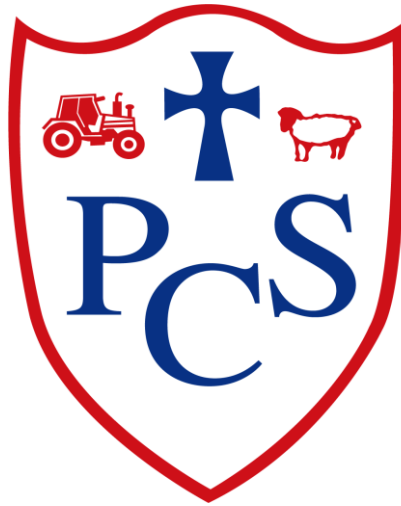


Preston Candover CE Primary School



Behaviour Policy

Reviewed by: Headteacher

Approved by: FGB

Last Review Date: January 2026

Next Review Date: January 2027

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

Love



Hope



Justice



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1. Rationale

Every pupil has the right to learn and every teacher has the right to teach in a safe environment conducive to high quality learning.

As a school we believe it is important to promote a caring and supportive learning environment which encourages positive behaviour choices and enables all members of the school community to feel secure and respected. The development of character, personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of our school curriculum.

The school's behavioural expectations are made explicit through the Home-School agreement. Parent/carers, School staff and pupils agree to abide by our Home-School Agreement on taking up a place at our school.

2. Ethos and Values

Our behaviour policy is underpinned by our ethos and Christian vision and values.

Recognising the unique light that shines in every individual, we strive to 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all can thrive. Through our core Christian values of Love, Hope and Justice, we inspire learning for life, empowering everyone to flourish and make a positive difference in the world.

At Preston Candover we aspire for all of our children to be happy, caring individuals with a life-long love of learning. The school's core values of Love, Hope and Justice focus us as an inclusive community on being the best that we can be.

We encourage our pupils to:

- Be kind and thoughtful in actions and in words.
- Take responsibility for their choices and make amends when they make mistakes.
- Behave with fairness, apologise with sincerity, and to forgive others for mistakes.
- Treat others as they would want to be treated
- Strive to do their best in everything they do.

3. Aims and expectations

The aim of this policy is to enable a consistent approach to behaviour management with clear expectations. It explains roles and responsibilities and lists rewards and consequences for behaviour. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

The aims we have for all pupils are:

- To develop self-respect, value others and the environment.
- To develop social and communication skills enabling full participation and a positive contribution to society.
- To take responsibility for one's own actions and develop self-discipline.

We have high expectations of the way in which all members of the school community behave towards one another. These are based on agreed rights.

Children have:

- A right to feel safe.
- A right to learn, work and play, in a safe environment.

- A right to be treated fairly and with respect.
- A right to a good education.

Teachers have:

- A right to teach.
- A right to be treated with respect.
- A right to feel safe.

Parents have:

- A right to know their child is safe.
- A right for their child to have a good education.
- A right to have their child treated with respect.

All staff have:

- A right to be treated with respect in a safe environment.

Parents, staff, governors and pupils have high expectations of each other at Preston Candover CE Primary School. We share high expectations for pupils' personal, social and academic progress.

Specifically this means:

- Showing respect - being helpful, respecting the property of others, caring for their own belongings, being thoughtful and considerate, letting others enjoy school, treating adults in a friendly, polite and respectful way.
- Behaving in a disciplined way - responding appropriately to instructions, showing self-control and self-discipline, behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being co-operative and attentive in class.
- Observing good manners - being respectful, polite and courteous, saying please and thank you.
- Being motivated - understanding and reacting to expectations, working diligently, being responsible and enthusiastic and assured of self-worth.
- Being honest in words and actions.
- Making the most of their learning opportunities at school and allowing others to do the same.

We expect parents to support school and their child by:

- Equipping their children appropriately for school.
- Supporting the school's policy on behaviour.
- Ensuring their children attend school regularly and punctually.
- Making sure their children obey the code of conduct before school starts and at the end of the school day whilst in their care.
- Informing the school when their children show differences in behaviour, or behave unusually at home.
- Talking regularly to the teacher about their child.
- Encouraging their children and show interest in their achievements and behaviour in school.

We expect staff to:

- Implement an agreed approach to the rewarding of good behaviour.
- Deal with problems arising from unsatisfactory relationships between children, in a sensitive and proportionate manner.
- Apply developmentally/age appropriate sanctions in response to unacceptable behaviour, explaining to the children.
- Maintain good organisation, systems and discipline within the classroom.
- Motivate the children to do well.

- Provide interesting and appropriately challenging tasks in the classroom.
- Inform parents (and DSLs) of any changes in their child's behaviour at an early stage.
- Be available to discuss children's progress at the soonest mutually convenient time.
- Target the behaviour and never the child.

4. **Class Missions**

Each class will discuss and create a Class Mission based on an interpretation of the school Code below.

- **Show respect** – respecting others, respecting property of others, caring for their own belongings, being kind and considerate, letting others enjoy school, treating others in a polite and respectful way
- **Be responsible** – through responding with respect to authority as defined in British Values, responding appropriately to instructions, showing self-control, self-discipline, initiative and being helpful
- **Stay Safe** - behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being co-operative and attentive in class

5. **Our Behaviour Curriculum**

We understand that building relationships, routines and rules ensure children are safe - physically and emotionally. Being well-behaved is a combination of skills, habits, values and knowledge. These can (and should) be taught, and form part of our curriculum, both formal and informal. Our school values and leadership habits are a fundamental part of how we develop good behaviours.

Routines form the foundation of good behaviour. Routines are the building blocks of the classroom culture and are taught by modelling, practice, revision, correction and review. Routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour it becomes easier for them to decide HOW to behave.

6. **Positive Behaviour Approach**

We are committed to the development of a positive environment in which praise, kindness and respect is a fundamental feature.

We encourage good behaviour by:

- Making positive remarks about everyday acts of consideration.
- Encouraging older children to look after younger ones.
- Encouraging 'acts of service' to our school and wider community.
- Devoting teaching time to issues of mutual respect.
- Drawing good behaviour to the attention of parent.
- Giving rewards.
- Reminding children to consider what is in their circle of control (Leader in Me)
- Developing good role models and giving these a high profile through the school (prefects; peer mentors; monitors).

7. **Strategies that may be used to promote good behaviour:**

- 3-2-1- Eyes on me and may include '3-2-1-Stop'; in our school this means:

- silent voices
- empty hands
- eyes on the speaker
- Use signals to encourage attention and focus e.g. hand signals/ clapping patterns/ songs.
- Verbal reminders that are anonymous (e.g. 'We are just waiting for 3 children to....').
- Positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are.....').
- Proximinal praise
- Follow up the stated course of action.
- Keeping your tone of voice low when addressing misbehaviour
- Helping the child to 'save face' in front of others to avoid escalation of poor behaviour e.g. framing the desired behaviour/ consequence as a choice: e.g. You can decide to do X or Y- I am going to come back in 2 minutes so you can tell me your choice.
- Time out (5 minutes to think about behaviour) and then opportunity to make amends.
- The opportunity to go on the 'green side of the card' following name on 'red side of the card' if the desired behaviour is then shown (over a reasonable period).

8. Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards include:

- Name on the 'green side', House points, Learning powers/7 Habits and Values awards
- Extra responsibilities in the classroom and school e.g. leadership roles
- Sharing achievements with parents.
- Sharing achievements with Headteacher who may give a Headteacher Award
- Nominations for Tea with the Headteacher
- Specific verbal rewards: "Well done for...", 'You made a good choice by...', expressions from an adult.

Other positive recognition:

- Non-verbal signs of approval (smile, etc.)
- Progress and excellence prizes
- Annual award for "Care and courtesy"

Young children, by nature, can be egocentric when they are very young. Part of child development and learning during the primary school phase is learning about co-operation and getting along with others. Our school values provide a strong foundation for this learning. All human beings will make mistakes and hurt other people at times. Children are encouraged to make amends and put right what has gone wrong, as part of any sanction, and learn to take responsibility for their words and actions.

In helping children to learn about the effect that words and actions can have on relationships with others, we may use the analogy of an 'Emotional Bank account' to help the children understand how we build secure relationships with others by making deposits, how relationships can be damaged if we make withdrawals (and can be mended).

We may also use visuals with some children and restorative talk cards to assist them. We may adjust our routines where appropriate and reasonable to meet the specific needs of some pupils.

9. Housepoints and Leadership Habits/ Living the Values Awards

A system of house points operates across the school for general good behaviour. Children are assigned a house team upon joining the school and work towards achieving the highest number of points over the year. Totals are shared regularly in celebration worship and the winning team is presented with a trophy at the end of the year.

We also use award certificates for those children who have demonstrated that our school values and Leadership Habits which are presented by the Headteacher or member of the Leadership Team in the Celebration Collective Worship.

10. Self-Regulation

We believe that learning to manage our emotions and distractions around us are part of developing our own sense of self-worth and discipline. At Preston Candover, we teach the children to recognise that all human beings will experience a range of feelings and emotions that are all a natural part of being.

Key strategies are taught to all children so that they are able to select and apply these when they feel the need to. For some children who find it much more difficult to self-regulate their emotions and behaviour, e.g. an individual self-regulation chart may be developed with them, and they will be taught to identify and use strategies to help them calm in a structured way.

All classrooms MUST display the Class Mission, the Green and Red chart, School Core Values and 7 Habits Leadership trees.

Procedure and Consequences for negative behaviour

Incident steps and consequences:

- 1st. Name on red card on table (Adult explains why).
- 2nd. Mark against name – 5 mins time out in class.
- 3rd. Sanction or time out – 10 mins time out with an LSA or in another class (pupil should be accompanied and learning provided).
- 4th. Class teacher liaises with SLT. Child may phone home to explain actions.
- 5th. For serious incidents, a member of the Leadership Team is involved along with teacher. A parent meeting will be arranged.

The Headteacher is involved as a final step or in the case of a serious incident.

Serious incident:– remove child from the classroom.

According to the severity of the incident, the steps above may be by-passed.

On certain occasions, when appropriate, a child may be asked to write an account and consider what alternative action they could have taken.

Each child should start each half day with a clean slate ie, afternoon starts afresh

11. Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to correct behaviour choices; ensuring a safe and positive learning environment. We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective will always be used. Children need to know why they are being given a consequence and need to be given the opportunity to make amends and take restorative action.

Sanctions should be applied in a way that maintains self-respect. Whole group sanctions should be avoided where possible. Sanctions should be applied as soon as possible after the behaviour incident. As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation.

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure, just and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these three overriding rules:

- Stay calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Logical consequence – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, teaches alternative behaviours and allows the child to make amends.
- Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. It is imperative that any sanction is applied fairly and the consequences fully explained. Various strategies may be used to help pupils to understand how to improve their behaviour following a sanction, for example:
 - A discussion/ reflection about the impact of their actions e.g. what could be done better in the future (Appendix 5)
 - A phone call with parents or School head.
 - Inquiries into the pupil’s conduct with staff involved.
 - Inquiries into the circumstances outside of school, including home by the DSL or DDSL.
 - Considering whether the support for behaviour management being provided remains appropriate.

ABCC charts may be used by teachers for some pupils if deemed appropriate by the Inclusion leader.

If the class/school rules/expectations are broken the following sanctions may be taken as per Appendix 2.

12. Responding to poor behaviour (based on DFE guidelines)

Teachers are required to discipline pupils when conduct falls below expected standards.

To be lawful, the response (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.

- It must not breach any other legislation (in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Extremely poor behaviour must be reported to the SLT and/or Headteacher immediately. A phone call will be made to the parents (or a meeting with parents may be arranged) to discuss the concerns. For instances of serious unacceptable behaviour, a child may spend a period of time with another class or Learning Support Assistant where he/she will be able to continue with their learning.

A punishment must be reasonable and proportionate to the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them (section 91 of the Education and Inspections Act 2006).

For continued unacceptable behaviour or in case of serious verbal or physical violence, a child may be excluded from school. This could take the form of a suspension, or on rare occasions, may take the form of a permanent exclusion (see below).

13. Incidents that involve Biting

We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting can be triggered when pupils do not have the words to communicate their anger, frustration or needs/wants.

Staff will maintain a close and constant supervision of the children at all times and are trained to recognise signs of frustration or overstimulation in children, allowing them to intervene before any biting happens. However, due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening.

In the event of a child being bitten, we use the following procedures:

- The pupil who has done the biting will be immediately removed from the situation
- The bitten child will be comforted immediately and checked for any visible signs of injury.
- Paediatric first aid will be administered and details recorded in the First Aid log.
- If the skin has been broken, the wound will be encouraged to bleed a little.
- Regardless of if the skin has been broken or not, the wound will be washed thoroughly with soap and warm running water before being dressed appropriately,
- Parents of the child that has been bitten will be informed via telephone as soon as possible.
- If the skin has been broken, parents will be advised to seek advice from a medical practitioner to reduce the risk of infection from bacteria
- Staff will continue to observe the bitten area for signs of infection.
- Details about the biting incident must be shared with a DSL and recorded on CPOMs so that patterns and trends can be identified and analysed. Location of the bite and a description of the mark should be included in records.
- In some cases, if deemed appropriate and necessary, exclusion or temporary suspension from school or certain activities may be put in place to keep all children safe and happy although this remains the last resort.

14. Children with specific needs

When applying the behaviour policy, our school always starts from the viewpoint that all children have the capacity to behave positively. However, we recognise that for some, behaviour may be impacted by a special educational need or disability (SEND).

Our school may sanction misbehaviour for students with SEND when this is not directly linked to their SEND need. Failure to do so is not preparing the student for the wider world beyond school. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, to include Individual Plans and/or Individual Behaviour Management Plans, to prevent these from occurring and promote positive behaviour. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

15. Safeguarding

Staff will consider whether any of the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy and involve a DSL.

16. Suspension and Permanent Exclusion

Suspensions and permanent exclusions can be used as a sanction when warranted as part of creating a calm, safe and supportive environment where both pupils and staff can work in safety and are respected.

Our aim is to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours.

Exclusion will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. The civil standard of proof must be applied, i.e 'on the balance of probabilities', rather than the legal standard of 'beyond reasonable doubt'.

Only the Headteacher has the power to suspend or exclude a child permanently from school on disciplinary grounds. If the Headteacher is absent, the power to suspend rests with the Deputy Headteacher who should make it clear that they are acting in the Head's absence.

The Headteacher may exclude a pupil for one or more periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. When a Headteacher decides to suspend or exclude, the decision is required to be reasonable, fair and proportionate.

Exclusion will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. The decision to exclude a child (suspension or permanent) may be taken:

1. In response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school;
3. After a range of alternative strategies have been tried (See Sanctions).

The following examples demonstrate the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

The school will take account of any special educational needs or disabilities when considering whether or not to suspend or exclude a pupil. The Head Teacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. If a pupil has an EHCP, contact should be made with the LA about behavioural concerns, and consideration should be given to requesting an early annual review alongside any decision to suspend or permanently exclude.

If the Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Headteacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the pupil to give their version of events.
3. Check whether an incident appeared to be provoked by racial or sexual harassment.
4. Consult others if necessary.
5. Keep detailed notes at all stages.

Exclusion can be:

1. Suspension – Arrangements for setting and marking of work must be made.
2. Lunchtime Suspension – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Suspensions from School – This can be up to 45 days in a School year. A suspension does not have to be for a continuous period.

17. Procedures for Suspending or Excluding a Pupil:

For all suspensions or exclusions:

1. Parents must be telephoned at the earliest opportunity, explain the decision and asked to collect child as soon as possible
2. The relevant letter must be sent to the parents within 24 hours confirming the reasons for the suspension, the length of the suspension or and any terms or conditions agreed for the pupil's return
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Local Authority and Chair of Governors.

4. Ensure that any social workers or the Virtual School Head are advised if the child is in receipt of these services, without delay
6. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.
7. In cases of more than a day, when a child is entitled to a free school meal, arrange for a meal to be delivered or collected by the family

Pupils will still receive their education during a suspension; Headteachers will take steps to ensure that work is set and marked for pupils during the first five school days or a suspension. This can include utilising online learning platforms.

Re-integration:

A process of planned support and progress reviews is in place for all children following exclusion. This includes holding a meeting with parents and pupils on his/her return to be conducted by a senior member of staff. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee:

1. Suspensions of less than 6 days – a meeting will be convened if parents request it.
2. Suspensions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.
3. Suspensions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Suspensions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

18. **Recording, Monitoring and Evaluating Behaviour**

A termly report is produced which highlights and analyses trends and patterns in behaviours. An action plan is put in place to improve re-occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs. From this data we are able to identify trends and address any concerns. A summary of this is collated annually.
- Incident logs are also used to record any behaviour that is unacceptable & how it was dealt with.

19. **Lunchtime Misbehaviour**

- The lunchtime members of staff will inform the class teacher of any incidents
- For consistency, the red and green side of the board is used for all playtimes and lunchtimes
- An immediate sanction of time out will be given.
- The class teacher will be informed so that they have the full picture of any difficulties or issues.

20. **Bullying**

In discussions for Anti-Bullying Week, Peer Mentors lead an assembly on Anti-bullying. School Councillors and Peer Mentors wanted to include the STOP messages:

Several
Times
On
Purpose

Start
Telling
Other
People

We finalised a revised definition:

‘Bullying is when you hurt someone, physically or emotionally, several times on purpose.’

With bullying, the person (or group) who is doing the bullying means to hurt the other person. The hurt or harm is done on purpose to make the person feel less of a person. There is usually something unequal about the relationship between the two people. Whichever kind of power a person with bullying behaviour has, they use it over the person who is being bullied to make them feel less than who they are.

‘Bullying is any behaviour that makes someone feel upset, uncomfortable or unsafe. This is usually deliberate and repetitive and can take many forms such as verbal, indirect and physical’ (Source: The Diana Award).

There is sometimes misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst potentially very serious and which must always be dealt with, do not fall within the definition of ‘bullying’. We work hard with pupils to clarify the difference between bullying and “friendship friction”.

Types of bullying. There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power

Bullying can be:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family disagreements brought into school, encouraging others to engage in rule-breaking or bullying acts.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Each case of bullying will be examined and its severity considered when deciding upon the most appropriate response. Ideally, restorative practices should be employed with reconciliation achieved. Parents/carers of bullies will be informed of an incident by the Class teacher, Inclusion leader or Assistant Head.

Procedures for reporting bullying incidents

You can report bullying at Preston Candover:

- Directly to a member of staff
- Indirectly or anonymously in class worry boxes and box in the library

Suspected bullying should be reported to the EY/Key Stage 1 leader for KS1 pupils, Inclusion leader or Assistant Head for KS2 pupils and to the Headteacher for investigation. Details will be logged to help build a picture of behavioural patterns in school e.g. who, where, when alleged incidents occur.

In cases of racist bullying or racist incidents, an additional written record will be completed and submitted to the Local Authority. All bullying is unacceptable. However, the school recognises that many pupils displaying anti-social behaviour are, themselves, impacted. We will seek to support them to understand the consequences of their actions and to change their behaviour. Support will always be put in place for victims of bullying. This will be bespoke to the pupil, their age, maturity and circumstances.

21. Use of Reasonable force (from Hampshire Restrictive Physical Intervention in Schools guidance 2020):

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force.

Section 93 of the Education and Inspection Act (2006) sets out three conditions under which reasonable force might be used in schools. It can be used to prevent a student from doing, or continuing to do any of the following:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person (including the pupil himself)
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive physical intervention should only be used where it is reasonable, proportionate and absolutely necessary. Remembering that restrictive physical intervention is the “last resort” is essential. Staff will take into consideration the best interest of the child and this should then be weighed up against the safety and rights of others.

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately.

Immediate action will be taken to involve parents. A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Headteacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child’s needs. This may include the involvement of other agencies. Please see ‘Physical Intervention and Restraint Policy’ for further guidance.

22. Mobile phones and other electronic devices in school

Pupils should not have mobile phones or any other electronic device, including headphones and smartwatches and any other personal electronic devices with internet connectivity in school.

Any device that has the same/ similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone. If a child brings these to school, they **MUST** be handed into their class teacher when they arrive in the classroom, and they will be returned to them at the end of the school day. We accept no liability for any such items that are lost or damaged.

23. Searching and confiscation of property

Teachers and Support Staff can confiscate pupils' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of Senior Leadership Team to be disposed of.

Prohibited items include knives and weapons, alcohol, tobacco and tobacco-related products, illegal drugs, prescription medicine belonging to someone else, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed. The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned. In the event that a pupil is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their possessions (in accordance with the DFE guidance on screening, searching and confiscation).

To safeguard staff and pupils, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the Senior Leadership Team and reflect the gender of the pupil.

This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, pupils or members of the community by not conducting the search. Confiscated items will be handed into reception for safe keeping. They may be collected at the end of the school day by the pupil if appropriate. If there is a repeat of the incident, the item will be kept until parents/carers can collect from reception. This includes mobile phones and smart devices.

Staff can confiscate any item that disrupts and disturbs the learning process from a pupil at their discretion.

Other specific unacceptable behaviours

24. Aggression, intimidation, harassment and violence

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

- Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline.

Sexual harassment is likely to:

To violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or to create a hostile, offensive or sexualised environment.

- We will use the Brooks Sexual Behaviours Traffic Light System to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.
- An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.
- Where there is violence, or where there is an attack on another pupil, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of suspension. Persistent offenders may face permanent exclusion.
- Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

25. Weapons and dangerous items

- Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be suspended or excluded dependent on the nature of the offence. The police will normally be informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

26. Drugs

- The possession or consumption of illegal drugs will result in a suspension as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion.

27. Damage to school fabric and furniture

- Where damage is accidental, no charge will be made.
- Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

Discriminatory Incidents (e.g. targeting race, gender, sexuality or disability):

All incidents of discrimination are investigated and treated seriously.

Before any decision on suspension or exclusion is reached, a thorough investigation will take place.

All those involved in the incident will be interviewed.

Statements will be gathered from witnesses where appropriate.

All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for PSHE, R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable.

28. Discriminatory Incidents

Discrimination incidents are recorded separately in an Incident Log. These are reported to the Local Authority.

29. Child-on-Child abuse

Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content and harassment. Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

30. Pastoral Support Programmes

Pastoral Support Programmes such as TALA and THRIVE are school based interventions to help individual pupils to better manage their behaviour. They are overseen by the Inclusion Leader and involves the identification of precise and realistic behavioural outcomes for particular children with on-going needs.

The SLT/ Inclusion Leader will liaise with parents and external agencies as necessary.

31. Roles

The Role of our Pupil Leaders:

Children with leadership responsibilities wear special badges that identify them throughout the school. As part of their duties, they play a major part in deciding on activities that spread a positive message around the school and play an important role in implementing the rules and being positive role models to our younger children.

The Role of Parents:

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to behave in a reasonable and civilised manner towards all school staff.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. If the school has to use reasonable sanctions for a child's behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, parents can contact the school governors. If these discussions cannot resolve the problem, a formal complaint can be implemented.

The Role of Non-teaching Staff:

All school staff have a responsibility to uphold the behaviour policy.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The role of Senior Leaders, Class Teachers and Support Staff

Good classroom systems and organisation is a key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Preston Candover are positive and enthusiastic and have high expectations of learning and behaviour. They foster a sense of self-esteem in all children, linked with encouraging an understanding of the needs of others. All school staff facilitate a calm, positive and purposeful atmosphere around the school.

Staff also contribute to the open door policy for parents and carers. They deal with parental concerns in a respectful and professional manner, involving senior staff as appropriate. Teachers and Support Staff in turn expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Head teacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving suspensions and exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

32. Mutual Staff Support and Staff Training

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives. This may take several forms, including:

- External Behaviour Management courses
- Internal CPD sessions with behaviour experts or online
- Time spent considering strategies with colleagues or a Behaviour Consultant e.g. PBS, Educational Psychologist
- Weekly briefings (Whole School briefing, Phase/ Staff meetings)
- Observation of other practitioners. Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

33. Behaviour out of School

What the law allows:

A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school

Or misbehaving at any time in a way that:

- Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
- Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place. If pupils' behaviour risks the safety of others then, dependent on the incident, further sanction could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

Legislation and statutory requirements:

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools - Advice for Headteachers and school staff advice (Behaviour Advice) (1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
 - Behaviour and discipline in schools
 - Searching, screening and confiscation at school
 - The Equality Act 2010 and the school's Single Equality Policy and Scheme
 - Use of reasonable force in schools
 - Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

34. Appendix 1: Self Regulation

At Preston Candover CE Primary school we use the *Leader in Me* framework, which can support children's self-regulation by promoting personal responsibility, proactive behaviours, and emotional intelligence.

How *Leader in Me* strategies help children to regulate themselves effectively:

1. Be Proactive (Habit 1: Take Responsibility)

- **Teach Self-Awareness:** Help children recognise triggers and identify their emotions through tools like mood charts or "feeling faces."
 - **Use a Pause Strategy:** Introduce techniques such as the "pause button" or "Stop, Think, Choose" method to encourage reflection before reacting.
 - **Create a Safe Environment:** Establish classroom norms that empower students to take responsibility for their actions without fear of judgment.
-

2. Begin with the End in Mind (Habit 2: Focus on Goals)

- **Set Regulation Goals:** Collaborate with children to set small, actionable goals, such as "I will take a deep breath before I respond when I feel upset."
 - **Visual Reminders:** Use posters, charts, or personal mission statements to remind children of their goals and strategies for self-regulation.
 - **Role-Play Scenarios:** Practice challenging situations in advance to prepare children for success.
-

3. Put First Things First (Habit 3: Prioritize What Matters)

- **Teach Delayed Gratification:** Use activities like waiting games or token systems to help children prioritise self-regulation over immediate emotional responses.
 - **Provide Calming Breaks:** Create a "calm-down corner" where students can use tools such as sensory items, journals, or mindfulness exercises to reset before continuing their tasks.
-

4. Think Win-Win (Habit 4: Create Mutual Success)

- **Collaborative Problem-Solving:** Teach students to work together to solve problems by considering everyone's feelings and needs.
- **Encourage Empathy:** Help children understand that regulating their emotions can lead to better outcomes for themselves and others.

5. Seek First to Understand, Then to Be Understood (Habit 5: Practice Active Listening)

- **Model Listening Skills:** Show children how to pause, listen, and reflect before responding during disagreements.
- **Validate Feelings:** Acknowledge emotions by saying things like, "I see you're frustrated; it's okay to feel that way. Let's talk about it."

6. Synergize (Habit 6: Work Together)

- **Team-Based Activities:** Engage children in group projects that require patience, communication, and regulation.
- **Buddy Systems:** Pair children with peers who can model or encourage calm and constructive behaviours.

7. Sharpen the Saw (Habit 7: Focus on Wellness)

- **Incorporate Mindfulness:** Practice breathing exercises, yoga, or guided meditation regularly.
- **Promote Physical Well-Being:** Encourage activities that help children release energy and manage stress, such as outdoor play or exercise.
- **Schedule Breaks:** Allow for regular, structured breaks to help children reset and refocus.

Additional Tools and Strategies

- **Emotion Check-Ins:** Begin the day with a quick check-in where children share how they feel and what they need to succeed.
- **Positive Reinforcement:** Recognise and celebrate moments when children use self-regulation strategies effectively.
- **Daily Reflection:** Use journaling or group discussions to reflect on challenges and successes in managing emotions.

By integrating these habits into daily routines and modelling them consistently, children can build the skills needed to regulate themselves and thrive.

Whole School Zones of Regulation Toolkit: Advice

At Preston Candover CE Primary School, we teach our children how to self- regulate using the Zones of Regulation toolkit.

Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Sorting Our Emotions into Four Zones: Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique with in our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well- being.

The Four Zones:

- **The Blue Zone** – used to describe low states of alertness, (such as feeling sad, tired, sick or bored.).
- **The Green Zone** – While children are in the green stage they are functioning from their cortex- they can think ahead and reason. They are at a regulated state of alertness (such as feeling calm, happy, focussed or content). This zone is generally needed for school learning, being social and ready to learn. It shows control. We can help them to stay in the green stage by threading regulating exercises throughout the day in between cognitive tasks.
- **The Yellow Zone** – used to describe a heightened state of alertness, but with some control (such as when experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion - slightly elevated emotions (being fidgety, wiggly, squirmy or sensory seeking). The person is starting to lose control.

- **The Red Zone** – In the red stage the child is no longer operating from the thinking cortex but from their limbic brain. This is the emotional part of the brain which is focussed on survival- fight, flight, freeze, flop. They are only aware of the next 3 seconds and have extremely heightened states of alertness or very intense feelings (such as feeling anger, rage, and explosive behaviour, panic, terror or elation). They are not in control of one's own body.

You can remember the zones by using a traffic light system. Like traffic signs;

- **The Blue Zone** = 'rest area where you pull over as you are tired and need to recharge'.
- **The Green Zone** = the person is 'good to go'
- **The Yellow Zone** = 'caution, slow down or take warning'
- **The Red Zone** = 'stop and regain control'

Important note - No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. It is important to validate all emotions, and we should be helping our students to identify these emotions.

Tools and Strategies for Regulation

There are multiple tools and strategies that our children can use to self-regulate – and they will be individual to each child. However, here are some activities that will help our children to regulate in each zone.

The Blue Zone Tools:

- Talk to a trusted person
- Use breathing techniques like the breathing square
- Take a brain or movement break
- Relax in a safe space like the book corner and read a book
- Doing some physical exercise.
- What is in my circle of control
- Write in my reflective journal
- Write in my positive/ worry book and share with an adult
- Recognise emotions through using emotions cards

The Green Zone Tools:

- Movement exercises e.g. running or marching on the spot, star jumps, balancing on one leg, play copy me and Simon says.
- Rhythmic activities e.g. tapping a pattern on a desk, create a clapping or stomping pattern to copy.
- Singing
- ABC around the room- spot things around the room can you get all the way through the alphabet?
- Practise positive self-talk i.e. affirmations
- Write in my positive book
- Mindful colouring, yoga, meditation, etc to calm

The Yellow Zone Tools:

- Butterfly hug: direct the child to cross their arms in front of them, holding their left shoulder with the right hand and their right shoulder with their left hand. Direct the child to breath in and out for

a few short breaths. Then ask the child to pretend their hands are butterfly wings, and gently flap them against their shoulders.

- Self- cuddle
- Drinking water through a straw to calm and regulate
- Eat something crunchy
- Count the colours- 'How many yellow things can you see?'
- Breathing exercises- breathing square
- Use playdough to squash and squeeze
- Resistance bands on chair legs
- Use small bags of lego (7-10 pieces) allow a few minutes to build
- Calming colouring/ drawing
- Popping bubble wrap
- Eye movement exercises- Directing the child to follow the movement of an object with their eyes, which helps activate different parts of the brain and supports a child to calm down.
- Grounding exercises, i.e. 'Name 5 things you can see, 4 things you can hear, 3 things you can touch , 2 things you can smell and 1 thing I don't know about you.
- Pause button
- What is in my circle of control?
- Write in my worry book and share with an adult
- Go into a safe space (like the reading corner) and read
- Use fidget toys or stress ball
- Mindful colouring, yoga, meditation, etc to calm

The Red Zone Tools

Once a child is in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe. Staff will minimise language and be clear, concise and calm in their tone.

- Pause button- 'stop, think, choose responsibly'
- What is in my circle of control?
- Go to my safe space- agreed by adult
- Deep breathing exercises
- Deep pressure/heavy work activities
- Sensory activities – using sensory aids and tools such as theraputty, stress balls, fidget toys, etc
- Taking a walk in a quiet place with a trusted adult
- Mindful colouring
- Exercise/ outdoor play- if safe to do so
- Write on worry book and share with trusted adult if calm enough
- Write in sand my worries
- Use a calming sensory jar/bottle
- Use sensory fidget toys

Adults with children in red zone:

- Reduce words used and be silent
- Planned ignoring where possible
- Use of distraction
- Humour

- Pause between sentences to allow child to process things
- Do not respond to insults
- Do not warn about consequences
- Stands sideways to look less threatening
- Avoid folding arms
- Keep voice low and calm
- Be empathetic 'I hear you', I'm here with you'
- Listen and wait
- Change of adult where possible
- Moving to a quieter space
- If safe, give the child an opportunity to run outside
- Validate feelings
- Identify the child's feelings, wants and needs... 'I wonder if you are feeling'

How can you help your child use The Zones of Regulation at home?

- Model and identify your own feelings using Zones language in front of your child (e.g.: 'I'm frustrated. I think I am in the Yellow Zone.'")
- Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow zone, to catch it before they move to the red zone.
- Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone."")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- Put up and reference the Zones visuals and tools in your home to consistently refer to and check in regularly with this
- Praise and encourage your child when they share which Zone they are in.
- Develop your child's own zones of regulation tool box – using the exercises above
- Have easy access to calming/sensory equipment at home
- Remember to monitor your language: usually less is best (minimal in the red zone)

Tips for helping your child to regulate

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
 - Know your child's triggers.
 - Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.

- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.

Zone of Regulation Tool kit:

The ZONES of Regulation® Reproducible Z

The image shows a toolbox template. At the top, there is a black handle. Below the handle is a white rectangular area with a black border. Inside this area, there is a blank line followed by the text "'s **Toolbox**". Below this white area is a black circular latch. The main body of the toolbox is divided into four vertical columns, each with a colored border and a title above it:

- Blue Zone Tools**: A blue-bordered column with six horizontal lines for writing.
- Green Zone Tools**: A green-bordered column with six horizontal lines for writing.
- Yellow Zone Tools**: A yellow-bordered column with six horizontal lines for writing.
- Red Zone Tools**: A red-bordered column with six horizontal lines for writing.

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35. Appendix 2: Positive Behaviours and rewards

Green Positive Behaviour examples for Name on Green/Housepoints/Awards certificates

- Walking and waiting sensibly around school
- Using polite greetings
- Looking smart, shirts tucked in
- Being ready for lessons
- Polite manners, respectful participation, consideration, sharing ideas
- Sharing/ being kind
- Being on task promptly
- Tidying up
- Eating sensibly and good table manners
- Helping others
- Living our school values
- Leadership in action; proactive, setting goals, empathy, teamwork,

Negative behaviours and possible Sanctions

Unacceptable/ Inappropriate Behaviours	Possible Sanctions/Consequences:
<ul style="list-style-type: none"> • Interrupting others/ Disrupting learning • Deliberately annoying others • Mobile phone/Other electronic device in school • Leaving class without permission • Using inappropriate language, swearing • Being unkind or rude • Refusing to try/ Not working • Making inappropriate noises • Throwing or misusing equipment • Calling out • Not listening/ paying attention • Pushing, shoving in line 	<p>Warning(s)</p> <ul style="list-style-type: none"> • Informal gesture: eye contact, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • Repetition of task/ completion of work in own time. • Movement down the 'ladder' • Missing minutes of playtime- this could be between 5-15 minutes depending on age/ severity. • Time spent in Time out zone • Parents/ Carers informed

<ul style="list-style-type: none"> • Running indoors • In the wrong place • Not clearing up • Minor deliberate damage • Lying/dishonesty (older pupils) • Telling lies to get others into trouble • Persistent rough play 	<ul style="list-style-type: none"> • Apology & apology letter/ reflection on behaviour (Appendix 5) • School based community service e.g. tidying up toys/equipment
<p>Serious Incidents</p>	<p>Possible Consequences:</p>
<p>Repeated Behaviours from above list</p> <ul style="list-style-type: none"> • Destroying/ damaging property, work or equipment • Making threats or being aggressive (in person or online). • Hurting or harming others- physically and/or feelings • Absconding- running away or hiding. • Making racist, sexist, homophobic, disability, faith based or any other discriminatory comments or actions. • Bullying- in person or online • Stealing • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Carrying a weapon (e.g. pen knife) • Persistent Bullying including homophobic, racist, misogynistic threats, abusive language • Carrying, supplying or abusing drugs 	<p>Working in an alternative class (during time out with learning).</p> <ul style="list-style-type: none"> • Involvement of Key Stage Leader/a member of SLT • Involvement of Headteacher • Loss of privileges e.g. loss of a prized responsibility • Parents/ Carers informed • Behaviour Report/ Plan • Apology/ apology letter/ reflection on behaviour • Suspension/or lunchtime suspension). • Permanent exclusion.

Serious incidents will bypass warning stages

Pupil Name:

Class:



Behaviour to be observed:

	Monday	Tuesday	Wednesday	Thursday	Friday
Coming into school					
Registration					
Collective worship					
Lesson 1					
Breaktime					
Lesson 2					
Lesson 3					
Lunchtime					
Registration					
Lesson 4					

Lesson 5

Getting ready for
home time

36. Appendix 3 – Behaviour Report

Behaviour report to be completed each section of the day and shared with parents at the end of each day.
A meeting will happen regularly with the class teacher, Inclusion leader and parents. In the meeting we will discuss behaviour, the progress made and the strategies that could help in the future

37. Appendix 4: Helpful tips for managing behaviour, adapted from PBS service staff CPD

Thank You not Please...

“Childs Name.....Instruction.....Thank You”

Say please too often and you may sound like you are pleading!

Try “name ... instruction ... thanks”

[Holly is fiddling with her toy] “Holly, in your pocket, thank you”

[Billy has arrived wearing a hat] “Billy, hat off, thank you”

[Alfie is calling out] “Hand up and wait, thank you”

The thank you implies you expect the child to comply.

Nice and Nice

- [Child reluctant to start task] “Are you going to use the red or the blue pencil?”
- “Where are you going to sit, on the blue table or in the quiet area?”
- “Shall we start with question one or question two?”
- “Are you going to tidy the book corner on your own or do you want some help?”

Giving the child a ‘win – win’ choice

Take Up Time

Give a clear instruction then walk away

This sometimes works well with the ‘Thank you, Not Please’

It gives the pupil time to comply.

Confidently give the instruction, turn and walk away (or give your attention to other pupils)—with the expectation that the pupil will comply.

Ear-shotting

Speaking aloud within the child’s ear shot

This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child’s ear shot.

[Child reluctant to start task]. “Mr W, Zac has worked so hard this morning.

When he’s done his two sentences I’m going to let him go on the computer”

[For a child who rises to challenges but is reluctant to start] “Mrs P, I think this is actually Y3 work, so it

Don't say Don't

Frame instruction positively

Don't give the child ideas by telling them what you don't want them to do!

Try this especially when restating rules:

*“Walk in the corridor, thank you”
rather than “Don't run!”*

[Lining up for assembly] “In our class, we stand in line without touching our friends”

[Children calling out] “In our class, we put our hands up and wait”

Proximity Praise

*Find someone nearby (anyone!)
who is complying*

[You are waiting for the class to settle. Natasha is talking. Next to her, Matthew is sat patiently waiting.]

“That's really quiet sitting Matthew. Thank you!”

Don't Lose Face

The "Ask Permission Before Doing"

With impulsive children it can be hard, initially, to stop them doing the things they want to do.

In these situations, e.g. when Emma goes to run off to collect the fruit from the office before asking, it may be worth trialling this strategy.

"Emma. Back to the carpet. Hand up. Ask first ... Thanks"

When Emma asks permission, the adult says, "Yes, thanks for asking".

Initially (where appropriate) try to say yes as much as possible so that Emma gets used to the idea that asking permission gets her what she wants. This is one step towards regulating impulses, in that it can be used to bridge the gap between saying no outright (and then the child doing it anyway), to yes but only with my permission. If used carefully, this can prevent the

The Bogus Note

The Ultimate Distraction Technique

[Brandon is becoming unsettled. You can see his behaviour is beginning to escalate. You think a little wander may do him good!]

“Brandon, can you take this note to Mrs Shears please?”

Another technique can be giving a child 3 pens to deliver to another adult. The 3 pens will tell the other adult this is being used as a distraction and reply accordingly to the child.

Used sparingly, these strategies can be very effective. Use for those times when the child's behaviour is rumbling. If you get in early, this can prevent crisis level behaviour. It could also be a special job etc.

Appendix 5- Behaviour reflection form



Behaviour Reflection Form

Name	Date:
What happened?	
How were you feeling at the time? (Zones of Regulation)	
Why is this behaviour unacceptable?	
Who has been affected and in what way?	
How could things have been done differently?	
What do you think needs to happen next to get back into the Green Zone ?	

 **Love**  **Hope**  **Justice**

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11