

- Low level in class
- Shouting out
- Unkind words or gestures
- Not listening to others,
- Disrupting others learning
- Misusing school equipment,
- Minor playground complaints
- Refusal to follow a reasonable instruction (including learning)

3Es conversation by the most appropriate person (right person, right time, right place).
 -What is happening? (Engage)
 - What do you need? (Explain)
 - What are the options to meet that need? (Expect)

Concerning behaviours may include:

- Unacceptable language and gestures
- Being physically aggressive towards a child or adult
- Being verbally aggressive to a child or adult
- Stealing, spitting, grabbing others,
- Low level damage of property or graffiti,
- Age-appropriate sexualised behaviour.

Any deliberate or persistent acts of the following:-

- Sexualised behaviour,
- Racism,
- Misogyny,
- Homophobic incident,
- Negative or discriminatory comments linked to body image, disability or any other protected characteristic
- Deliberate acts of violence or aggression (including spitting),
- Health and safety risks to staff or students,
- Leaving school premises without permission,
- Possession of any prohibited items

Initial recognition of the incident using a 3Es conversation by the most appropriate person (right person, right time, right place)..
 Explain that there will be a reactive circle, if needed, which will take place that day.

Inclusion Support Workers/SLT to facilitate cover in order for class team to support reactive circles, where needed.

Reactive circle to be held before the end of the day– right person, right time, right place.

If the person causing harm is fully engaged with the process and agreement for how to repair the harm, there will be no further need for any additional

Where there is concern about engagement with the process, or an appropriate agreement has not been found, the person causing harm will attend a restorative check-in for additional reflective time at the next lunchtime.

Reactive circle to be held before the end of the day– right person, right time, right place. This circle may be facilitated by a member of the class team, Inclusion team or SLT, as appropriate.

The person causing harm will attend a restorative check-in for additional reflective time at the next lunchtime.

Teacher will inform SLT of the reason for reactive circle and the outcome to inform further conversation.