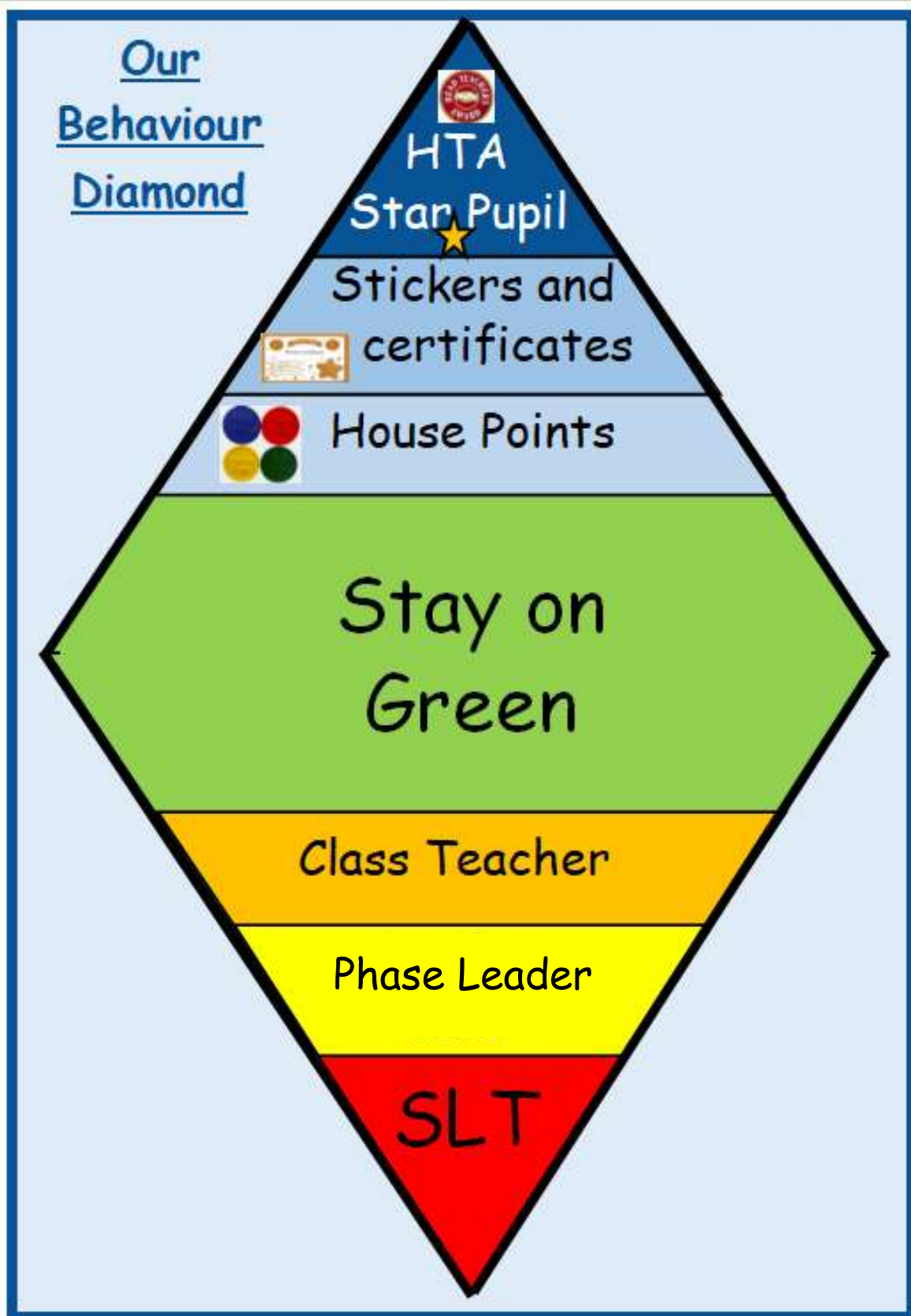
Appendix 1 - Graduated response
Appendix 2 Behaviour diamonds poster for children
Appendix 3: Behaviour Summary
Appendix 4: Lunchtime and Breaktime Guidance.



Appendix 1

Graduated response to support and intervention for pupils with significant SEMH needs (May 2025)

Stage	Provision required	Support and provision	Assessment, recording & monitoring systems	Monitored by
5	Provision over and above Stage 4	- Following guidance of external agency assessment - Following provision outlined in Section F of EHCP Intensive adult interaction to support with learning	- Educational Psychology Assessment - Annual Review Process	Class Teacher Phase Leaders SLT SENCo
4	Targeted, intensive additional support	- Following guidance of external agency assessment - Structured learning – smaller chunks - Intensive adult interaction to support with learning - Whole Word literacy approach - Numberstacks intervention - Use of Clicker	- DEST Screener - FAB test - Learning Plan (IEP) - Formal APDR cycles - Southampton Inclusion Partnership Assessment Termly Parent/Carer Review Meeting	Class Teacher Phase Leaders SLT SENCo
3	Targeted, additional support	- Individualised Interventions - Daily intervention (phonics groups etc.) - Adaption of teaching and task design matches assessment results - Precision Teaching - Work stations (inside classroom)	- Termly Salford Reading Test - Lucid Assessment - Numberstacks - Quality First Teaching Plan - Increased Parent/Carer Reviews Colour overlay assessment	Class Teacher Phase Leaders SLT SENCo
2	Early intervention support	- Pre-teaching - Overlearning - Teacher led Intervention - Increased in class additional small group support - Brain Breaks	- Pupil Progress/Data conferences - Review of Teacher Led Assessment - PIXL Assessment (Lower YR Group assessment)	Class Teacher Phase Leaders SLT
1	Universal provision	Quality First Teaching strategies, which may include: - Differentiated resources - WAGLs - Class Teacher focus group - Effective grouping - Seating Plans - Use of Visual resources - Scaffolding techniques - Thinking time - Practical learning opportunities - Build on prior learning - Explicit modelling of skills - Use of Concrete resources (such as multiplication grids etc) - Adapting text (font sizes, background colour etc.) - Word Maps	- Yearly Salford Reading Test - Teacher Led Assessment - PIXL assessment (core numeracy, reading and SPAG) - Mock SATs examination Insight Assesment	Class Teacher Phase Leaders SLT





Appendix 3

Bitterne CE Primary Behaviour Policy Summary (Update Dec 2025)

4 Step Behaviour Support Process		
Green - Pupils begin on green each day. If a rule is broken, pupils are first given a verbal reminder about their behaviour and remain on green. (Step One). - Not following instructions - Talking - Not on task - Disrespectful/ Silly - Negative Attitude - Disrespecting others - Damaging school property - Using hurtful words		
First instance: verbal reminder 		
Step 2 Orange Behaviours - Repeated low-level disruptive behaviour If the pupil continues to break the rules, they are then given time out in class (at a designated space within the classroom) for 5-10 minutes to allow them to calm and reflect on their behaviour (Step Two).		
Step 3 Yellow Behaviours Continued low-level disruptive behaviour and swearing If the behaviour persists, the pupil will then be sent to another class for a further 'time out' period. A pupil will go straight to yellow for swearing. (Step Three)		
Step 4 Red Behaviours - Persistent disruptive behaviour - Deliberate dangerous behaviour - Hurting someone on purpose - Significant damage to property on purpose - Significant disruption to the learning of others 4th recorded behaviour incident. The pupil will have half an hour reflection time at lunchtime (morning session) or after school (afternoon session). When a child reaches this stage parents will be informed. Contact will be made with parents by 2:45pm if the pupil is required to stay after school for half an hour. A restorative reflection sheet will be completed.		
Break and Lunchtime behaviours		
Step 2 Stand next to an adult for 5 minutes to calm down and reflect. Restorative conversation held.	Step 3 Reflection time in the hall (lunch) for 10 minutes or on designated bench and discuss with the Senior Mid-day or TA/teacher (break).	Step 4 - For a red behaviour - Sent off the playground immediately. Step 4 protocols as above. At break / lunch refer to phase leader following investigation.

Our School Rules
✓ Be respectful ✓ Be responsible ✓ Work hard
Green behaviours will earn a house-point on Track-it at lunchtimes these will be given out singly and as tokens
✓ Showing our school values ✓ Working hard / joining in and contributing well. ✓ Good listening ✓ Helping others ✓ Making good choices ✓ Ignoring behaviour ✓ Being organised and ready
Behaviour Award Certificates
Bronze = 100 house points Silver = 150 house points Gold = 250 house points Platinum = 1,000 house points Diamond = 2,000 house points Rainbow = 3,000 Awarded in Celebration Collective Worship
Behaviour Award Certificates
Two children from each class each week are awarded 'Star' of the week and have hot chocolate and biscuits with a member of the Leadership Team at the end of the week.
Learning Skill Certificates and Stickers
Children will be awarded stickers and certificates for displaying one of the 7 learning skills.



Appendix 4

Lunchtime and Break Time Playground Behaviour Guide

Be visible and proactive • Stand where you can see most of the playground. • Keep moving. Scan constantly. • Position yourself near known hotspots and space out away from other members of staff to ensure maximum coverage of an area.	Set clear expectations • Use the same rules every day. • Keep rules short and familiar. • Remind children of expectations before issues start.
Use calm, firm language • Use the child's name. • Give one clear instruction. • Wait and expect compliance. • Thank children when they follow it.	Recognise good choices • Give green Trackits as single tokens for positive behaviour. • Say why the Trackit is given. For example, safe play, kind words, sensible lining up. • Be consistent so children trust the system.
Respond to poor choices • Follow the 4-step Behaviour Response exactly as outlined on the overview summary. • Stay calm and neutral at every step. • Apply the response consistently for all children.	Look into concerns properly • Do not simply tell children to stay away from each other. • Pause and find out what happened. • Listen briefly to each child. • Restate the rule that was broken. • Help children agree a clear next step so play can continue safely. • Escalate concerns if patterns repeat.
Step in early • Watch for games getting too fast, rough or noisy. • Stop the game early rather than waiting for a problem. • Reset expectations and restart.	Support children who struggle • Give clear choices. For example, walk with me or take a calm break. • Use short instructions. • Stay nearby once they return to play.
Work as a team • Share concerns with the lead lunchtime supervisor. • Follow agreed sanctions and systems. • Record serious incidents the same day.	End positively • Thank children for sensible lining up. • Pass on positives to class teachers. • Reset expectations ready for the afternoon.

Red Protocols for Break and Lunch

Follow the Step for guidance for break and lunch above. Children will be referred to a Phase Leader. The person referring should have thoroughly investigated what had happened and explain this to the phase leader. Reflection time for break and lunch will be during the following day's break or lunch. The Phase Leader will contact the child's parent.