



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Behaviour and Anti-Bullying Policy

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Next Review Date: May 2027
Person (s) Responsible: Portico Behaviour Strategy Group

Agreed and ratified by CEO & Trustees May 2026

Introduction

Portico Academy Trust, is a place where children can enjoy learning and where achievement in all aspects of life is celebrated.

Each individual school has their own values and aspirations but collectively we all want our pupils to develop caring, confident and tolerant attitudes.

Clear and consistent management both within the context of our classrooms and outside the classroom are of paramount importance in establishing good levels of behaviour within our schools. As children spend a lot of time within the classroom, it is essential that well organised and well-delivered lessons seek to secure good standards of behaviour. Good behaviour leads to happy children, which in turn leads to high achievement. As a trust, we believe that the relationship built between staff and pupils is paramount and we always expect an excellent standard of politeness and respect from child to adult or from adult to child.

This policy is written in accordance with 'Behaviour and discipline in schools: Advice for Headteachers and school staff, September 2022' and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and of pupils with special educational needs (SEND).

Roles and Responsibilities

As a trust, we believe that the implementation of this policy is the shared responsibility of all adults within our schools as well as parents/carers and any other visitors who may work across our trust.

Within our classrooms the individual teachers are responsible for the standards of behaviour.

We expect our children:

- to work to the best of their abilities, and allow others to do the same
- to treat others with respect and show good manners at all times
- to follow the instructions of the school staff
- to take care of property and the environment in and out of school
- to co-operate with other children and adults

We expect the staff across the trust:

- to treat all children fairly and with respect
- to raise each child's self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and sanctions clearly and consistently
- to be a good role model
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each child is an individual and to be aware of their needs

Portico Inclusion Managers:

In addition to the inclusion staff working within each individual school, we also employ two specialist Inclusion Managers to lead and advise the inclusion teams and support across the trust.

We expect the Inclusion Managers to:

- Lead/Advise behaviour teams across the trust with impact
- Work alongside and support individual schools to improve their systems, processes, procedures
- Identify barriers and provide systems to rapidly improve behaviour
- Provide a quick and effective response to immediate issues/needs
- Work directly with children who present very challenging behaviour
- Formulate plans through liaison with parents, staff and SLTs
- Lead the development and implementation of Individual Education/Ready to Learn Plans and Personal Care programmes
- Plan and deliver interventions, to support Inclusion Teams.
- Observe lessons and provide strategies to support our staff to make a positive change
- Train staff across the trust, taking good practice from school to school
- Research appropriate physical restraint training and organise staff CPD

Behaviour Strategies

We share good practice across the trust, to empower our staff to manage behaviour in a positive way. This includes:

- Dealing with situations in a calm, firm manner avoiding confrontation where possible
- Using positive instructional language (PIL) whenever possible and as often as possible
- Thinking carefully about what we say and how we say it
- Setting realistic sanctions
- Adopt relational practice strategies building key relationships with children
- Where possible allowing staff to deal with situations themselves to enhance their own credibility and authority
- Not leaving children unsupervised as a consequence
- Praising children who are doing the right thing as an incentive for others to follow
- Being consistent whilst taking into account each child's individual need

Rewards

Across the Portico Trust, our schools recognise the children's good attitude and behaviour in a variety of ways including through weekly celebration assemblies, awarding certificates and earning team points in line with core school values. We also celebrate class attendance and sporting success with our sports trophies. Each school also has their own individual class and individual pupil reward systems in place to support the school values for example, class dojos, team points, learning rewards etc.

Consequences

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions.

Staff should have in mind the following ARC process:

1. **Ask**
2. **Remind**
3. **Consequence**

When a pupil does not respond to reasonable requests and reminders, they will be given a consequence. (This process is detailed in Appendix 1)

A consequence should be kept in proportion to the inappropriate behaviour. (See Sanctions)

This process is flexible depending upon the needs of the pupil and the situation. Children should be given opportunities to correct minor inappropriate behaviours before being given a consequence. They need to be regularly reminded of expected behaviour and warned that there will be a consequence for poor choices.

Consequences are expected to be in proportion and, if possible, related to the behaviour shown. These could include:

- Missing part or all of break time or lunch time (to complete work or have time out)
- Time in another class/time out from the classroom
- Informing parents/carers
- Visit to Year Group/Phase leader
- Visit to SLT
- Curtailment of extra-curricular activities (clubs)
- Report card

At all times staff can seek support from colleagues and turn to other people such as SLT or the Portico Inclusion Managers for advice.

If the pupil fails to respond to additional support and consequences given in class, a member of SLT/Portico Inclusion Managers may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of SLT/Portico Inclusion Managers may lead to further consequences such as an internal exclusion/suspension/permanent exclusion – see below.

There may be times when a child needs to calm down in a quiet place away from stimulation and other children. In these situations, an allocated member of staff or senior member of staff works with them away from the classroom.

Pupils whose behaviour is consistently causing concern will be discussed with SLT/Portico Inclusion Managers and may be given a Ready to Learn plan. Following a discussion with the SENDCo, the pupil's name may be placed on the SEND register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals such as the Educational Psychologist or Family Support Services.

Each school within the trust acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs under the Equality Act 2010.

Modelling

It is important for all adults in our trust to display high standards of behaviour and courtesy at all times, setting an example for the children. We do this by setting calm, purposeful atmospheres across our schools which creates a secure learning environment where children can safely develop self-esteem and self-regulation and where adults can actively model, teach and encourage positive attitudes through all of their interactions with children.

Additional Support

During their time at school, some children will require extra support in managing their behaviour. At these times, our behaviour strategies may need to be adapted to support any child experiencing difficulties. This may include:

- Individual Support Plans and /or Ready to Learn Plans.
- Support from the SENDCo, identified support staff, teachers.
- Pastoral Support Programmes i.e. small group work, self-esteem, emotions management, social skills or nurturing interventions etc.
- Increased communication between home and school
- Additional English or maths support, where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Alternative curriculum provision, such as social skills, Lego group, gardening etc
- Academy wide interventions
- Outside agency support, i.e. Education Psychology Service, Emotional Well Being and Mental Health Service, Supporting Families support, LA inclusion team etc.

Pupil/Parent Support Systems

Within each school we have pupil and parent support staff such as learning mentors and family support officers who are able to provide support to pupils experiencing social, emotional and behavioural difficulties. This will involve providing help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. A programme of strategies, which may include lunch time clubs, will be developed between the child, class teacher, parent and SLT where appropriate.

Involving Parents/Carers

When parents are approached it should be to:

- seek their help and support
- inform them of any incidents which may cause their child to become distressed or anxious

Involving parents will, in most cases, follow these steps:

- an informal discussion regarding any incidents of unacceptable behaviour of which they need to be aware (This may happen on more than one occasion)
- the parents are asked to come in for a formal meeting with the class teacher; a senior leader and/or Portico Inclusion Manager may also be present
- parents are asked to come in for a meeting with a Vice Principal/Deputy Headteacher or the Principal/Headteacher

Managing Pupil Transition

As a trust, we will always do our utmost to prepare children for their next phase of learning. When our children undertake planned transitions to new schools, at either secondary or junior age, our teachers will liaise with the staff from the new school to discuss relevant information that needs to be passed on. We aim to make the transition to a new school as smooth as possible for the children. Our pupil and parent support

workers also work closely with the new schools and carry out additional transition sessions with any vulnerable children.

Searching, Screening and Confiscation

In rare circumstances where our schools have reasonable grounds to suspect a child may have a prohibited/banned item, the Principal/Headteacher or Vice Principal/Deputy Headteacher has the power to search pupils or their possessions, without consent. In the absence of the school senior leadership, a senior member of Portico staff will be called. Two members of staff must always be present during a search.

Examples of prohibited items include: weapons of any type and/or any item that could be used as a weapon, drugs, alcohol, and any item that could cause personal injury to, or damage to the property of, any person. Any search which takes place will adhere to the government guidance and act in accordance with Article 8 of the European Convention on Human Rights.

School staff can seize any item found during a search, or any item they consider harmful or detrimental to school safety. They can retain or dispose of the confiscated item as long as it is reasonable to do so.

All actions will be in line with [Government guidance](#)

Mobile Phones

Our trust recognises the links between mobile phone use and anti-social behaviour, bullying and safeguarding. Each school decides its own policy based on the needs of their cohort. In some cases, mobile phones and smart phones are banned completely, in others they can be brought to school and can be handed in and locked away, but in all of our schools, mobile phones should never be visible on-site during school hours. The only exception to this rule is when there is a serious safeguarding reason or medical reason (i.e. diabetes monitoring) which has been agreed beforehand with the Headteacher/Principal.

As in the section above, a search for a mobile phone may be undertaken if there are reasonable grounds to suspect a child may have one on their person.

Pupils' Conduct outside the School Gates - Staff Powers

If non-criminal negative behaviour and bullying occurs anywhere off the school premises and is witnessed by a member of staff or reported to one of our schools, the school concerned will endeavour to discuss and resolve the issue by liaising with parents and the child. Staff can also discipline a child using the sanctions stated previously if that child is adversely affecting the reputation of the school or trust or poses a threat to another child or member of the public. However, if the situation cannot be resolved, outside agencies may be called. We encourage all children to be ambassadors for our schools and expect high standards of behaviour at all times when children are wearing their school uniform.

Allegations

If an allegation is made against a member of Portico staff, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. All allegations should be reported immediately to the Principal/Headteacher who will, if necessary, contact The CEO and then, the Local Authority Designated Officer (LADO) responsible for advice and follow the allegations management guidelines. Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school

will therefore consider whether to impose an appropriate sanction, which could be a suspension or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Use of Positive Handling

All staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and safety. We have a number of staff across the trust working within each school who are trained in the use of the 'Team Teach' methods.

The key principles are as follows;

- De-escalation of a situation is always the first strategy
- Remain calm
- Send a responsible child to the office so that additional adults can attend the room/playground and SLT is informed
- Remove the rest of the class from the situation e.g., send them out to the hall with the LSA, making sure you have an additional adult to be with you as a witness.
- Talk calmly to the child, listen to their responses
- Allow time to calm the situation; do not get into an argument or get another adult to ask questions if appropriate

'Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.'
(George Matthews – Founder)

In the event that a pupil requires positive handling, a parent/carers will be informed at the earliest reasonable opportunity.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

General Behaviour Sanctions

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions/choices. When a pupil does not respond to reasonable requests and warnings, they will be given a proportionate sanction.

If the pupil fails to respond to additional support and sanctions given in class, a member of the Senior Leadership Team may be called. The pupil may be asked to leave the class for a short period of time.

Serious incidents (including bullying, racist, sexual harassment and discrimination) are recorded and held by SLT within each school.

Sanctions are expected to be in proportion and if possible related to the behaviour shown. (Further Examples of these can be found in (Appendix 4)

The sanctions could be:

- completion of work at an alternative time (such as break or lunchtime)
- supervised time out from the playground
- withdrawal from extra-curricular clubs
- removal from class
- Internal/fixed-term/permanent exclusion – see below

Suspensions

If, after following the sanctions outlined above, behaviour does not improve, then a suspension may be considered. It is also possible that a suspension will be given for any incident if it is deemed to be serious.

(As an alternative to a suspension where the pupil is expected to be off site, pupils may be offered an internal exclusion where the pupil will be educated away from their class.)

The following are examples of poor/inappropriate behaviour that could lead to a fixed-term suspension:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Principal/Headteacher considers a suspension appropriate

Note: The Principal/Headteacher will always refer to the CEO for discussion before taking any action.

After each suspension, the Principal/Headteacher will call a post-exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan.

The suspension process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a 'cooling off' period
- To enable pupils to learn in a safe, calm environment

During each suspension, the Principal/Headteacher will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to Early Help or other outside agencies

Permanent Exclusion

The following behaviour could lead to a permanent exclusion:

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by fixed-term suspension
- Possession of a weapon
- Possession of an illegal substance

Note: The Principal/Headteacher will always refer to the CEO for discussion before taking any action.

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion.

During any suspension or permanent exclusion, the child must not be in a public place during school hours for the period of the suspension/exclusion. Pupils must not return to school property without consent from the Principal/Headteacher or Vice Principal/Deputy Headteacher and cannot attend school events during this time. (For all exclusions we follow the Southend Local Authority guidance.)

Anti-Bullying

Bullying: 'the wilful, conscious wish to hurt or threaten someone'

S.T.O.P – Several Times On Purpose

Ensuring that all young people enjoy learning free from fear of bullying is the responsibility of the whole Portico community – from trustees to staff, and parents and carers to young people themselves. It is a basic entitlement that all children learn in an environment which is free from humiliation, threat or abuse. Across our Portico schools we address any bullying which may take place and through staff are fully aware of this important issue.

Legal Framework

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

Definition

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: incidents are not one-offs; they are frequent and happen over a period of time
- Intent: the perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental
- Targeting: bullying is generally targeted at a specific individual or group, e.g., because of race, religion, gender or sexual orientation
- Power Imbalance: whether real or perceived, bullying is generally based on unequal power relations

Bullying can take place in the following ways:

- verbal (teasing, making threats, name-calling)
- physical
- emotional, hurting feelings
- silent, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities
- deliberate damage to the victim's property, or taking that property without permission.
- online e.g., email, social networks, instant messenger, text messages

All forms of bullying are unacceptable and reports are investigated and recorded by the individual school Senior Leadership Team. Any incidents found to be of a racist, sexual, transphobic or homophobic nature will be fully investigated and reported to the Principal/Headteacher, relevant parents, trustees and the Local Authority. All racist, homophobic, transphobic, discriminative incidents and those of peer-on-peer abuse and/or sexual harassment are recorded and kept by the individual school leadership teams.

Prevention

We aim to provide our children with the tools to deal with incidents of bullying through our curriculum rather than children relying on us to make the right choices for them.

Each of the schools within the trust, has a caring, co-operative whole school ethos which promotes successful social behaviour amongst our children. Our PSHE policies and delivery are reviewed annually with particular consideration to multi-cultural topics and equality issues. Children have engaged fully with the anti-bullying policy and have produced their own child friendly versions, posters etc. PSHE lessons ensure that themes of friendship and tolerance are regularly addressed.

Across our schools, the following issues are specifically addressed;

Key Stage 1

- Understanding why another child might be angry or upset
- Learning when and how to say no
- Learning about kind and unkind behaviour and how it can make people feel
- That friends can have similarities and differences
- The importance of respect

Key Stage 2

- Why are friendships important?

- How can I show respect?
- What is bullying and what can I do about it?
- What is the same and different about us?
- What does discrimination mean?
- What makes a happy and healthy relationship?

All members of each school community are made aware of the trust's anti-bullying policy.

All staff are aware of the signs of bullying. This is addressed within our annual safeguarding training. These include, but are not limited to, the following:

- being frightened to travel to and from school
- asking to be driven to school
- unwillingness to attend school
- becoming anxious or lacking confidence
- drop in attendance
- saying that they feel ill in the morning
- decreased involvement in school work
- returning home with damaged possessions or clothing
- missing possessions
- missing money
- asking for extra money or stealing
- cuts or bruises
- lack of appetite
- unwillingness to use the internet or mobile devices
- becoming agitated when receiving calls or text messages
- lack of eye contact
- becoming short tempered
- change in behaviour and attitude

Positive Attitudes and The Zones of Regulation

We recognise that for our young children, feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make it easier to talk about, think about, and regulate their emotions, alongside our PSHE teaching, we may use The Zones of Regulation across our schools to help children organise their feelings, states of alertness, and energy levels.

The zones are organised into four coloured Zones – Blue, Green, Yellow, and Red. (See Appendix 2)

The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Children learn to regulate their Zones to meet their goals and task demands, as well as support their overall well-being.

Procedures

All reported cases of bullying will be challenged by a member of staff and are investigated. The children involved may be asked to write down what has happened. Such cases will always be followed up by staff in the hierarchical system and we will endeavour to make children involved feel supported. All staff are aware of the process that is required when a bullying incident occurs – (please see appendix 3)

If a pattern occurs with a certain child who is showing repeated evidence of bullying, having not responded to interventions from staff, the following procedures will take place:

- The bullied pupil may be asked to record all events in pictures/writing
- The perpetrator may be required to record all events in pictures/writing
- We will record all discussions with the perpetrator or bullied pupils in writing
- The parents will have been informed and will be made aware that any reports will be put on a child's file for a fixed period and encouraged to support the school and child.
- The parents will be asked to respond either in writing or by visiting the school where records of any discussions will also be kept in writing.

Bullying Sanctions

Following investigation, if the Senior Leadership Team are satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Senior Leader informs the pupil of the type of sanction to be used in this instance (loss of lunchtime or playtime, etc.) and future sanctions if the bullying continues. The bullying pupil is reminded that some children are deeply affected by the distress that they are causing and that they should change their behaviour.

If possible, the Senior Leader will attempt reconciliation and will obtain a genuine apology from the child who has bullied. Discretion is used here; victims will never feel pressured into a face-to-face meeting.

We understand at Portico Academy Trust that bullying will vary in extent and degree and all of our staff have a responsibility to lead by example. Schools which are caring and value both staff and pupils will have less bullying and will be far more aware of any problems that do occur.

This policy links to the following policies at Trust and school level;

- Safeguarding (Portico)
- Equal opportunities
- Child Protection
- PSHE
- RSE
- Online safety

This policy has been developed in consultation with parents, staff and pupils across the Trust.

Portico Academy Trust/Governance

The Principal/Headteacher is required to report to the trustees on the effectiveness of the policy. Exclusions must be reported and in certain circumstances, a Pupil Discipline Committee may be convened to consider suspension.

Appendix 1

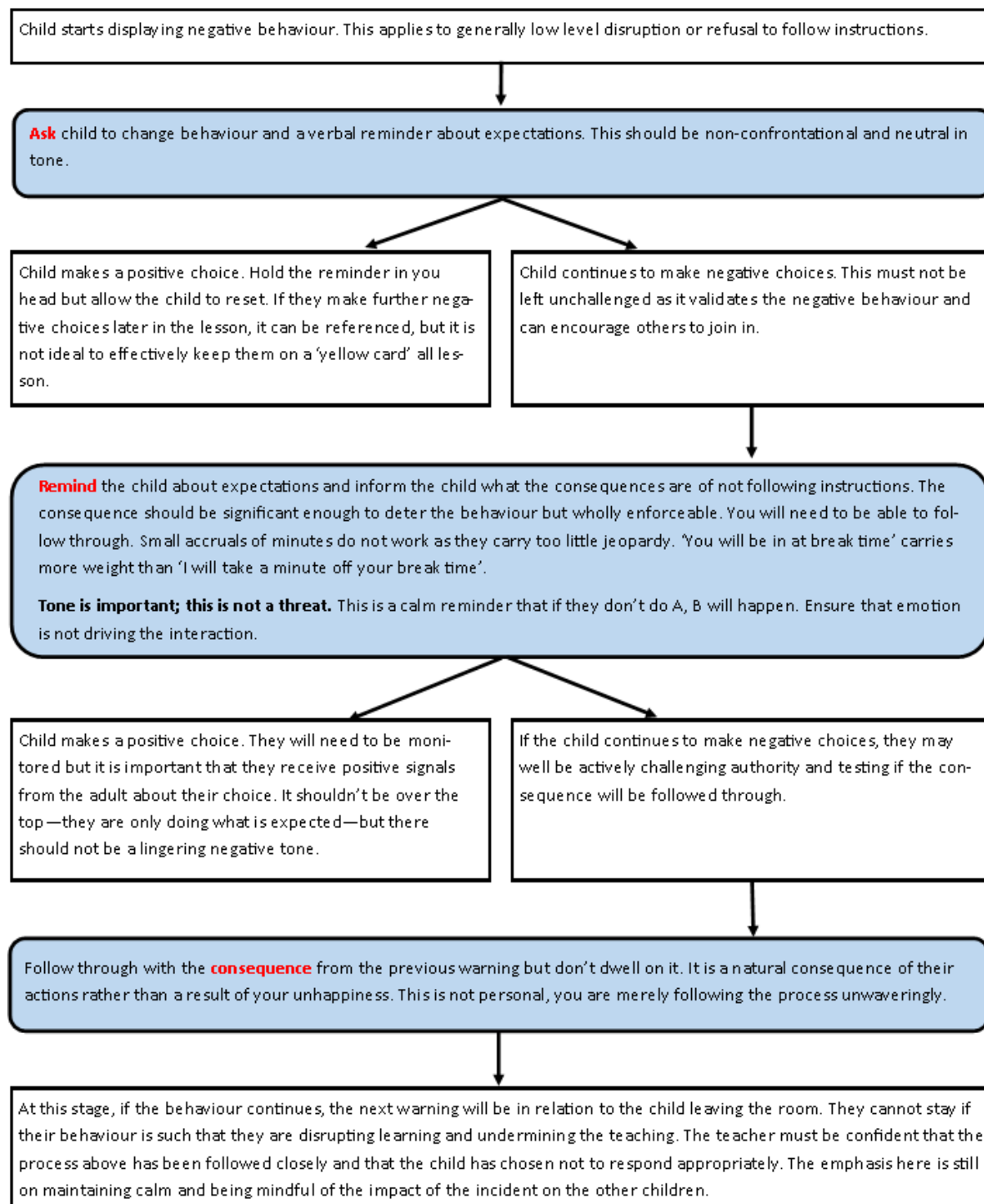
Main Principles of Behaviour Management

Ask Remind Consequence

Maintain a calm, neutral but unwavering attitude and follow through on consequences.

Children don't respect or respond to anger. Authority doesn't come from aggression.

Process



Appendix 2

BLUE ZONE  sad  tired  sick  bored	GREEN ZONE  happy  calm  feeling ok  ready to learn	YELLOW ZONE  frustrated  worried  silly  excited	RED ZONE  angry  terrified  yelling  hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

Appendix 3

Recording Incidents of Bullying

1	An incident of bullying is witnessed or disclosed
2	A member of staff is informed and speaks to the child's class teacher. The class teacher speaks to the parties involved, or refers to the Year Group Leader
3	A member of staff writes up the report of the incident
4	The report is passed to a member of the Senior Leadership Team
5	The children involved are all spoken to and wherever possible, the situation is resolved between them. If necessary, the perpetrator is given a sanction and a warning that if the behaviour is repeated there will be further reaching sanctions. Relevant staff are informed when required.
6	If required, there is opportunity for the perpetrator and/or victim to work with our parent and pupil support staff to provide additional support and strategies.
7	The follow up and conclusion will be recorded. Any trends will be highlighted and responded to appropriately. Parents will be informed if appropriate.

Appendix 4 – Examples of poor/inappropriate behaviour and possible sanctions

Portico staff know and understand our children well and class teachers are in the best position to make decisions about the behaviour of individual children. The following grids set out some suggestions for the management of behaviour which will support a consistent approach across the school.

Behaviours within School			
Stage	Examples of Behaviour	Examples of possible Sanction	Staff Responsible
All incidents from Stage 2 onwards should be logged on Arbor			
1	Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adult	- Individual class behaviour systems, e.g. Non-verbal/verbal reminders - moved to new place in class - missing part of break to finish work etc.	- All staff - Teacher led
2	Repetition of stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work.	- Continue individual behaviour systems e.g. Moved to work on own - missing break/ lunch - removal of child from whole class activities	- Teachers - Year Group Lead - Phase lead
3	Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat.	- Move to partner class or time out. - Sent to another year group. - Parents/carers informed by the Class Teacher. If pupil modifies the behaviour – return to stage 1. If the pupil escalates or continues the behaviour – move to stage 4.	- Inclusion teams - SLT
4	Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school.	- Removal from class by inclusion support team. - Possible isolation - Parents/carers informed. - Complete serious incident form - SLT informed Should stage 4 not help moderate the pupil's behaviour then the Inclusion Team will move to stage 5.	- SLT - Vice Principal /Deputy Headteacher
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property	- SLT informed. - Complete Serious Incident form - Parents/carers called to a meeting and informed and may be asked to come in and support their child in school.	Principal/ Head teacher

Behaviours at Lunchtime			
Stage	Examples of Behaviour	Behaviour Management Strategy	
All incidents from Stage 2 onwards should be logged on Arbor			
1	Squabbling/disagreements Name calling/unkind words Negative language Not following playground/ Dinner Hall expectations Snatching equipment	• Support peer mediation • Redirect to an alternative activity or area	• MDAs
2	Rough play Refusal to follow instructions Repeated behaviours from stage 1	• Support peer mediation • 5 minute time out on Playground/Hall • Class teacher informed	• MDA supervisor • Teacher advised
3	Persistent refusal to follow instructions Play fighting Hurting peers during play activities (minor)	• 5/10 minute timeout on the Playground/hall • Inclusion Support Team informed. • Time out (time to be decided by inclusion team) • Class teacher informed • Parent/carer informed by class teacher	• Inclusion teams • SLT
4	Fighting Ongoing stage 2/3 behaviours Dangerous behaviour (Throwing equipment, leaving playground area, damaging property, hurting peers.)	• Removal from the playground/hall by Inclusion Support Team/SLT. • Possible isolation. • Parents/carers invited to meeting with SLT/Inclusion Team • Complete serious incident form • Consideration of Ready to Learn Plan	• SLT
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property	• SLT informed. • Complete Serious Incident form • Parents/carers called to a meeting and informed and may be asked to come in and support their child in school.	• Principal/ Head teacher