Behaviour Policy

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Contents

Aims 3
Vision Statement 3
Standards of Behaviour 3
School Values 3
How we foster positive behaviour 4
Cornerstone 1: Relationships 4
Cornerstone 2: Classroom Practice 5
Routines and expectations 5
Classroom environment 5
Learning 6
Cornerstone 3: Emotional Literacy 6
Cornerstone 4: Language and Responses 8
Communication and Partnership 10
Consequences 10
Offensive Language 11
Sexualised Behaviour 11
Exclusions 11
Links with other policies 12
Appendix A: Rewards and expectations 13
Appendix B: School values 15
Appendix C: Consequence grid 17

Aims

To create an environment which encourages and supports positive behaviour choices.
To encourage consistency of response to behaviour.
To define acceptable standards of behaviour.
To ensure that the school's expectations and strategies are widely known and understood.
To encourage the involvement of both home and school in the implementation of this policy.

It is recognised that for some pupils, variance on the procedures outlined in this policy will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with the Inclusion leader or member of SLT.

Vision Statement

Our core beliefs are that everybody has:

- The right to be respected
- The right to be safe
- The right to learn

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are the heart of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. We are trauma-informed in our approach and believe that behaviour is form of communication which can hide an underlying need. We connect with children before we correct by responding to the emotion rather than the concerning behaviour. We believe that all feelings are acceptable but not all behaviours. We support children in developing their emotional language from nursery upwards so they can communicate their needs in positive ways.

Standards of Behaviour

We have high expectations for our children at all times whilst recognising that some children have specific needs. Examples of the behaviour we expect from children at Kingswood Primary School in and out of the classroom are:

- To be respectful towards others, including the language we use, regardless of difference.
- To respect the feelings of others and treat others as you would wish to be treated.
- To respect other children's and the school's property.
- To work hard and follow instructions.
- To behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking.

Staff proactively model these behaviours and acknowledge and praise children when they showcase these behaviours. It is everyone's responsibility to challenge children when these expectations are not met but equally important to comment positively when they do.

See appendix A to see how individual school reward and celebrate children making positive choices and expectations of behaviour at each individual school.

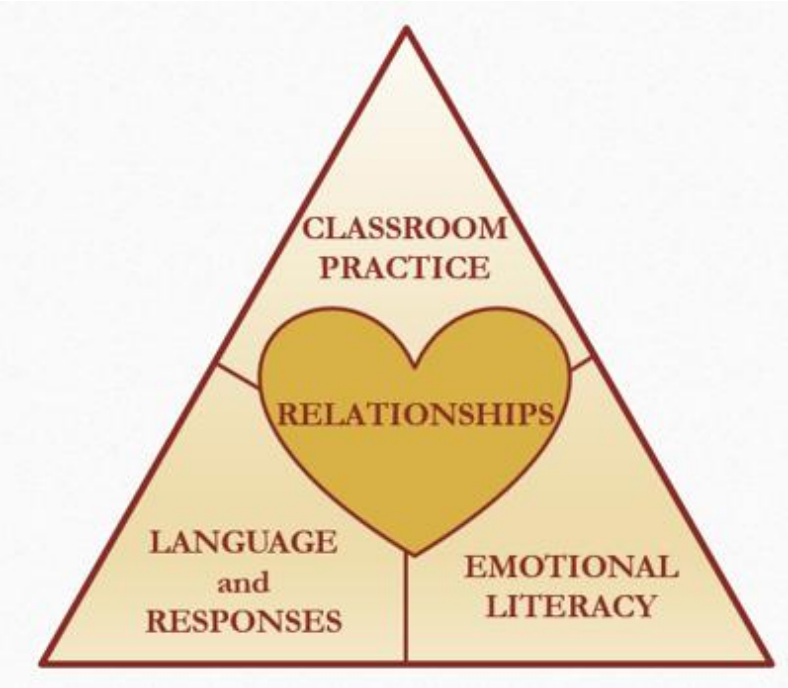
School Values

At Kingswood Primary School we have our own set of values which children and staff are expected to uphold. At Kingswood Primary School these values are shared with the children through the Kingswood Values. These values are shared and re-enforced though classroom displays, assemblies, reward systems, lessons and everyday interactions. Through our school values children are

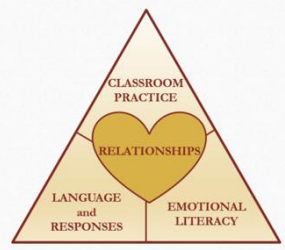
encouraged to make positive contributions to the school and rewarded when they do so. See appendix B for individual school values and the ways these values are demonstrated.

How we foster positive behaviour

Our approach to behaviour is underpinned by the four cornerstones below:



Cornerstone 1: Relationships



Every interaction is an intervention.

Dr Karen Treisman 2017

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense. We believe the best way to support a child is a to build a connection with a staff member. For most children this can be achieved by a simple acknowledgement of the child and the child knowing you have them in mind, care about them and what they are doing. Staff need to be consistent and fair with children (whilst accounting for individual needs) and children should know that the staff member is in control at all times so that they feel safe. Staff should be approachable and there to help. If staff find they are struggling with an individual or group of children they should seek support to make a positive change.

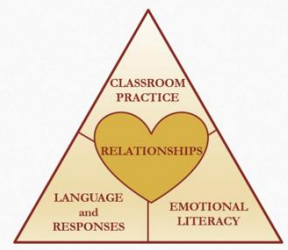
we promote and model positive, nurturing relationships. Children's interactions with adults from the moment they step into the building are positive, respectful and ensure the child feels that they matter. Children who feel valued are much less likely to display inappropriate behaviours.

We develop positive relationships by:

- greeting every child positively in the morning and ensuring we end the day on a positive note.
- disapproving of the behaviour, never the child.
- getting to know each child individually.
- being consistent with children and explaining the reason for consequences.

- taking time to check-in with children who may be distrustful of adults or struggle to have a positive view of themselves.
- building a shared understanding of expectations and responsibilities.

Cornerstone 2: Classroom Practice



Students need high expectations, tight routines and essential rules drip-fed over time.

Paul Dix 2017

Routines and expectations

To help foster a climate of positive behaviour, children's educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. Class teachers compile a set of class rules with their pupils at the beginning of each year based on the school values. Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. Expectations are communicated orally, visually and written to support children.

Good routines should be in place for:

- Start and end of day
- Transition times, including between lessons
- independent, partner and group work
- Lining up incl. assemblies and breaktimes
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Transitions between different parts of the lesson and different lessons are well managed, for example, children and young people are given clear warning and opportunities to get ready to move on. Teachers are expected to meet their class and support with transitions around the school building.

A visual timetable is on display in every classroom and regularly referred to throughout the day.

Classroom environment

Adults play a large role in setting the tone of the classroom through the language and behaviours they model. Staff speak in appropriate tones of voice and volume within the classroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children and young people see appropriate firmness being modelled. Behaviours that are expected within the classroom are explicitly named and demonstrated by staff. The language used by the teachers in the classroom suits the developmental needs of the children and young people. Instructions are broken down and

understanding is checked by staff members. All staff use communication friendly strategies when instructing, questioning, or explaining to children.

Classrooms are well-organised to support with behaviour. Furniture and seating arrangements, access to resources and classroom displays all have a bearing on the way pupils behave. Displays should be purposeful to support with learning as well as reflect the children in the class so their contributions feel valued.

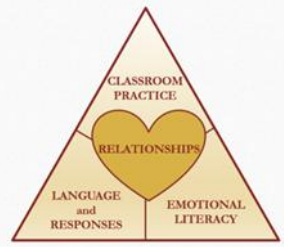
There is a high level of pupil voice in the classroom. All contributions are valued and acknowledged. - Feedback from children is used personalise our classroom environment and to ensure the environment meets the needs of all children.

Learning

Learning tasks can be a trigger for inappropriate behaviours. Lessons are planned to be engaging and appropriately pitched based on thorough assessment. Careful thought is given to differentiation and resources required by children so they can successfully access learning. An element of challenge is planned for all lessons to ensure children don't become bored or disengaged. It is understood that more challenging work can cause children anxiety or concern which impacts on behaviour. Adults mitigate for this by providing a safe base for learners and building up their resilience to challenging work by:

- Achieving success in manageable tasks first
- Breaking the work down into smaller chunks
- Giving children breaks to aid focus and concentration
- Using appropriate scaffolds
- Giving feedback to children on how they were able to succeed

Cornerstone 3: Emotional Literacy



Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Colebourne Primary School

We understand that behaviour is a form of communication. When we feel frustrated, upset or misunderstood we can struggle communicate or respond to these feelings which can result in less acceptable behaviours. We do not assume that children and young people understand the language of emotion and therefore explicitly teach children emotional literacy to scaffold their understanding of emotions.

This gives children the tools to

- Manage their feelings and separate feelings and actions to enable thinking to take place between the two.
- Take responsibility for themselves and their actions in age-appropriate ways.
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning.

The language of emotion is modelled by staff in the classroom and used with children and young people; for example, I am feeling a bit annoyed today as the traffic was very bad coming into school. We also ensure we refer to emotions in other areas of the curriculum, for example in the books we study for literacy or the people or events we study in history.

We use the following programmes to support children in their understanding of emotions:

Emotion Explorers

6-week umbrella programme to recap and embed social and emotional practices, programmes and processes. This is a whole class intervention, led by the class teacher.

Zones of Regulation

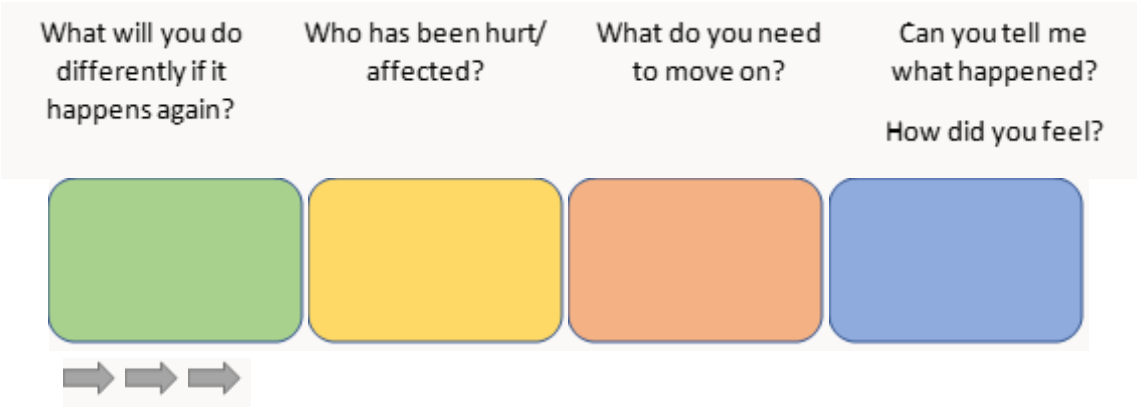
all adults (have had training) - Zones of Regulation is used to teach children self-regulation. It teaches them to use strategies to help them move between emotional states. It provides a common language to support positive mental health.

Restorative Approaches

When resolving conflict, a restorative approach is used to facilitate this. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship. The response and conflict management process involve:

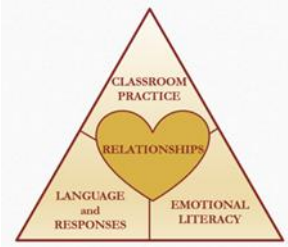
- establishing a respectful rapport.
- listening and responding calmly, empathically and without interruption or judgment to all sides of an issue.
- inspiring a sense of safety and trust.
- encouraging expression of thoughts, feelings and needs appropriately.
- appreciating the impact of thoughts, feelings, beliefs and unmet needs on behaviours.
- encouraging those involved in the problem to find their own solutions.

The language used within these (see below) focuses on each person and what is needed to resolve a situation for all involved:



More specific support for those children who struggle with emotional regulation is available through conversation with SLT or the SENCo.

Cornerstone 4: Language and Responses



When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos.

L.R. Knost

We recognise that in supporting any form of behaviour, the language adults use has a significant impact on how children respond. Our priority is always to celebrate children's positive behaviour choices. Our responses are positively stated, telling the children what to do rather than what not to do. We notice good choices and are explicit in what we see by using descriptive praise:

"Thank you ____ for being ready to listen"

"Thank you ____ for looking this way"

"Thank you ____ for starting your work" etc.

We also do this by giving proximity praise - we praise other children, seated around a child, who are doing the right and required thing.

Criticism should always be constructive and a private matter between teacher and child. Inappropriate behaviours can often occur because of a poor self-image. Negative beliefs can be challenged in a sensitive way. For example:

"Do you remember the last time we did this and you were able to complete it"

Aspects of the learner are never identified as the problem. The unacceptable behaviour will be identified and discussed rather than the pupil e.g. "I find throwing a book on the floor unacceptable because... ", rather than "You are very bad because...".

We understand that every child is unique and therefore our initial response to a situation will be based on our individual knowledge of the child. However, it is useful to have a guiding framework of responses.

Re-focus child

Quiet word

Name the behaviours you need to see

"Everyone should be walking quietly with their hands by their sides."

Offer of support

"You okay, do you need anything?"

Cue name

"Bob – all, okay?"

Nip in the bud

"James, you're talking and we are working quietly in this lesson."

Wondering question

"James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."

Distraction/ Redirection

"James – please pop next door and ask and Miss if I can borrow a xxx – Thanks."

Name the need

"You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week."

What do you need options

- Learning break
- Busy box
- Learning mentor in class
- go and see someone
- work in a different place

Examples of attachment aware responses by school adults	• All learners being greeted with positivity when they first enter the school building/ classroom • Praise should be specific and/ or based on effort, eg. *"Well done for being able to remember the order of calculations.* • Soothing and calming a child in emotional dysregulation • Attunement (meeting the child's emotional intensity to connect with them in joy or pain) • Cutting the transaction (using playfulness to turn a situation around instead of engaging in conflict) • Containment (ability to stay with child's intense feeling without deflecting into action, distraction, getting angry) • Use of W, I, N, E (I wonder..., I imagine..., I noticed...., **Empathy**) • Use of restorative approaches
Examples of responses which are not attachment aware	• Dismissing a child's feelings by telling them they are over-reacting, being silly or wrong • Using shaming language or sanctions • Using tokenistic praise • Telling children how they are feeling • Being confrontational with our verbal or body language • Ignoring the child • Using too many words which can overwhelm them • Shouting • isolating or leaving children on their own when they are distressed • expecting children to self-regulate by themselves

Communication and Partnership

Clear communication and a positive partnership with parents/carers are fundamental in promoting and behaviour. We value parental involvement in all of aspects of school life and recognise the importance of a common approach to behaviour expectations. We believe that an effective partnership ensures that children making positive behaviour choices are celebrated both at home and school.

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. Where the teacher feels additional support or action is required to support a child, they should contact the Inclusion team to discuss this.

In the instance that a child displays high-level behaviour (see below table for reference), parents/carers will be informed by the class teacher on the day. If a child hits the trigger of three incidents of high-level behaviour, the parent/carer will be invited into school for a meeting with the class teacher and a member of the Senior Leadership Team to discuss strategies to move forwards. Provision may include personalised behaviour plans, individual targets and rewards. Where there are concerns regarding a child's behaviour, the school team (class teacher, class support staff, Senior Leadership Team, SENCO, Family Services Officer) will work in partnership to ensure a consistent approach is in place to support the child. Through this internal professional dialogue, school staff will support and challenge each other to ensure appropriate and reasonable provision is in place for the child. Where appropriate, school staff will also work alongside other external agencies, such as the Educational Psychology service or Speech and Language Therapists.

Consequences

We believe that being fair is not about everyone getting the same but everyone getting what they need. We disapprove of the negative behaviour, never the child and always aim to connect first and then address the behaviour. It is important that children understand that are always consequences to their actions and where possible the consequence should be linked to the action.

Pro-active support:

- Model positive behaviour e.g., sharing, taking turn etc
- Have a clear and consistent routine for child and use positive language
- Consistent strategies and responses by all adults
- Any identified specific individual support/provision
- Flexibility in approach based on knowledge of child

Table below should be used if child is still presenting negative behaviour following pro-active support in place.

It is important to take into account a child's age and stage of development, this may mean going outside of the suggested phase.

The most important part of the process, will be the restorative session to identify meaningful consequences and firm boundaries but using a relational response.

See appendix C for revised consequence grid.

Ensure to set 'Classroom rules and expectations' that children are reminded to follow.

Important questions to ask:

- When does it happen and how often?
- How do people respond when behaviour happens?

- When does the child not behave like this?
- What is the child trying to communicate?
- Have I discussed this with parents/ carers?
- What is home life like?

Offensive Language

All children have the right to be respected and feel safe at school. We foster a culture of acceptance and celebrate differences through our school values, curriculum offer and PSCHE lessons. Our classroom and school environment celebrate our diversity. We understand that the use of discriminatory language based on someone's race, religious belief, gender or sexual orientation can be highly upsetting and take the use of discriminatory or racist language very seriously. We ensure the victim's experience and needs are listened to in these situations. Children who use discriminatory language in school have their assumptions and attitudes challenged and are offered support so that they understand about different races, cultures and faiths. We understand that children are at very different stages of their language development and need to take this into consideration when dealing with discriminatory or racist incidences. Children at an early stage of their language development may mimic or copy language they don't fully understand. This does not diminish the hurt and upset it will have caused the victim or the seriousness of the incident. However, this will be taken into consideration when deciding on the correct support to ensure incidences do not occur again.

Sexualised Behaviour

Whilst it is normal for children to exhibit age-appropriate curiosity with regards to their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. Where necessary, incidents will be discussed with pupils and information shared with the Designated Safeguarding Leads when appropriate. Where there are concerns due to the nature of sexualised behaviour being displayed (when the behaviour is not age-appropriate, when the behaviour is repeated or when there are incidences of serious sexualised behaviour), this will be shared immediately with the Senior Leadership Team (Designated Safeguarding Leads) and the local authority (social care and other appropriate agencies) will be consulted. If a child discloses inappropriate sexualised behaviour involving other children or adults, it is the legal duty of all members of staff to inform the Senior Leadership Team immediately (Designated Safeguarding Leads) of the disclosure. The appropriate agencies (social care, Local Authority Designated Officer (LADO), etc.) will be consulted. In these incidences, the safeguarding policy will be followed. Suspensions and Exclusions

Exclusions

At the Kingswood Primary School, we view suspensions and permanent exclusions as a last resort. An Internal Exclusion requires the pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a deputy head or head of the school with the parent or carer formally informed of actions. A student on an internal exclusion will complete work during the school day. On certain occasions (where there has been an escalation in behaviours), a child might be internally excluded to another site and will be supervised by a senior staff on another site to complete their work. A suspension (previously known as fixed-term exclusions) requires a pupil to be excluded from the school premises for the duration of the exclusion. Parent/Carers are responsible for ensuring that their child is not on in public during a suspension. It is the school's statutory duty to report all suspensions and permanent exclusions to the governing body and the local authority. Information regarding school's statutory duties when a student has received a suspension

or a permanent exclusion are outlined in DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies and pupil referral units in England 2023 (https://www.gov.uk/government/publications/school-exclusion) Internal exclusions wouldn't necessitate a reintegration interview unless it is thought useful. A suspension will always be followed by a reintegration interview, involving school, parent/carer and the pupil. A reintegration interview will include discussion about the immediate support the child will receive in the week following the suspension as well as support and reasonable adjustments to avoid future suspensions. These will be discussed in partnership with the child.

Links with other policies

- Teaching & Learning policy
- Safeguarding (Child Protection) policy
- Positive Handling Policy
- Special Educational Needs Policy
- Special Educational Needs and Disabilities (SEND) Report
- Equalities Policy
- Exclusion policy
- Acceptable Internet Usage Policy
- Confiscation and Search policy
- Anti-Bullying Policy

Appendix A: Rewards and expectations

Whole school expectations
Our whole school expectations: o Move calmly and safely around school, following instructions o Show kindness to others and be a friend o Try our best in our learning and ask for help when we need it o Care for our equipment and our learning environment o Keep hands, feet and hurtful comments to ourselves o Treat everyone with respect o Use good manners and thank each other where appropriate e.g., for holding the door open o Welcome all new-starters so that everyone feels happy and safe at Kingswood o Tell an adult if we see or hear anything that is unsafe o Present our work carefully and creatively o Believe in ourselves and give praise to others
Whole School Rewards and Behaviour Systems
General Reward System The excellent behaviour expected from all our pupils is encouraged through use of our schoolhouse system. We have four houses: Rowling, Kahlo, Einstein and Mandela. All pupils and staff belong to a house for the entirety of their time at Kingswood. Each week the houses compete for house points which result in weekly and yearly prizes and award and there are opportunities throughout the school year for the houses to engage in team building and creative activities. Examples of positive behaviour are praised and rewarded using our house point system. Children can be awarded between 2 and 20 house points for positive behaviour, outstanding learning behaviours and examples of our Kingswood values. At the end of the week, the house with the most point will be rewarded with additional play time or juice and biscuits, depending on the weather. **Achievement Assemblies** At Kingswood, children in each class are nominated by staff and/or their peers for an Achievement Award and a certificate is sent home each week to celebrate their effort and achievement in their learning or for demonstrating one of our school values. These are celebrated in weekly themed Achievement Assemblies. **The Kingswood Warning System** At Kingswood Primary School, we understand the importance of maintaining a consistent and structured approach to behaviour management. This not only aids our staff in maintaining a harmonious classroom environment but also helps our students understand the boundaries and expectations set for them. To ensure this consistency, we have introduced a warning system which is documented using a 'warning dot chart' in each classroom. This uniform approach ensures that students experience a seamless transition between classes and year groups, always familiar with the behavioural expectations placed upon them.

The warning chart is placed on the teachers' desk to ensure that we do not elicit a shame or guilt response in children when discussing their behaviour. This means that the warnings will not be visible to the whole class but will be discussed with each individual child.

Children will receive a warning for behaviours which are classed as low-level. These behaviours are ones which disrupt the learning, are unsafe or make others feel sad or uncomfortable. If a child is behaving in this way, they will receive a verbal warning from the teacher and it will be recorded using a dot on the teacher's chart.

If a child receives three warnings, they will be asked to stay in the classroom at play time and discuss their behaviour with the teacher. If the child receives 5 warnings, they will be asked to attend lunchtime reflection with another member of staff, to reflect on their behaviour and decide on appropriate next steps which will support them to show positive behaviour in the classroom.

If a child has attended lunchtime reflection on three or more occasions, a member of SLT will contact parents/carers of the child to discuss their behaviour further.

Lining Up Procedure Following Play at Kingswood Primary School

At Kingswood Primary School, both KS1 and KS2 pupils are encouraged to line up in an orderly and quiet manner after playtime. This ensures that they can return to their classrooms calmly and are ready to resume learning. To promote good lining up behaviours, teachers award points to each line ranging from 5 to 20. However, points are deducted if any pupil is talking or acting inappropriately. Each class agrees on a target with the class teacher. Once the class reaches the target of lining up points, they receive a whole-class reward.

Appendix B: Our Kingswood Values

Kingswood values:

Intent:

At Kingswood, we value our Personal Development Curriculum as equally as we do our academic curriculum. We believe that having a strong moral compass will best equip our pupils to be life-long learners.

Our Kingswood School community is rooted in the core values of resilience, empathy, respect and kindness. These values thread through all aspects of Kingswood Primary School life and apply in equal measure to staff and pupils. We are an inclusive school which recognises the equality of each individual and their right to thrive within our community. Our shared ethos is that we regard ourselves as being a curious, confident, and a creative community who is inclusive, visionary and collaborative.

When our children leave, they are equipped with our Kingswood core values to support them in the next phase of their education.

The core intent of our personal development curriculum is to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active and responsible citizens. We believe in working in partnership with parents and carers so that all our pupil's physical, moral, mental wellbeing and emotional development can be supported at home, as well as at school.
All our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to develop their character and sense of identity, which in turn allow them to recognise their place in the world around them.

Implementation:
Our personal development curriculum is taught discretely via the PSHE and RSE curriculum, as well as featuring in the planning and lesson content of literacy, RE, history, geography and science lessons. The curriculum focuses on developing the following main areas:

- Personal, social, health and economic development
- Sex and Relationship education
- Social, Moral, Spiritual and Cultural development
- British values and citizenship
- Character development
- Pupil well-being
- Protected characteristics
- Inclusion & equal opportunities
- Pupil leadership skills development

We are invested in ensuring that our pupils learn about how to treat others and behave in a respectful way and do so through classroom teaching and expectations, as well as weekly assemblies, led by our senior leadership team

Appendix C: Consequence grid

Low Level			
Behaviour displayed	**Initial response (relational / setting boundaries)**	**Follow up response (consequences)**	**Underlying communication**
EYFS: -Persistent disruption eg., calling out · Tantrums · Refusal · Rough and tumble play Running inside class / school building	Verbal reminders – reset expectations focusing on behaviour want to see Non-verbal reminders Eye contact Tactical ignoring Visual aids	Through restorative methods, decide with the child on appropriate action needed eg. Tidy up, apologise etc Follow agreed classroom expectations and consequences Make up missed learning time Verbal apology	I don't feel safe / I need to be in control to feel safe / I need to escape I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited I can't cope with my difficult feelings I don't understand my learning/ what I need to do I don't have any friends Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback
KS1 & 2: Calling out Wandering around classroom Not following instructions Distracting behaviour, e.g. constant fiddling Disrespectful language, including body language, to adults or pupils Running inside school building Refusal to respond to an adult Bringing in prohibited items such as toys or sweets	Praise other children for doing the right thing Reference Zones of Regulation Emotional check-in / name emotion Forced choices Take-up time Support with learning Re-enforcing expectations using language of now and next/ visual timetable	'Time in' with adult to reset expectations Removal of prohibited items Record on warning chart	**Next Steps** Evaluate current provision in place Within class team reflection and discussion Ensure work is appropriately scaffolded Ensure language used is understood Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual
Mid-Level			

EYFS: Physical aggression: Smack/ slap, pinching, pushing Low level name calling	Distraction/ Diversion techniques. Use reassuring words 'It's okay'. Calm down time/ area with sensory toys. Calm down time using visual timer. Use of emotion cards to express feelings. Saying 'Stop' firmly with hand signal.	Miss part / all of playtime with class teacher Time 'in' partner class Letter of apology Timeout of playground Tidying or fixing job	**Underlying communication** I don't feel safe / I need to be in control to feel safe / I need to escape I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited I can't cope with my difficult feelings I don't understand my learning/ what I need to do I don't have any friends Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback
KS1 & 2: Repeated low level behaviours Play fighting Pushing Name calling (low level or one-off) Non-directed swearing Disruption to learning Classroom argument Refusal to complete work Bringing mobile phone without permission / not handing in mobile phone Walking away from an adult Temporary damage to school property (eg. doodling / drawing on books, snapping pencils)	Reminder of rules – at x school the rule is… Reference Zones of Regulation Emotional check-in / name emotion Forced choices Take-up time support with learning Support in playground re-direct Restorative session Use of W, I, N, E *I wonder....* *I imagine....* *I noticed....* *Empathy*	Actioning what was decided during the restorative session. Removal of mobile phone / mobile phone permission removed Record on warning chart Completing missed work during break or lunch time Calm-down time in quiet area of the playground Use of lunchtime reflection	**Next Steps** If behaviour has necessitated missed playtime and/ or time out of class to be recorded on integris and parent informed Evaluate current provision in place Within class team reflection and discussion Ensure work is appropriately scaffolded Ensure language used is understood Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual Circle time on negative behaviour e.g. kindness, using kind words and kind hands. If re-occurring, seek advice from SENCo

Wasting school property / using school property not for its intended use			
High-level			
EYFS: · Biting · Repeated swearing/ Offensive language. · Physical aggression: Punching, kicking, scratching, breaking and throwing objects, harm to themselves/ others.	Saying 'Stop' firmly with hand signal, give time to process and then repeat 'Cut the transaction' method Reminder of rules - In x school the rule is.. Forced choices	Time out in partner class for session Time out in phase/ middle leader class for longer amount of time (e.g. remainder of morning/ afternoon) Morning or lunch play spent with member of SLT Time out in SLT office	**Underlying communication** I don't feel safe / I need to be in control to feel safe / I need to escape I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited I can't cope with my difficult feelings I don't understand my learning/ what I need to do I don't have any friends

KS 1 & 2: Leaving classroom without permission Spitting Swearing at person/ across class Offensive name calling Breaking/ damaging school equipment Continual refusal to complete schoolwork Physical harm to others Fighting Threatening behaviour, including threatening language or gestures throwing objects / pushing over objects or furniture Intimidating behaviour Racialised language Homophobic language absconding / hiding from adult Inappropriate use of social media or messaging concerning others in school Use of mobile phone	Take up time Support with learning Now / next Zones of regulation Naming emotion Attunement – meeting the child's emotional intensity to connect with them Containment - ability to stay with child's intense feeling without deflecting into action, distraction, getting angry Tactically ignore/ re-model appropriate use of language/ should Allow child a safe space to calm down Then use restorative approach to jointly decide how to repair, e.g. mending broken items or completing missed work during child's play, apologising Comic strip conversation/ drawing what happened **response will be based on your individual knowledge of the child. For some children, telling them to stop firmly will be successful in de-escalating, for others time in a safe space will be more successful before talking to them*	Removal of whole school events e.g. trips, school disco Letter of apology Complete missed learning time Fix damaged property and / or complete school job Removal from playground for fixed amount of time / days Mobile phone permission removed Possible Internal exclusion Permission to go home or come to school on own removed **often the consequence will need to take place during the child's play time. Depending on the seriousness of the incident, this will need to either be with the class teacher or SLT*	Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback **Next Steps** Record incident on Integris Inform parent Seek support from Phase leader Discuss with SLT / SENCO as needed Possible internal TAC Review provision, e.g. does work need further differentiating, movement breaks built into timetable, do they need opportunities to 'connect' with an adult each day? Do they need any sensory toys? E.g. for biting - do they need a chew toy? Use resources to teach what positive behaviour E.g. for biting - mouths are for eating, laughing, smiling etc.

Inappropriate behaviour whilst on trip or behaviour that could bring the school into disrepute	**the restorative session is where appropriate follow up and repair will be decided. Consider what will have the best potential impact on behaviour not being repeated again*		

Extreme-level **EYFS:** Repeated / pro-longed biting Repeated behaviour of previous levels **KS 1 & 2:** Repeated behaviour of previous levels Significant physical harm to self or others significant damage to school property Serious incidences of fighting Bullying (including use of social media or messaging) Behaviours that are a danger to self or others, including throwing or picking up objects that could cause harm Racist language Homophobic language Intimidating sexualised language Bringing in dangerous or illegal items Inappropriate use of technology – e.g. - posting images or about members of school community, including staff on social media	See strategies above Seek support from SLT immediately If behaviours are dangerous to self or others, use of Restrictive Physical Intervention to safe space	Time out with SLT Actioning what was decided during the restorative session Possible Internal exclusion Possible suspension (External Exclusion)	**Underlying communication** I don't feel safe / I need to be in control to feel safe / I need to escape I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited I can't cope with my difficult feelings I don't understand my learning/ what I need to do I don't have any friends Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback **Next steps** Record incident on Integris Share with parent Internal TAC to review provision Refer to SENCo Possible involvement of external agencies

- Filming members of school community whilst on school site			

Appendix C: Lunchtime Reflection Prompt

Reflection Slip – I have received 5 warnings

Name: _____
Class: _____
Date: _____

Tick the box to show how you are feeling now.

Green Zone	Blue Zone
Red Zone	Yellow Zone

What did I do?

What was I thinking about at the time?

How was I feeling at the time?

Next time I will .. .