



ORWELL PARK SCHOOL

BEHAVIOUR POLICY

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Orwell Park Behaviour Policy

1. Aims and Ethos

Simple and effective: Ready, Safe, Respectful

At Orwell Park School, we are committed to promoting positive behaviour, mutual respect, and emotional growth. Rooted in our core values of **integrity, kindness, collaboration, courage, respect and spirit**, our behaviour policy supports a nurturing and inclusive learning environment where every child feels safe, heard, valued, and able to thrive.

2. School Rules / Code of Conduct

We promote age-appropriate expectations through clear, positive guidance:

In Upper Prep (Y5-8) we remind pupils of the need to be 'Ready, Safe, Respectful' at all times. Tutors talk about 'to be' lists rather than to do lists. Children will aim to be 'kind, patient or inclusive' and discuss these targets with their tutors each term. The School Values of integrity, kindness, collaboration, courage, respect and spirit are used to proactively promote and celebrate the positive behaviour we want to see.

In Lower Prep (Y1-4) pupils are regularly reminded of 'Ready, Safe, Respectful' and these three rules are discussed more explicitly:

- Be **Ready** to learn.
- Be **Safe** in actions and choices.
- Be **Respectful** to yourself, others, and the environment.
- Be **Kind** to everyone

In Early Years (EYFS) the proactive teaching of positive behaviour uses the following terms:

- Kind hands, kind words.
- Listening ears.
- Walking feet indoors.
- Gentle voices.

See Appendix I for full list of school rules.

3. Promoting Positive Behaviour

We adopt a proactive approach centred on **relationships, routines, and role-modelling**. Staff use a consistent use of praise and encouragement. We celebrate and promote positive behaviour in assemblies, recognition boards, in the pupil prep diaries and in the boarding house. House points, send ups, values awards and personal best

acknowledgements are also used to recognise and embed positive, community-focused behaviour.

Importantly, there is clear modelling of expected behaviour by all adults.

4. Sanctions and Consequences

Where rules are not followed, consequences are proportionate and restorative in nature:

- Reminder → Caution (Debit) → Reflection (Time to Think)
- Restorative conversation with staff member.
- Parental communication where needed.
- Repeated behaviours logged on school system.
- Pupils are not humiliated or belittled if they get things wrong. All staff work hard to support pupils to improve their behaviour and be a positive member of the school community.
- **Corporal punishment is strictly prohibited.**

See Appendix 2: School Rewards & Sanctions

5. Responsibilities

Everyone in our school community – staff, governors, visitors and volunteers – shares responsibility for promoting positive behaviour and helping children understand how to contribute to school life and to society beyond.

Governors

(Safeguarding, Pastoral & Wellbeing Sub-Committee reporting to Full Board)

- Holds overall oversight of behaviour and wellbeing.
- Reviews behaviour data termly.
- Reports to the Full Governing Body on trends, impact, and actions.

Senior Leadership

- **Head**
 - Holds overall responsibility for behaviour across the school.
 - Ensures policies and procedures are compliant with statutory guidance (including **KCSIE 2025** and **ISSRs**).
 - Reports to governors on behaviour and exclusions.
- **Deputy Head (Pastoral)**
 - Leads on all matters relating to behaviour.
 - Manages the day-to-day follow-up of incidents.
 - Oversees data collection, analysis, and reporting.
 - Works with SLT, DSL, SENDCo, Heads of Year, and Tutors on investigations, restorative approaches, and serious cases.
 - Communicates with parents regarding significant behaviour issues.
 - Lead on staff training around behaviour, anti-bullying, restoration and school values.
- **Designated Safeguarding Lead (DSL)**
 - Ensures behaviour concerns that raise safeguarding risks are managed in line with safeguarding procedures.
 - Liaises with external agencies if a behaviour incident links to potential harm.

- Supports staff in recognising behaviour that may indicate wider safeguarding concerns.

Pastoral & Inclusion Roles

- **SENDCo**
 - Supports pupils with additional needs that impact behaviour.
 - Advises staff on reasonable adjustments and strategies.
 - Works with external professionals (e.g. Educational Psychologists, CAMHS) where needed.
- **Heads of Year**
 - Lead behaviour oversight within their year groups (EYFS / Years 1-4 / 5&6 / 7&8).
 - Promote positive behaviour and school values in assemblies and activities.
 - Support Tutors in monitoring behaviour and escalating concerns when needed.
- **Tutors**
 - Have daily oversight of each tutee's behaviour, effort, and wellbeing.
 - Review behaviour records (positives and negatives) and communicate with parents through reports or earlier if necessary.
 - Model and reinforce expectations during tutor time.

All Teaching & Support Staff

- Promote positive behaviour through consistent use of rewards, recognition, and encouragement.
- Model the school's values, British Values, and three school rules – Ready, Safe, Respectful.
- Challenge and record inappropriate behaviour promptly and fairly.
- Use restorative approaches to repair relationships where appropriate.
- Share relevant information with Tutors, Heads of Year, or the Deputy Head (Pastoral).

Other Key Roles

- **Boarding Staff**
 - Monitor and promote positive behaviour in the boarding house.
 - Ensure consistent expectations between boarding and day school.
 - Report concerns to the Deputy Head (Pastoral) and DSL where needed.
- **Support/Administrative Staff**
 - Model respectful and professional behaviour.
 - Report concerns about pupil behaviour to relevant pastoral staff.

6. Bullying (Including Cyberbullying)

Bullying is not tolerated under any circumstances. Staff and parents should refer to the full Anti-Bullying Policy.

Key elements include:

- Proactive education (e.g. PSHE (Life Skills), assemblies, OrWellbeing Focus Days).
- Immediate intervention and investigation.
- Support for all involved parties and understanding the all parties need support.
- Regular opportunities for pupil voice and wellbeing check-ins. All pupils must feel that they can share any concerns they have with a trusted adult and they will be listened to.

7. Safeguarding and Behaviour

Persistent or extreme behaviours may indicate underlying needs or safeguarding concerns. Staff will record and report concerns following the Orwell Park Safeguarding Policy on My Concern or speak directly to one of the DSL team. (See Safeguarding & Child Protection Policy). All staff will refer immediately to one of the DSL team if abuse, neglect, or exploitation is suspected (in line with Keeping Children Safe in Education 2025).

8. SEND and Vulnerable Pupils, including Neurodiversity

We recognise that behaviour may reflect a child's additional needs or experiences of trauma.

We will:

- make adaptations in the classroom and elsewhere to support positive behaviour;
- use Pupil Support Plans and Individual Education Plans to support development of positive behaviour;
- comply with the Equality Act 2010;
- involve the SENDCo in any behavioural concerns relating to a pupil with SEND and the DSL with any vulnerable pupil.

As a staff, we understand that neurodiverse pupils often need positive strategies to thrive. We commit to the principle that behavioural support must always be respectful, inclusive, and never humiliating. All staff will ensure that interventions focus on behaviour and support, not blame, and that pupils' dignity is upheld at all times.

Supporting Neurodiverse Pupils within Behavioural Expectations

We recognise that pupils with neurodevelopmental differences (e.g., autism, ADHD, speech and language needs, sensory processing differences, or PDA profiles) may experience the school environment in ways that make regulation and compliance with expectations more challenging. Our role is to uphold high expectations while making appropriate, individualised adaptations so that pupils can succeed.

Our commitments:

- **Respect and dignity:** Pupils must never be humiliated, shamed, or singled out for difference. Interactions will be calm, neutral, and supportive.
- **Proactive and preventative approaches:** We will anticipate triggers, reduce barriers, and make reasonable adjustments before difficulties escalate.
- **Consistency with flexibility:** Whole-school rules apply to all, but the support a pupil receives in meeting them may differ.
- **Collaboration:** We will work closely with parents, carers, the SENDCo, and external professionals to ensure approaches are consistent and effective.

Strategies for staff:

- **Environmental adjustments:**

- Provide calm, low-arousal areas where pupils can regulate without stigma.
- Reduce sensory overload by managing noise, lighting, and visual clutter.
- Use visual supports such as timetables, now/next boards, or task checklists.
- **Instruction and interaction:**
 - Give clear, concise instructions, breaking down tasks into manageable steps.
 - Support verbal instructions with visuals, prompts, and timers.
 - Use collaborative language; where possible, provide structured choices.
 - Avoid confrontation; reframe requests as invitations or opportunities.
- **Positive behaviour shaping:**
 - Acknowledge effort and progress in self-regulation (“I can see you’re working hard to calm yourself”).
 - Teach and model regulation strategies, e.g., breathing, movement breaks, or use of sensory tools.
 - Use restorative approaches after incidents to rebuild relationships and teach strategies for next time.
- **Managing refusals and demand avoidance:**
 - **School refusal:** Work in partnership with families to identify barriers (e.g., anxiety, sensory overload, social pressures). Plan a graded reintroduction with small, achievable steps. Absence linked to unmet need will not be treated punitively.
 - **Pathological Demand Avoidance (PDA) profiles:** Use low-demand language, humour, and indirect approaches. Break down tasks into smaller, flexible parts; offer choices and opportunities for pupils to “opt in.” Minimise perceived pressure wherever possible.
- **Support planning:**
 - Pupils requiring additional strategies will have a Pupil Support Plan or IEP that clearly identifies triggers, agreed strategies, and de-escalation approaches.
 - These plans will be co-created with staff, parents, and the pupil where appropriate, and reviewed regularly.
 - All staff working with the pupil must be familiar with and consistently apply the agreed strategies.

By embedding these practices, we aim to create an inclusive environment in which all pupils feel respected, supported, and able to meet behavioural expectations. Our goal is not only to respond to behaviour but to teach self-regulation, resilience, and positive social interaction in ways that every pupil can access.

9. Use of Reasonable Force

In line with **DfE guidance (2013)** staff may use reasonable force to prevent harm or disruption.

Any incidents are recorded and reported to the DSL and parents.

- Only trained staff to use Team Teach/positive handling techniques.
- Staff may refer themselves (LLC) if they use restraint or other physical techniques

10. EYFS Behaviour Expectations

Our youngest learners are guided with patience, co-regulation, and warmth: Staff focus on emotional development, using stories and play, modelling and gentle redirection. Children have safe spaces to calm and reflect with adults to support. See EYFS Policy.

11. Relational and Restorative Practice

We prioritise relationship repair over punishment and use restorative conversations, reflective activities and strategies such as circle times and class forums to explore impact and empathy. In Life Skills Lessons and schemes such as Girls on Board and Working with Boys pupils are explicitly taught skills in self-regulation, conflict resolution and positive coping strategies.

12. Role of Adults & Consistency across the School

Behaviour management in the school is overseen by the Head, who holds overall responsibility, while the Deputy Head Pastoral acts as the Behaviour Lead. He is supported by the Section Heads (Head of Early Years, Head of Lower Prep, Head of Year 5 and 6, and Head of Year 7 and 8), as well as the DSL Team and the SENDCo, ensuring that behaviour is consistently monitored and addressed across all areas of the school. Tutors play a central role in this process and are involved at every stage; they are promptly informed of any minor misdemeanours or concerns as soon as these are logged on ISAMS, allowing them to support pupils effectively and maintain clear lines of communication.

All staff are expected to:

- Be consistent, calm and kind;
- Use calm, neutral tones - even during conflict. Staff should not raise their voices unless absolutely necessary. Shouting should only be necessary in an emergency where physical safety is at risk.
- Model emotional regulation, kindness and appropriate responses.
- Understand that pupils with SEND (including neurodiverse pupils) may need adapted support for behaviour and explicit modelling of self-regulation.
- Seek support for themselves if pupil behaviour is challenging.

All staff will:

- Use common routines and visual timetables.
- Use shared phrases
- Embed the **Ready, Safe, Respectful** language in all settings.

Every half term, the Pastoral Deputy Head will send out the behaviour blueprint which has particular focuses for the school. Staff will support and reinforce this.

13. Positive Reinforcement Systems (Rewards)

We aim to celebrate effort, improvement, and kindness:

- House points, stickers (used thoughtfully), certificates.
- Public praise in assemblies and newsletters.

As a growth mindset school, we are also careful to consider overuse of extrinsic rewards and try to focus on intrinsic motivation.

14. Behaviour Curriculum

Behaviour and emotional literacy are explicitly taught through:

- PSHE/RSE/ Life Skills curriculum and OrWellbeing Focus Days.
- Whole-school assemblies and class discussions.
- Books, role-play, and class charters.
- Fundamental British Values
- School Values
- Interventions
- Zones of Regulation Assemblies, Tutor Sessions and toolkit in prep diaries

15. Early Intervention and Pupil Support

Staff are trained to identify early signs of emotional distress and share these with the DSL team (which includes the Heads of Section). Staff regularly use a variety of strategies to support pupils with their behaviour including regular check-ins and nurture sessions. Pupils struggling with regulating their own behaviour and impacting others are supported with a Pupil Support Plan developed by a team including the pupil's tutor, Early Help / DSL Team and SENDCo where relevant.

16. Child-on-Child Abuse

Child-on-child abuse is when one pupil harms another. This may include:

- **Bullying** (including online, prejudice-based or discriminatory bullying).
- **Physical abuse** (hitting, kicking, hair pulling, etc.).
- **Sexual violence or harassment**, including upskirting and the sharing of nudes/semi-nudes.
- **Abuse in relationships between children** or pressuring others into sexual activity.
- **Initiation/hazing behaviours or rituals.**
- **Bullying or abuse outside school**, including online.

Abuse is abuse – it is never “banter” or “just part of growing up.” All concerns must be reported immediately to the **Designated Safeguarding Lead (DSL)**, preferably via **MyConcern**.

The school will not tolerate bullying or abuse of any kind. Different gender issues may occur (e.g. girls more likely to experience sexual harassment, boys more likely to be involved in initiation-type behaviours), but **all forms of abuse are taken seriously and acted on quickly**.

Pupil relationships are addressed through **Life Skills lessons, assemblies and boarding meetings**. Any intimate contact between pupils is not allowed. Any sexual relationship between pupils is a safeguarding matter and may be referred to the **Police and Children's Services**.

For further details, see:

- **Safeguarding Policy**
- **Anti-Bullying Policy**
- Staff Portal: [Child-on-Child Abuse Guidance](#)

17. Partnership with Parents

We value collaboration with families and guardians to encourage pupils to learn how to make positive contributions to the school community in and out of the classroom and society beyond. Tutors and teachers are in regular contact with parents and guardians. All behaviour conversations are framed positively and constructively and everyone is keen to work together for the best for each child.

18. Monitoring and Evaluation

Behaviour data is used to develop our handling of behaviour difficulties. This is tracked by Deputy Head, Pastoral and shared with the DSL Team, SLT and governors. Pupil voice and staff feedback, data from My Concern and ISAMS is also used to inform planning.

Our behaviour policy is reviewed annually with governor oversight.

19. Staff Training

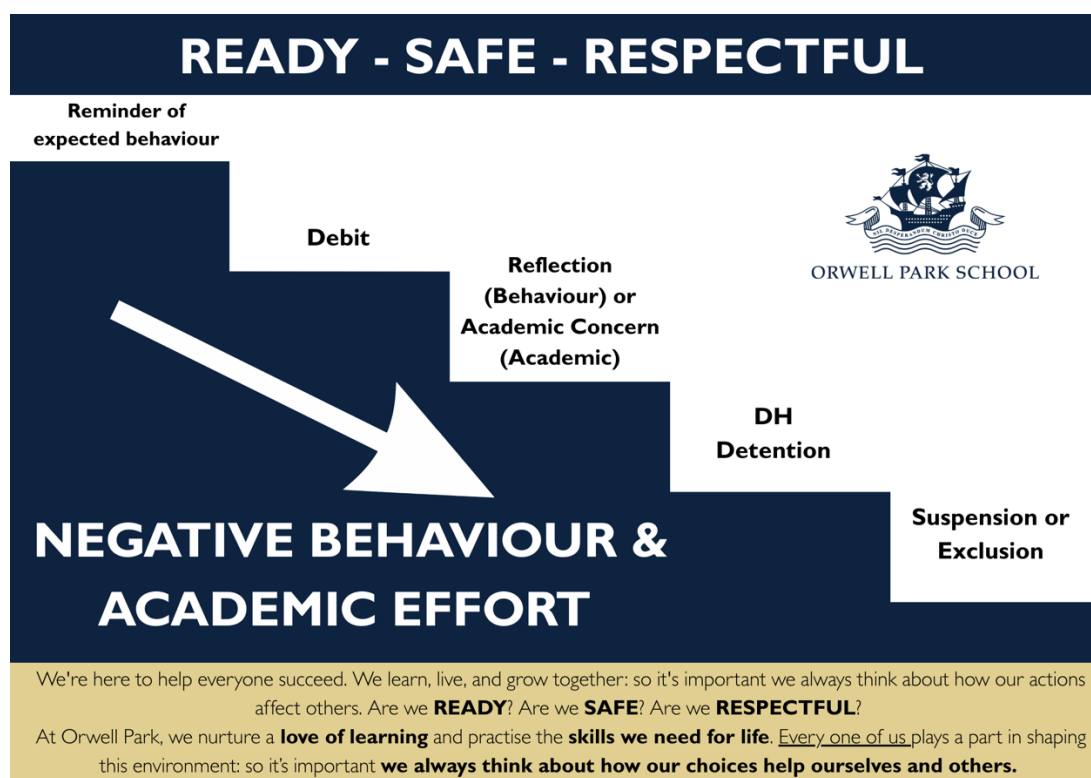
Staff receive training on behaviour management including reminders of strategies outlined in this policy. CPD on de-escalation, SEND, safeguarding, trauma-informed practice and supporting neurodiverse pupils is regular. All staff receive a thorough induction which includes explanations around the school's shared practices on supporting positive behaviour.

20. Rewards and Sanctions

(a) Positive Behaviour & Academic Effort



(b) Negative Behaviour & Academic Effort



All rewards and sanctions must be fair, proportionate, and used with care to maintain a focus on long-term behavioural improvements, not short-term compliance.

Appendices

Appendix I: School Rules

Here is a list of more detailed school rules including school boundaries. Common sense must prevail and pupils are encouraged to be positive, thoughtful members of the school community.

At our school, everything we do fits into three simple rules:

1. **Be Ready**
2. **Be Safe**
3. **Be Respectful**

1. Be Ready

- Come to lessons on time, with the right books and equipment.
- Listen carefully to instructions and follow them straight away.
- Try your best in every lesson, even if it feels difficult.
- Put your hand up and wait to speak, so everyone can be heard.
- Keep your workspace tidy and look after your belongings.
- Go to the toilet at break when you can, so you don't miss learning.

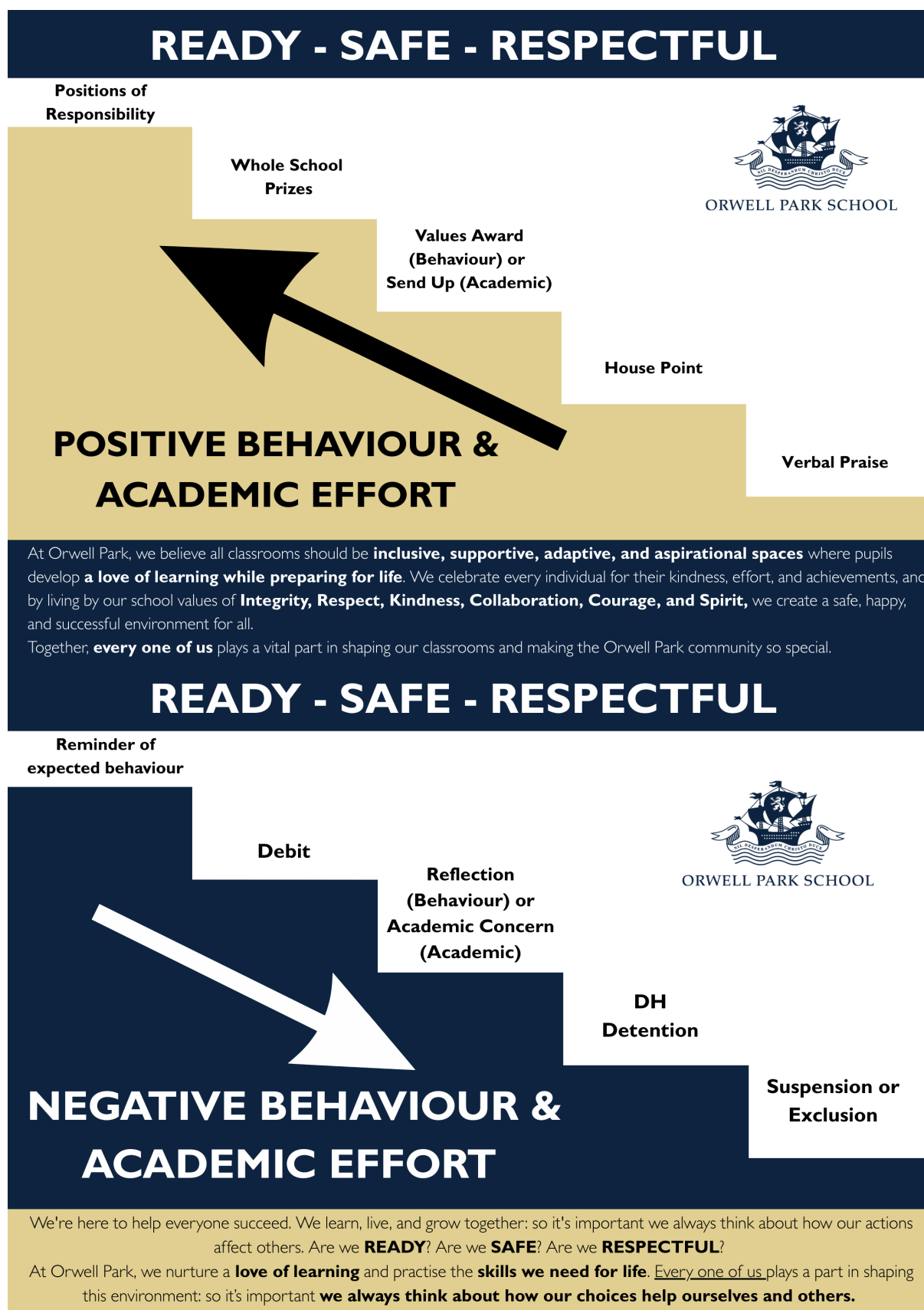
2. Be Safe

- Stay in the right areas of school – never go into changing rooms or dormitories that are not yours.
- Look after your body and other people's – no pushing, hitting, or play fighting.
- Use the internet sensibly: never share personal information and always tell an adult if something worries you online.
- Walk inside the school buildings and use equipment properly.
- Tell an adult straight away if you see or hear anything unsafe.
- Take care of your health: use medical plans, inhalers, or other support as agreed with staff.

3. Be Respectful

- Treat everyone kindly – staff, pupils, visitors, and parents.
- Use good manners: say please, thank you, and greet visitors politely.
- Listen when others are speaking; don't interrupt.
- Be honest and tell your side of the story calmly.
- No swearing, name-calling, or unkind behaviour – in person or online.
- Respect privacy and dignity – no intimate behaviour or displays of affection at school or on trips.
- Look after our classrooms, school equipment, and grounds.

Appendix 2: School Rewards & Sanctions



Rewards & Sanctions Continued

At Orwell Park, we believe in **“catching pupils being good”**. We use praise and rewards wherever possible, while applying fair sanctions when behaviour falls short of our expectations.

Rewards

Promotions & Roles

- Older pupils may be given responsibilities such as Prefect, Sub-Prefect, Head Boy/Girl, Head Boarder, House Captain, or Wellbeing Ambassador.
- Prefects and leaders are expected to set a positive example, support younger pupils, and uphold school values.
- Leadership positions may come with small privileges.

House Points

- Awarded for good work, effort, or behaviour that reflects school values.
- Recorded on Engage and celebrated in House Assemblies.
- Certificates awarded at milestones:
 - 50 & 100 points: House Assembly
 - 150 & 200 points: School Assembly

Send-Ups

- Exceptional work is shown to the Headmaster/Head of Pre-Prep.
- Earns 5 House Points and may be shared with parents.

Prizes & Recognition

- Termly Prize Giving celebrates effort, progress, and citizenship.
- Achievements are shared in assemblies, newsletters, displays, and the media.
- Four pupils receive a “Pupil of the Fortnight” cup for living our values.
- Staff also record and share positive behaviour on the Staff Room board to encourage praise and parental feedback.

Sanctions

Sanctions are fair, proportionate, and aim to help pupils put things right. **Physical punishment is never used.**

Debits

- Recorded for low-level issues such as lateness, disorganisation, misuse of devices, rudeness, or poor behaviour.
- Act as formal warnings; reviewed by Deputy Head (Pastoral) and Head on a regular basis.

Reflection

An opportunity for restoration and making amends. Pupil learn about their behaviour and how get support from the pastoral team in reflecting on mistakes. Recorded and reviewed by Deputy Head (Pastoral) and Head on a regular basis)

Report Cards

- Issued for ongoing concerns with behaviour, effort, or punctuality.
- Monitored lesson by lesson and reviewed by Tutor/Deputy Head.

Detentions

- Given for repeated or serious poor behaviour.
- Take priority over other activities. Parents are notified 48 hours in advance.

Demotion

- Pupils in leadership roles may lose their position if they fail to uphold school standards.

Other Sanctions may include:

- Loss of free time/breaks.
- Removal from class/activity.
- Community tasks.
- Withholding participation in non-essential trips or events.

Serious Sanctions

Internal Suspension – temporary removal from school routine; supervised work is completed.

Suspension – fixed-term exclusion for serious or repeated breaches of the Behaviour or Anti-Bullying Policy.

Permanent Exclusion – only used in extreme cases (e.g. serious violence, sexual assault, drugs, weapons, or severe property damage).

Parents are always informed, and they have the right to appeal to the Governing Body

Reasonable Force

Staff may use proportionate, reasonable force **only** to:

- Prevent injury to self or others.
- Stop serious damage to property.
- Maintain good order and discipline.

See the **Physical Restraint Policy** for full details.

For further detail, see:

- **Behaviour Policy**
- **Anti-Bullying Policy**
- **Safeguarding Policy**

Appendix 3: Behaviour Blueprint example / template

ORWELL PARK BEHAVIOUR BLUEPRINT



ADULT BEHAVIOUR	THREE RULES	OVER AND ABOVE RECOGNITION
• Calm, consistent and fair • Connect with each pupil • Relentlessly bothered • Meet and greet with a smile • Recognise the 'over and above' • Support Regulation	Ready Safe Respectful	Postcard, email or call home Recognition board House Points Send Ups Values Awards WOW Work Praise postcard Pupil of the Fortnight

OUR SCHOOL VALUES

INTEGRITY RESPECT KINDNESS COLLABORATION COURAGE SPIRIT

STEPPED SANCTIONS

1. Reminder of expected behaviours / academic effort
2. Warning
3. Debit & Restorative Conversation (Add to ISAMS)
4. Reflection (Written first then restorative conversation with member of pastoral team)

(Please add Debts & reflections to ISAMS)



ORWELL PARK SCHOOL

RESTORATIVE QUESTIONS

1. WHAT HAS HAPPENED?
2. WHAT WERE YOU THINKING AT THE TIME?
3. WHO HAS BEEN AFFECTED BY THE ACTIONS?
4. HOW HAVE THEY BEEN AFFECTED?
5. WHAT NEEDS TO BE DONE TO MAKE THINGS RIGHT?
6. HOW CAN WE DO THINGS DIFFERENTLY IN THE FUTURE?

RELENTLESS ROUTINES FOCUS ON:

ADD THREE CHOSEN FOCUSES FOR STAFF HERE

Appendix 4: Reference Checklist for Staff: Supporting Neurodiverse Pupils

Principles

- Maintain high expectations with flexibility in support.
- Always respect dignity: never humiliate or shame.
- Be proactive: anticipate triggers, don't just react.
- Collaborate with parents, SENDCo, and professionals.

Classroom Environment

- ☐ Provide calm, low-arousal spaces for regulation.
- ☐ Reduce sensory overload (noise, lighting, wall clutter).
- ☐ Use clear visual timetables, now/next boards, task steps.

Instruction & Interaction

- ☐ Give short, clear instructions; avoid multi-step overload.
- ☐ Pair verbal instructions with visuals or prompts.
- ☐ Use calm, neutral tone – avoid confrontation.
- ☐ Offer choices where possible; frame requests positively.

Behaviour Support

- ☐ Praise effort and regulation, not just outcomes.
- ☐ Teach and model calming strategies (movement, breathing, sensory tools).
- ☐ Use restorative conversations after incidents.

School Refusal

- ☐ Work with families to identify barriers (anxiety, sensory, social).
- ☐ Plan gradual reintroduction with small, achievable steps.
- ☐ Avoid punitive responses to absence linked to unmet needs.

Pathological Demand Avoidance (PDA)

- ☐ Use indirect, low-demand language and humour.
- ☐ Break tasks into smaller steps; allow flexible routes to success.
- ☐ Reduce perceived pressure; give choices and “opt-in” options.

Support Planning

- ☐ Ensure every pupil with additional needs has a current Pupil Support Plan/IEP.
- ☐ Plans must outline triggers, de-escalation strategies, and adaptations.
- ☐ All staff must read and apply strategies consistently.
- ☐ Review plans regularly with pupil and family input.

Remember:

Every interaction contributes to connection, trust and belonging.

Respect, consistency, and proactive planning make the biggest difference.

Ask the Deputy Head, Pastoral, Section Heads, Head of Wellbeing or SENDCo/DSL for guidance or support early if concerns arise.

Appendix 5: Flowchart for Behaviour: Pupil Behaviour Ladder

ORWELL PARK SCHOOL PUPIL BEHAVIOUR LADDER

REMEMBER: Ready, Safe, Respectful

School Values: integrity, kindness, collaboration, courage, respect and spirit.

1. Great Choices (Recognition Stage)

You are showing our values and being a role model!

- Listening and engaging in lessons
- Helping others and showing kindness
- Demonstrating effort and focus
- Showing initiative and being respectful

You may receive:

- ✓ Verbal praise
- ✓ House points
- ✓ Stickers/certificates
- ✓ Class rewards
- ✓ Public celebration

2. Gentle Reminder

You are reminded of our shared expectations.

- Non-verbal cue or reminder
- Positive redirection using school language (e.g. “Are you Ready?”)
 - *Adult supports you to re-focus and make a good choice.*

3. Caution

You’re choosing to continue a behaviour that’s not Ready, Safe, or Respectful.

- Clear explanation of concern
- Opportunity to change behaviour
 - *Example script: “I’ve noticed you’re... I need you to...”*
 - *Support is offered without shame.*

4. Reflection (Time to Think)

Time away to reflect calmly with adult support.

- Short reflective activity and / or conversation at break time
 - Restorative conversation happens when calm
 - Behaviour is logged

5. Parent Communication

Behaviour is repeated or more serious.

- Teacher informs parents via call, email or meeting (Head of Section & Deputy Head Pastoral involved)
- Shared plan to support pupil
 - Behaviour is monitored for patterns
 - Pastoral / DSL team or SENDCo may be involved

6. Additional Support Plan

Ongoing difficulties or complex needs are recognised.

- Pupil Support Plan or IEP adapted
- Involvement of SENDCo/DSL as needed
- Consistent relational and restorative support
 - Focus is on understanding and scaffolding, not punishment.

Behaviour is communication. At Orwell Park, we listen, support and guide.

A version of this ladder should be displayed in classrooms / staff areas and used flexibly and compassionately, especially with vulnerable pupils or those with SEND. Each stage invites reflection, not shame and aims to repair, teach self-regulation skills, and restore trust.

