

<b>Examples of Difficult/dangerous behaviour</b>	<b>Impact</b>	<b>Strategies</b>	<b>Consequence (Once the pupil is in the green zone)</b>
Refusal to work	Negative impact on own learning	Check pupils' understanding of the task; make adaptations, if necessary; use encouragement	Work to be completed at an appropriate time. Communication with parents if incidents are repeated.
Any behaviour in class which prevents other children from learning.	Negative impact on the learning of other children	Reminders of expected behaviour choices; celebrating positive behaviour choices of other children.	Sent to parallel class; missing some of break/golden time; discussion with SLT. Communication with parents if incidents are repeated.
Showing disrespect to another member of the community or the environment, e.g., being unkind to another child; answering back to adults; throwing litter.	Setting a poor example to other members of the community; causing another member of the community to feel disrespected.	Reminders of school rules and expectations; discussion around the impact of behaviour choices.	Putting the wrong right, e.g., picking up the litter that was thrown. Communication with parents if incidents are repeated.
Putting self in a position where harm could happen	Negative impact on own safety	Evacuation of area; send for support from additional adults; de-escalation script	Restorative conversations to understand how this could have been prevented. Communication with parents
Threatening, screaming, swearing, spitting, throwing, hitting, kicking	Negative impact on safety of other children, including on their emotional well-being	Evacuation of area; two adults to be present, if necessary (change of adults, if appropriate); de-escalation script	Restorative justice – putting the wrong right. Communication with parents. Potential fixed term internal exclusion/ suspension;

			permanent exclusion.
Threatening, screaming, swearing, spitting, throwing, hitting, kicking	Negative impact on safety of adults, including on their emotional well-being	De-escalation script	Restorative justice – putting the wrong right. Communication with parents. Potential fixed term internal exclusion/ suspension; permanent exclusion.

**For pupils with individual support plans or risk reduction plans, staff must ensure that they are fully aware of any additional/child-specific steps to be taken.**