BEHAVIOUR HANDBOOK
February 2026

TO BE READ IN CONJUNCTION WITH THE GLA BEHAVIOUR POLICY

This can be found at:
http://www.gloucslearningalliance.org.uk/

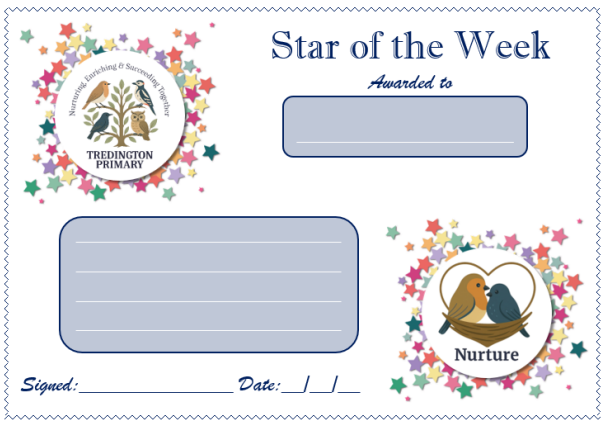
At Tredington Primary School, our focus is to *promote the positive* in line with our core school values: **Nurturing, Enriching & Succeeding Together.**

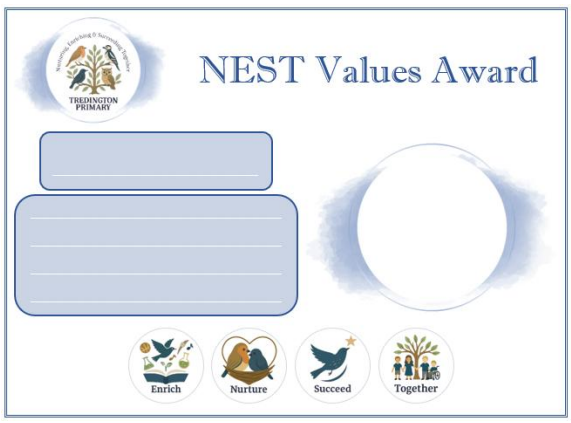
Our *Tredington Way* clearly outlines the expectation of pupils:

- Show respect to all members of staff and each other
- Help to create a calm classroom where everyone can learn
- Listen carefully and follow instructions promptly
- Move quietly and calmly around the school
- Look after our school buildings and everyone's belongings
- Wear correct school uniform at all times
- Make good behaviour choices and take responsibility for positive change if mistakes are made
- Engage actively in all learning
- Keep ourselves and others safe
- Be kind, welcoming and helpful to everyone

Reasonable adjustments will be made, where appropriate, to ensure all pupils can successfully meet the expectations set out in our Tredington Way.

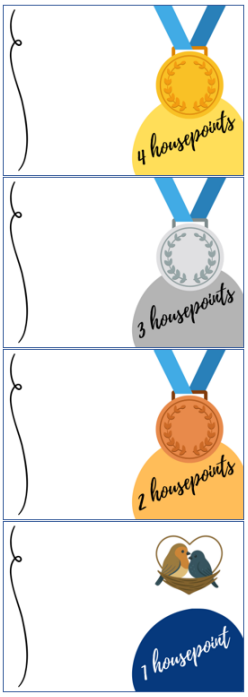
We celebrate our children's achievements in a variety of ways, including through the **Behaviour & Attitude Chart**, **Nest Values Awards**, weekly **Star of the Week assemblies** and **House Points**. We also love to hear about children's successes outside of school. We welcome photos and information so that we can celebrate all aspects of their lives and achievements beyond the classroom.

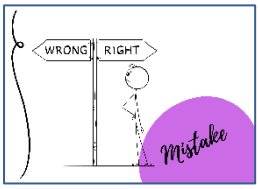




Within each classroom, we use our *Behaviour & Attitudes* chart to visually show children's successes throughout the day. Each day, every child begins in the NEST. Throughout the day, children will climb the chart and gain house points for positive demonstration of our school values.

We recognise that, as children grow and learn, behaviour incidents will sometimes occur and mistakes will be made. When this happens, our response will be **timely, proportionate and in line with individuals' age and stage of development**, ensuring that children understand what went wrong and are supported to make positive changes. We also recognise that some children's behaviour requires bespoke support and, in these circumstances, individual plans will be implemented to ensure equity of offer and support.





Through our restorative approach, including *Mend it Meetings,* children are given the tools and guidance they need to learn from the experience and improve. This approach also supports children to understand each other's perspectives, repair relationships, and move forward positively.

We will always inform you on the same day if your child has been involved in a Level 2 or 3 behaviour incident. This includes explaining what happened; the action taken; and any follow-up steps that may be needed. This is equally important whether your child displayed the behaviour or was affected by it.

Below are some examples of how behaviour incidents may be addressed in school. This list is not exhaustive, and there may be situations that are not specifically described here. If you ever have concerns or questions about how a behaviour issue has been managed, please speak to your child's class teacher in the first instance.

Level 1 Behaviours Managed by Class Team	**Level 2 Behaviours** Managed by the Key Stage Team ***Level 2 behaviours will be communicated with parents/carers by the class teacher on the same day***	**Level 3 Behaviours** Managed by a School Leader ***Level 3 behaviours will be communicated with parents/carers by a school leader on the same day***
Examples of behaviour:		
- Calling out - Disrupting the learning of others - Answering back - Ignoring staff - Roaming the classroom - Roaming the site - Swinging on chair - Eye rolling / Shrugging shoulders - Running between transitions - Talking in lines / assemblies	- Unkind words - Mimicking or mocking - Defiance - Defacing / damaging equipment - Play fighting / rough play - Throwing equipment - Lying - **Persistent Level 1 Behaviours**	- Any physical / verbal aggression - Bullying - Swearing - Racist abuse - Running away / hiding from staff - Stealing - Daring or persuading others to break the school rules - Defacing / damaging school or others' property - Throwing equipment / items with intent to harm - **Persistent Level 2 Behaviours**
Examples of consequences / interventions:		
- Use of behaviour chart - Warning - Remind & reset expectations - Partial missed play accompanied by a member of staff - Clear explanation of the rule that was broken and how behaviours can be improved - Restorative Conversation (pupil / pupil or pupil / teacher) - Reflection and regulation time in the Class Nest	In addition to Level 1 consequences: - Missed break / lunch - Time within a partner class within the school - Reflection and regulation time in the Class Nest / School Sensory Nest / Head's Nest	In addition to Level 2 consequences: - Internal suspension in a partner class or with a member of the leadership team - Missed break / lunch - Individual Behaviour Chart - Regular meetings with parents - **Repeated / high Level 3 behaviours could be at risk of external suspension**