

St Laurence Church Infant School

Behaviour Regulation Policy including Written Statement of Behaviour Principles



Approved by:	Chair of Governing Board
Last revised on:	October 2025
Next review due by:	October 2026



1. Ethos and Values

As a Christian school, we follow the teaching and the example of Jesus as our guide for living. Our ethos of **"Do all things with love"** (1 Corinthians 16:14) challenges us to ensure our behaviour regulation policy is just, merciful and rooted in forgiveness.

We are committed to everyone achieving their full potential, for every member of our community to flourish by having a **"love of learning, life and each other"**. We recognise the impact of the right culture and high standards of behaviour have on student achievements.

As a rights respecting school, our behaviour regulation policy also upholds all children's rights to be **ready** to learn, have their views **respected** and be **safe** from violence and harm.

We are committed to creating a clear vision of what good behaviour looks like and therefore will invest the time and effort in teaching behaviour expectations through a behaviour curriculum. We use our special Bible story **"The Good Samaritan"** (Luke 25-37) to explore how to show love for our neighbours, how discrimination and being a bystander is wrong and how showing kindness can heal hurt.

The teaching **"Do unto others as you would have them do unto you."** (Matthew 7:12) is also key in our understanding of restorative justice.

In our safe and happy school community, children learn self-control, tolerance and co-operation, taking personal responsibility for regulating their own behaviour by understanding the consequences for others when they are not regulated.

2. Intent

We seek to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected. Through a consistent approach to managing behaviour, the children in our school grow and mature, both spiritually and morally, so that they can become responsible members of society and empathetic future citizens.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Laurence Church Infant School. It is the result of consultation with pupils,

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parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

3. Key Premises

- We value every individual as part of the school community and of God's family.
- Behaviour can change and every child can be successful.
- Understanding each child's needs, their stage of development and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.
- We believe that all behaviour is a form of communication and so our approach should be curious to, and empathetic of the underlying emotions.

"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." The Gottman Institute

- We apply attachment aware approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation.
- We understand that children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning-in and empathising with them thus 'containing' - sharing, supporting and carrying their emotional state).

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos." L.R. Knost

- Clear structures of predictable outcomes applied consistently help children to feel safe.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Good behaviour should be recognised sincerely rather than just rewarded. This reinforcement helps children to feel good about themselves which increases their self-esteem enabling them to achieve even more.

4. Aims

To encourage a positive, calm and purposeful atmosphere where everyone can flourish together and grow a "love of learning, life and each other":

We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage with free of

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distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning. We insist on high standards and expectations when it comes to behaviour.

This will pervade all aspects of school life through:

- the culture and values of the school
- how pupils are taught to behave
- our response when pupils behaviour does not meet expectations
- the relationships between staff, pupils and parents.

5. Expectations

School Rules

Our school rules are simple and memorable:

- **Be ready**
- **Be respectful**
- **Be safe**

They are displayed in the classrooms and around school and are modelled by all members of the school community. These rules are broad enough to apply in every situation and therefore other rule-like instructions should always be couched in terms of the school rules for example:

Ready

- I am ready to learn by "Showing 5" and giving the learning 100% of my attention.
- I need to stop when I am told and listen
- I am ready to learn when I try hard in all I do.

Respectful

- I can show respect by thinking about how my words and actions impact others.
- I show respect by being polite and showing I am proud to be at St Laurence.
- I respect equipment and the environment by looking after it.
- I show respect to adults by following their instructions straight away

Safe

- I show I am being safe by thinking before I act
- I play with kind hands and feet
- I do not act in a way that might harm myself or someone else.
- I do "Wonderful Walking" in the corridor
- I use the equipment in the playground zones as I have been taught

High expectations of behaviour are established through staff's active management.

"Do all things with love: love of learning, life and each other."

"The standard (behaviour) you ignore is the behaviour you accept." (David Morrison)

When any one staff member addresses behaviour that falls below acceptable standards, they are reinforcing the culture of good behaviour in the school and supporting their colleagues.

All adults have a role in actively developing excellent behaviour:

- **Identify** the behaviour we expect
- Explicitly **teach** behaviour
- **Model** the behaviour we are expecting
- **Practise** behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

Explicit Teaching of Expected Behaviour

We understand that to give children the best opportunity to be successful that behaviour expectations should be clear, communicated well and should be taught. Therefore, not only are positive values modelled and taught on a daily basis as needed, but we also have an explicitly taught behaviour curriculum, which is repeated throughout the year and reinforced with visual cues and reminders.

As a school community, through the taught curriculum as well as during all other opportunities, children are taught:

- The school rules and how they apply to boundaries of acceptable behaviour.
- That their words and actions have consequences for themselves and others.
- To recognise, understand and respond to their feelings and emotions in a healthy and productive way.
- Specific social and collaborative skills e.g. sharing equipment, taking turns, listening to each other, how to address people politely, etc.
- How to respond to behaviour from others which they find unacceptable.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff which children can rely upon to be demonstrated consistently. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the door daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile.
- Members of the Leadership Team greet children and parents at the entrance or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.
- Adults in school do not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

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- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Relentless Routines

Consistent routines and vocabulary around the whole of school help children to feel safe and know what is expected from them. The Classroom Handbook explains the relentless routines in more detail but some examples are:

Consistent Routine	Notes
Greeting children each day "Good morning"	Staff should greet children at the door of the classroom each morning and say a genuine "good morning" to show the child they are welcome and wanted at school.
Self Registering Emotions. "How are you feeling today?"	<p>(See Emotional Literacy) Children are encouraged to position their named peg on the colour monster to describe how they are feeling.</p> <p>Children know if they are not "happy" or "calm" that the teacher or teaching assistant will have a conversation with them that day to discuss their feelings.</p> <p>Children should not be forced to identify an emotion publicly if they do not wish to, but can instead use the adult's own smaller prompt cards to point (Appendix A)</p>
Gaining Attention "Show me Five" (see Appendix B)	<p>All classrooms have a "Show me Five" hand (Appendix B) on display and all staff wear one on their lanyards. All classrooms have a set of hand bells. To gain attention adults ring the bells then say "stop (pause for stopping) and show me five"</p> <p>When staff hold the hand up and use the phrase "Show me Five" Children are expected to show five ready to learn behaviours:</p> <ul style="list-style-type: none"> • Eyes looking • Ears listening • Mouth quiet • Body still • Hands to yourself <p>Staff may ask "Who is ready to learn? Bob is showing me Five, thank you Bob, Sarah is showing me Five, thank you Sarah etc." until everyone is ready to listen. Adults will not address the group until everyone is "showing five".</p> <p>The 5 aspects of "show me five" are chunked into one phrase to reduce cognitive load for children and adults.</p>

<p>Gaining help "Take the help hand to find another grown-up"</p>	<p>Each room in school and each member of staff has a red "help hand" which they can send with a responsible child when they need urgent assistance from another adult for any reason (for example a medical emergency, a serious behaviour incident)</p> <p>Children should be trained to know that if they are asked to take the help hand they go to the nearest staff member they can find and wave the hand so that the adult sees it, even if that would normally be rude or interrupting. Staff know that the help hand means come urgently.</p>
<p>Travelling around school "Wonderful Walking" "Calm Corridors"</p>	<p>Children travel around school "wonderfully" by walking. this looks like:</p> <ul style="list-style-type: none"> • a single file line, (one behind the other" following the person in front • hands by sides, • eyes forward • body quiet • staying to the right-hand side of the corridor. <p>The phrase "Wonderful Walking" can be used in a tone of praise or as a reminder. The 5 aspects of "wonderful walking" are chunked into one phrase to reduce cognitive load for children and adults.</p>
<p>Other Classroom Routines</p>	<p>The Classroom Handbook goes into more detail about other consistent routines in school, such as how we give out whiteboards or how we go to the toilet.</p> <p>The children should be clear on the routines and be able to articulate them. Other staff members who work with the class such as Lunchtime Supervisors and Sports Coaches should know the routines which are pertinent to their role. Class teachers have a responsibility to share any particular routines of their own class.</p>

Emotional Literacy

Each class reads the story of **"The Colour Monster"** by Anna Llenas at the start of each year, and as many times additionally as needed to embed. The shared language and imagery from the story scaffolds children's' ability to name and understand their emotions.

Each classroom has a **Regulation Station**. In this area, children are invited to identify the emotion they are currently feeling using the images from the story, and record this by pegging their names peg to the appropriate colour monster.

In this area, "Colour Monster Doctor Toolkit" suitcase is provided with resources to help children re-regulate, and there are visual cues of our "4 part apology" and "Self-Reflection Sheet" for children to use as part of their reparative response.

Additional work on emotional literacy and resilience is included in the PHSE curriculum, in one core text of the reading spine, worship and at other times as needed. Staff should take opportunities to discuss the feelings, behaviours and emotions of characters when reading stories and how they link to our values and school rules.

Taking ownership of solving problems

We encourage children through explicit teaching to take ownership for resolving everyday disputes between peers. This means that they do not need to approach an adult unless their attempts to solve themselves have not worked.

Children are given scripts they can use to negotiate the social situations that arise day to day in school for example:

"Please can we share.." The other child may not know that you want a particular toy unless you have told them, so making eye contact and saying "Please can we share." lets them know.

Our behaviour curriculum teaches that sharing may be:

- Everyone has the same amount (good for playdough or bricks)
- We take turns (good when there is only one of something)
- Everyone uses it together (good for big things which can be played with together)

"Stop it I don't like it." we understand that children have different likes and dislikes, but young children with developing theory of mind do not always realise that others do not like the same things as them, or are not enjoying something they are doing (for example some children enjoy chasing games and others do not).

Children are taught that if someone says or does something they don't like, the other person may not be aware of this feeling so they should make it clear by saying our assertive phrase "Stop it I don't like it." in a loud clear voice holding their hand in front of them palm forwards.

Through discussion of "treat your neighbour as yourself" we learn that we need to respect these scripts when our peers use them, and if our friends do not respect these, we can tell a grown-up for help.

6. When children's behaviour is good

Children will be recognised for their good behaviour. Children should usually be praised publicly and reprimanded in private. However at times we recognise that public praise may also have negative effects and knowledge of the individual child and their circumstances will guide staff's approach.

At St Laurence we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential

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negative associations. We ensure that systems are not based on control through bribery or over use of rewards.

Adult Approaches to Praise			
Form of Praise	Purpose	What it looks like	Key notes
Use of children's work as an example	To celebrate the child. To help promote learning.	Reading out a child's work, sharing on the board	Be mindful not to use the same children all the time. All children have work displayed on their personal gallery board.
Verbal or written praise e.g. saying "Thank You"	To give feedback on good behaviour. To celebrate the child. To promote those good behaviours in others (if public).	Specific feedback: Bob, your reading is super because you are using lovely expression. Thank you. Sarah you are carrying the scissors pointing downwards - that is <u>being safe</u> - Thank you.	This should be said earnestly and used often. This can be public or private depending on the needs of the individual. If praise is for behaviour, link to which of the 3 school rules is shown.
Stickers	To give instant recognition for learning or behaviour.	Member of staff gives sticker to child and explains specifically why, try to help child identify the feeling of pride they have to link the intrinsic pride with the extrinsic sticker. Sheets of gold star stickers are available from the main office.	Be mindful that it is not the same children all the time being given stickers. This should not be over-used, children should not come to expect a sticker.
Text message home	Celebrates the child, recognises when children have done more than expected or showed consistently excellent behaviour. Reinforcement from home and promoting the home school link.	Text message sent home explaining the specific way the child has gone above and beyond.	A good way of sharing successes when a child has been finding things harder.
Amazing Attitude Award	To celebrate child with whole school.	Weekly worship where positive attitudes to learning and behaviour are	Each child should have at least one certificate each year.

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	To reinforce the message of the attitudes we seek in school.	shared (usually 1 child per class each week) The behaviour shown is explicitly explained to help reinforce this behaviour in others	A list is kept to ensure each child is celebrated.
Star Jar Star	To celebrate collective good behaviour of the whole class e.g. lining up, co-operation in a lesson, everyone putting the best effort into their writing, behaviour on a trip etc. To create a sense of collaboration within the class.	Each class has a well displayed "star jar" which the class collaborates to collect stars to fill. The adult adds one star to the class jar and explains specifically why. Headteacher looks at star jar when visiting classrooms - a treat from a list drawn up by the class is earned each half term by filling the jar with stars.	To use liberally to promote collaboration. Do not use to identify an individual who has "stopped" the class getting a star or as a consequence "we can't have a star now because..." This is because blame creates more shame which lowers self esteem.
Superstar Wristband	An aspirational award available to any child, even if they don't always get things right: To celebrate an instance of effort or behaviour which is beyond the norm for the individual child.	Staff send or take child to headteacher or deputy headteacher who will ask them about why they have come and help them to identify proud feelings before giving a special wristband.	This is an exceptional reward for beating your own best: staff should be mindful it is not the same children being sent regularly.
Super Shining Star	An aspirational award to recognise publicly the children who nearly always do the right thing.	Each half term one or two children from each class are nominated for a metal star pin badge which can be worn at all times in recognition that they could be awarded a star sticker almost every day for their exceptional behaviour.	Bronze in Reception, Silver in Year One, Gold in Year Two. Staff will know those children wearing a metal star can be relied upon for important jobs, and setting examples.

Rewards are also given for excellent attendance and end of year sports awards for teamwork, sports-person-ship, attainment and effort in PE

7. When behaviour does not meet the standards that we expect:

Any behaviour that is not ready, respectful and safe is unacceptable behaviour.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of any response to misbehaviour are:

- To maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive
- prevent the recurrence of misbehaviour.

Behaviours Not Allowed by Children

Maintaining a calm, safe learning environment is a priority and disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour. This policy clearly states that **any behaviour that is not "ready, respectful, and safe" is considered unacceptable**. Specifically, the following behaviours are not allowed:

Unacceptable Behaviours – Minor Incidents

Low- level disruptive behaviour examples (not an exhaustive list)

- Not "showing 5" when the adult has directed this
- talking at inappropriate times,
- distracting others e.g. by making noises, turning around etc.
- not lining up when the bell rings or otherwise directed to
- not lining up properly e.g. touching others, moving about, making noises
- not being focused
- mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources
- using equipment when not directed to do so
- not starting tasks when directed to do so
- running in the corridors
- general unsafe behaviour around the school building.
- deliberately causing upset to someone else (e.g., unkind comments, excluding from a game)

Unacceptable Behaviours - Serious Incidents

- Repeated minor incidents
- Swearing
- Deliberate spitting
- Child shows a wilful lack of respect to adults
- Anything which prevents the rest of the class functioning, (i.e. screaming, swearing, general disruption etc)
- Any prejudice-based behaviour including making comments (e.g., racist, homophobic, transphobic, religious, ageist, gender-based comments)
- Wilful physical incidents of any kind (e.g., punching, kicking, pushing, rough play)
- Defiance or refusal to co-operate after a reasonable request has been specifically directed at the individual by an adult
- Bullying or peer-on-peer abuse (see Anti-Bullying & Harassment Policy)
- Child wilfully inflicts physical harm on another person.
- Child wilfully destroys or steals property
- Child on child sexual harassment, meaning unwanted conduct of a sexual nature, such as: touching of private areas of others, wilful sexual comments, jokes or taunting
- Possession of any prohibited items (Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Note: All incidents of sexualised conduct, racist, homophobic, or transphobic nature, or involving gender discrimination, are treated seriously and dealt with according to the age, understanding, and nature of the incident.

Additional Prohibited Behaviours (from statutory guidance)

- Violence or threatening behaviour (explicitly not tolerated)
- Disruption of learning for others
- Disrespect towards staff, pupils, or visitors
- Any behaviour that puts the safety or welfare of others at risk

Responding to Unacceptable Behaviour (minor category):

Strategies can be used to make connections, promote emotional literacy and give encouragement for example:

Quiet word:

- *"Is everything okay Bob?" (listen to response!)*
- *"Bob we're all listening at the moment, thank you for keeping your lips quiet and showing me five"*
- *(Stern tone)"Wonderful Walking" (pleased tone)"Thank you Bob"*

Drawing Attention to impact of behaviour (accidental or otherwise) on others:

- *"Can you see that Sarah is crying - I wonder how she is feeling? I wonder what made her feel that way? I wonder what we could do to help Sarah feel better?"*

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Re-direction:

- "Bob, come and have a go at this activity with me."

Distraction:

- "Bob please take this note to the office for me."

Conversations to support behaviour

Where intervention is needed, conversations around poor behaviour should happen in private to reduce counterproductive shame on children. Behaviour is discussed, following a script, in terms of how it does not follow the school rules of be ready, be respectful, be safe; and how it is impacting on others.




The conversation should be about the behaviour rather than being made personal to the child so that the child knows they are still loved and cared for.
















Adults should remember that the aim of the conversation is for the adult to offer support to the child to improve their behaviour, not to punish the child.





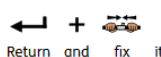
Conversations to support behaviour would be with the adult who was supervising the child at the time of the behaviour- whether this be the class teacher, teaching assistant or lunchtime supervisor. This demonstrates to children that all adults are equally responsible for supporting behaviour regulation.

Scripted Stepped Approach

For use when children show the first instance of a [minor incident](#) of poor behaviour, we use a stepped approach, supported by visuals to support children's understanding (See Appendix C). Adults should base their conversations around these scripts which ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Stepped Approach Support Scripts	
Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'	
Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further	
<p>Step One: Reminder 1</p> <p>1  Reminder:  +  Stop and think.</p>	<ul style="list-style-type: none">• (Name) I noticed you chose to ... (state the noticed behaviour).• This is a reminder that we need to Be ... (state relevant rule: Ready, Respectful, Safe).• Thank you for listening.• (Walk away to give the child 'take up time' and DO NOT respond.)

	<p><i>Example - 'Bob, I notice that you're talking when you should be writing. This is a reminder to follow our school rule of being ready. Please work quietly. Thank you for listening.'</i></p>
<p>Step Two: Reminder 2</p> <p>2  Reminder:  Stop.  Go to  calm  place and  think.</p>	<ul style="list-style-type: none"> • (Name) I noticed you chose to ... (state the noticed behaviour) • I'm wondering if ... (why you think they are showing that behaviour) • This is a reminder because it is the second time I have had to come and speak to you • Do you remember when ... (remind of time of previous good behaviour)? • That is the behaviour I expect from you. I know that you can make good choices. • Thank you for listening. (Give child 'take up time' and DO NOT respond.) <p><i>Example: Bob, 'I have noticed you are still talking when you should be writing. I'm wondering if you're finding it tricky today because you're sitting by your friend? This is a reminder because you are still breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p> <p>The child may choose to use the classroom regulation station to help re-regulate themselves and return to being ready, respectful and safe.</p>
<p>Step Three: Reminder 3: followed by Reparative Response</p> <p>3  Reminder:  Stop.  Go to  another  adult.</p> <p> Think,  talk.  Return and  fix it.</p>	<ul style="list-style-type: none"> • (Name) I noticed you chose to ... (state the noticed behaviour). • State impact on others of behaviour • You are breaking the school rule of ...(state rule) • You need to put this right by... (see Appendix D for examples of appropriate reparative responses) • Thank you for listening <p><i>Example - 'Bob, I have noticed you chose to keep talking. You are stopping the other children on the table from doing their work. You are breaking the school rule of being ready. You will have to put this right by working at playtime to do the 2 minutes you have wasted.'</i></p> <p><i>The reparative response may need to be to go to another classroom or adult for thinking time in order to give space away from the environment to calm down and return with a fresh start. They may be directed to use the Self Reflection Sheet (See appendix E) to help organise their thoughts on how to put things right</i></p> <p><i>After returning, the child may need to put things right using a Reparative Response (see Appendix D) this is not</i></p>

	<p>a sanction but a natural consequence for example using a 4 part apology (See appendix F), by cleaning up a mess they have made, or finishing work they have missed.</p> <p>Once this has been done, a follow up restorative conversation using questions below (see Appendix A) should take place.</p> <p>Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a <u>fresh start</u> for the child.</p>
<p style="text-align: center;">Step Four: SLT</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>4</p>  <p>Reminder:</p> </div> <div style="text-align: center;">  <p>Stop.</p> </div> <div style="text-align: center;">  <p>Go to a leader.</p> </div> </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">  <p>Think, talk.</p>  <p>Return and fix it.</p> </div>	<p>If a child has had three warnings to put right unacceptable behaviour (minor incidents) and is still not able to be ready, respectful and safe, this becomes a serious behaviour incident and a member of senior leadership should be involved.</p> <p>Adults may send a red help hand to call SLT to the classroom, or take the child to the leadership office.</p> <p>At this stage sanctions may be applied (See section below on responding to serious behaviour incidents)</p> <p>A follow up restorative conversation using questions (see Appendix A and section below) should take place at an appropriate time. After this it is a <u>fresh start</u> for the child.</p>

[Responding to Unacceptable Behaviour \(serious category\):](#)

For serious incidents of behaviour, such as those listed above, a swift response may be needed to keep everyone safe.

Sanctions

What the law allows: Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

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- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Examples of sanctions for misbehaviour may include one or more of the following sanctions:

- A verbal reprimand
- Timeout
- Expecting work to be completed at home, or at break or lunchtime
- Missing parts or all of break, lunchtime or Wellbeing Wednesday clubs (detention)*
- Letters or phone calls home to parents
- Referring the pupil to a senior member of staff
- The setting of written tasks such as an account of their behaviour
- Loss of privileges - for instance, the loss of a prized responsibility
- School based community service, such as tidying a classroom
- Regular reporting including early morning reporting
- Written behaviour contact for behaviour monitoring
- Adaptions to normal provision identified in a risk assessment
- Implementing a behaviour plan,
- Removal from classroom (see below)
- Suspension or permanent exclusion (see below)

*Notes on Missing play/lunch times (Detention)

- Missed play or lunchtimes are supervised by a member of school staff and may be issued on the same day as the misbehaviour.
- Parents will be notified whenever reasonable and necessary when such sanctions have been administered,
- Staff will take into consideration whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability.

Responding to Severe Behaviour

The Head Teacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school.

There will be zero tolerance of any form of serious assault on pupils or deliberate assault on staff. Any violence in school will be treated extremely seriously.

- Any child involved in a serious violent act will spend some time with SLT with immediate effect (SLT will decide regarding the period of time depending on the incident).
- The child's parents should be informed that their child has been involved in a violent incident in the classroom as soon as possible.

We have the right to take measures to keep pupils and staff safe, these measures include:

- The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon. (see legal framework - Section 12)
- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players (see legal framework - Section 12)
- Powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses.
- A legal duty on schools to make provision to tackle all forms of bullying.
- Restraining a child who is unsafe to others or themselves (please see the care and control policy)

Protection: keeping pupils safe is a legal duty of all staff.

A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

Removal from Classrooms (internal suspension)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a period of time out of the classroom at the instruction of a member of staff that allows for continuation of the pupil's education in a supervised setting.

The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

Removal is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal will only be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

If a pupil has been suspended, for safety, they will remain removed from the classroom until their parent/carer is able to collect them.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion

- in response to a child seriously or persistently breaching this behaviour policy,
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The school's suspension and exclusion policy follows the Department of Education guidelines on school suspensions and permanent exclusions. Please refer to the school's Exclusions Policy and Department for Education statutory guidance:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

8. Supporting pupils to improve behaviour

Following a behaviour incident, whether a minor incident which has reached Step 3, or a more serious incident, at an appropriate time, children should be given the chance to repair relationships with a restorative conversation.

Restorative Conversations

It is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil.

This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. (See Appendix A)

1. What happened? (use neutral, dispassionate language.)
2. How were you feeling at the time?
3. Who has been hurt/upset/affected?
4. What did you do / should we do to put things right?
5. What shall we do next time so that this doesn't happen again?

*Remember that it is not the severity of the sanction that is important; it is the certainty that this follow up will take place.

Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child.

Support following Serious Behaviour Incidents

As well as a restorative conversation, following a serious behaviour incident, strategies should be considered to help the pupil to understand how to improve their behaviour and meet the behaviour expectations of the school in future.

These might include:

"Do all things with love: love of learning, life and each other."

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- A phone call or meeting with parents/carers,
- A risk assessment with adaptations and control measures put in place
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- Considering whether the support for behaviour management being provided remains appropriate
- Pastoral Support
- A Support Plan written by class teachers and supported by the SEND or Senior leadership team
- An Intensive Support Plan: In more serious situations, if the pupil has had several suspensions or repeated removals from lessons or are at risk of permanent exclusion the headteacher or another senior member of staff may ask for an ISP to be used.
- Communication with social worker and/or the Virtual School Head where these are involved

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

9. Involvement of Parents

We work in partnership with parents to help children become confident at regulating their own behaviour. Parents want to know how their child behaves at school and this should usually be communicated to them by the classroom teacher. Formal opportunities for this are through parents' evenings and end of year reports but parents should be involved in an ongoing way.

Parents should understand that unless we communicate otherwise, their child is behaving well and meeting our expectations. They are welcome to open a conversation about behaviour, by having an informal chat with teachers at the end of the school day, or asking for a phone call.

Parents are informed when their child's behaviour has been consistently good or a particularly excellent by seeing stickers, wristbands and receiving text messages so that they can celebrate this with their child. Parents are invited to join our Amazing Attitude Award Assembly in worship on Fridays and are notified if their child will be presented with an award.

Similarly parents need to know if their child has not met the expectations so they can discuss with their child what went wrong and how they can avoid a similar situation again. When notifying parents of poor behaviour, talking to parents at the end of the day can often be embarrassing for the child and family. Where problems have arisen, teachers should

communicate with parents through email or by a phone call. They should record the behaviour and the conversation on MyConcern.

Where a behaviour incident is of a serious and deliberate nature, particularly any which involve assault on a staff member or any prejudice-based abuse (such as racism) a member of SLT will contact the child's parent or carer to discuss this with them.

10. Children needing an individualised approach: Individual Needs and Reasonable Adjustments

This policy recognises that some children may require an individualised approach due to special educational needs, disabilities, or adverse childhood experiences. However, **all children are expected to follow the core principles of being ready, respectful, and safe.**

Special Educational Needs

We are mindful of pupils' SEND needs. This does not mean we lower our expectations, however some behaviours can be associated with particular types of SEND. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We will make reasonable adjustments and think carefully about where pupils need additional support to meet behaviour expectations and be successful. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Four specific areas of SEN will also be considered in line with the application of this policy:

- **Communicating and Interaction** - The school will be considerate in the way in which students are able to reflect, and communicate their view on incidents that occur. They may need additional processing time to understand an instruction, and use visual cues to support understanding. Staff may need training to understand neurodivergent conditions.
- **Cognition and Learning** - The school will be considerate in the way timescales are adopted when allowing students the opportunity to reflect on incidents that occur. They may need social stories to clearly explain the rules.
- **Social, emotional and mental health difficulties** - The school will recognise the different ways in which students respond to incidents that occur. They may need regular emotion coaching, movement breaks or a safe space to co-regulate
- **Sensory and/or physical needs** - The school will be considerate to the way in which students' needs are met when responding to incidents that occur. For example, a child with a hearing impairment may need seating nearer the adult to hear instructions, an child with a skin condition may need an adjustment to the uniform requirements

Where challenging behaviour is identified, the school's special educational needs coordinator will become involved to determine whether the child has any underlying needs that are not currently being met.

When acute needs are identified, the SENCO may suggest support and advice be sought from specialist teachers, virtual schools head, an educational psychologist, medical practitioners and/or others, to identify or plan support the child's specific needs.

If a pupil has an Education, Health and Care plan (EHCP), with provisions set out in that plan, the school will cooperate with the local authority and other bodies as relevant and needful. We will, as far as possible, anticipate likely triggers of misbehaviour and consider support to prevent these.

Behavioural adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning and support.

Children who need individualised approaches or reasonable adaptations will have a document outlining the approach adults should take. This may be a One Page Profile, an Individual Behaviour Plan or another plan suggested by specialists. These are available for relevant staff to access in the class black confidential folder in the classroom stock cupboard and in the One Page Profile folder stored in the staff room.

When children are following an agreed approach to meet their individual needs, a consistency of this approach is needed and care should be taken to avoid the individual approach appearing to other children as a reward for poor behaviour.

Trauma

Although behaviourist approaches can work for the majority of children, we acknowledge that they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as Looked After Children (LAC) and Post Looked After Children (Post-LAC), and individualised approach may need to be taken.

As a school, we recognise that children's behaviour is their way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need physical intervention from staff for their own safety or the safety of others. Please refer to the Care and Control Policy for full details.

ACES

Some ways which we can supporting children who have experienced trauma are:

In the classroom:

Routines and predictability - visual timetables, now and next, explained changes.

Self-regulation resources - concentration aids, breathing techniques etc.

Exit strategies in place - allowing for removal from overwhelming or overstimulating circumstances.

Signs and signals - a way for a child to communicate their feelings without verbalising.

Focus on the positives - lots of praise for doing the right thing, encouragement and reassurance.

Alternative discipline - not a one size fits all policy which can re-traumatise.

Remain non-judgemental - remain neutral and calm. Do not take their behaviour personally.

Around School:

Provide a safe space - somewhere to talk, self-regulate and avoid becoming overwhelmed.
Adapt transitions - allow students to move around before/after their peers, avoid triggers.
Buddies or supporting adults - pair students up, support for triggering times.
A whole-school approach to resilience - focus on all staff, teaching children strategies.
Team up with parents - share approaches and messages, get parents on your side on a united front for all children.
Avoid sensory overload - neutral calm classrooms and corridors, clear rules for transitions.
Teach children about PTSD - talk about trauma, and help children to understand what is happening.

11. Dysregulated Behaviour

If a child has become dysregulated, the stepped approach will not work as the child has "flipped their lid" (Daniel Siegel) and are in "flight or fight" mode and not able to use their rational, logical, language understanding brain parts. In this case emotion coaching is used to help calm the child before any conversations around behaviour can be had:

All staff members carry emotion coaching visual prompt cards and script (Appendix G).

If a child's behaviour is becoming dysregulated, the familiar visual cues and scripted language is used to help co-regulate their emotions and choose a more appropriate way to handle the situation they are finding difficult.

Offer of space to cool off:

Example: Bob you seem to be finding things really difficult right now what will help you to keep calm?

- *Sit in a quiet space*
- *Calm down box*
- *Work in another classroom*

Emotion Coaching

"Emotion coaching builds a power base that is an emotional bond - this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries" (Rose and Gus, 2017).

Staff may wish to use the prompt cards (Appendix G) to support use of the script below:

1. Recognise and name the emotion
"I wonder if you're feeling angry?"
2. Validate and empathise
"Everyone feels angry sometimes, I would feel angry if someone had taken the ball I wanted too."

"Do all things with love: love of learning, life and each other."

3. Set limits

"Even though you're angry, its not okay to hit someone because it hurts them and our school rule says we should be respectful."

4. Problem Solve

(What was the child trying to achieve? What would be a more productive way to respond?)

"Next time you're angry at someone taking your ball, what shall we do instead?"

Once the child is calm again, a follow up restorative conversation using questions (See Appendix A and section above) should take place. Once the restorative conversation has been engaged in and any reparative consequence (See Appendix D) has been completed, it is a fresh start for the child.

12. Notes and Legal Framework

Notes on Removal:

Removal should be distinguished from the use of separation spaces known as sensory or nurture rooms for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

We will make every effort to inform parents on the same day if their child has been removed from the classroom. School will determine the length of time a pupil is removed from a lesson, based on the specific circumstances.

This should always be kept to a minimum, as far as possible, and pupils will have access to continuity of curriculum and learning during this time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Having been removed from the classroom, the pupil will be re-integrated when appropriate and safe to do so. The aim will be to do this as soon as possible, whilst managing this appropriately.

When dealing with individual removal cases, staff will

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
- Consider whether any assessment of underlying factors of disruptive behaviour is needed, for example by drawing on the advice of external expertise
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are not secluded. This means they should not be locked alone in the room of their removal. The only exception to this might be security measures in special schools, where this is part of secure and safe practice.
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker.
- If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability

Notes on Screening and Searching

"Do all things with love: love of learning, life and each other."

Searching and screening can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The school's duty as an employer means that we have to manage the safety of staff, pupils and visitors. Therefore, the school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without seeking consent.

This can help provide reassurance to pupils, staff and parents that measures are being taken to create a calm, safe and supportive environment

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules as an item which may be search for: the governors have deemed mobile phones as 'prohibited item'.

Any children found with a phone will have the phone confiscated and placed in the office.

Pupils and their possessions can be search without their consent where they suspect the pupil has a 'prohibited item' Headteachers, and staff they authorise have the power to search a with or without agreement.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place, give them the opportunity to ask any questions and seek the cooperation of the pupil. If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

The search will take place away from other pupils, on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The member of staff conducting the search will be of the same sex as the pupil being searched and there will be another member of staff present as a witness to the search unless:

- the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they will immediately report this to another member of staff, and ensure a record of the search is kept. The person conducting the search will not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search bags and other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted for prohibited items. These will be

"Do all things with love: love of learning, life and each other."

conducted in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

If a pupil is found to be in possession of a prohibited or banned item, then the pupil will be sanctioned in line with this behaviour policy.

Notes on Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited,
- Is banned
- is evidence in relation to an offence.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Controlled drugs will be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they will treat it as such. Other substances which are not believed to be controlled will also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them but will not return them to the pupil.

If a member of staff finds a pornographic image, they will dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it will be delivered to the police as soon as reasonably practicable.

Members of staff will never intentionally view any indecent image of a child and will not copy, print, share, store or save such images.

Where a member of staff finds stolen items or items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property, these will be delivered to the police as soon as reasonably practicable or returned to the owner, or dispose of it if returning them to their owner is not practicable.

The member of staff will take into account:

- the value of the item;
- whether the item is prohibited or banned by the school;
- Whether and when retaining or returning the item to the owner may place any person at risk of harm;
- whether the item can be disposed of safely.

If the item is banned, the member of staff will make a decision as to whether to return, retain or dispose of the item according to the above criteria.

Notes on the Use of Reasonable Force We strive to create a calm environment that minimises the risk of incidents arising that might require physical intervention. Staff use a range of de-escalation strategies as a preventative measure to avoid physical intervention. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and maintain a safe and calm environment. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils:

“Do all things with love: love of learning, life and each other.”

- committing an offence
- injuring themselves or others;
- damaging property;
- to maintain excellent order and discipline at the school or among pupils

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Authorised/trained staff may also use such force as is reasonable given the circumstances when conducting a search for prohibited items or items that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. When considering using reasonable force staff will assess risks and consider these recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Application and scope of this policy

This Behaviour Regulation Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency.

14. Equal Opportunities

This policy will be applied equitably to all children irrespective of ethnicity, gender, religion, or special educational needs.

15. Monitoring and Review

The Leadership Team will monitor the application of the policy within school. Records will be kept in order to evaluate any impact of the changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken. The Governing Board receives reports on behaviour in school and is responsible for approval of reviews to this policy.

Appendix A: Colour Monster Emotional Literacy Prompt with Restorative Justice Prompts on reverse



Restorative Questions

<Then Now The Future >

- What happened
- What were you thinking
- What were / are you feeling
- Who has been affected and how
- What do you need (to do) to move forward

Am I valuing
the person?

Am I judging
them or their
story?

How and
what am I
communicating?

Appendix B: Show Me Five!



"Do all things with love: love of learning, life and each other."

Appendix C: Stepped Approach (to minor incidents) flow chart

Behaviour flow chart







 Ready, Respectfull, Safe.

1 

 Reminder:  + 

 Stop and think.

2 

 Reminder:     + 

 Stop. Go to calm place and think.

3 

 Reminder:    

 Stop. Go to another adult.


   + 

 Think, talk. Return and fix it.

4 

 Reminder:   

 Stop. Go to a leader.

   + 

 Think, talk. Return and fix it.

Appendix D: Reparative Responses

Reparative Response:

Staff may use the lanyard card with reparative questions (Appendix C) to aid the conversation

- The conversation needs to make it clear that unacceptable behaviour affects others and the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- be in proportion to the offence.
- be a way to repair the damage done by the behaviour

Incident	Reparative Response
Incident against another person	<p>Show the person that has been affected by the child's action that they are sorry</p> <ul style="list-style-type: none"> • verbal apology, written card/picture, an action taken to show remorse. <p>In conversation with the child they should be able to explain that they are sorry and that they understand the impact their actions had on the other person.</p>
Child being disruptive in lesson time	<ul style="list-style-type: none"> • Child is told they cannot use that area of provision where they are being disruptive • Child remains inside during break time to complete any work missed or to have a discussion with teacher about how child and adult can work together to make sure this does not happen in the next session.
Child being rough / disruptive on playground	<ul style="list-style-type: none"> • Child stands for a short time by an adult to watch how other children are doing the right thing.
Incident relating to damage to property	<p>A natural reparation e.g.</p> <ul style="list-style-type: none"> • tidy any mess made • clean writing off desk
A particular activity which has been causing issues e.g. football at break time	<p>A measure to help that time be successful e.g.</p> <ul style="list-style-type: none"> • reduced time, • increased supervision, • choosing a different activity.

Appendix E: Self Reflection Sheet

Self Reflection Sheet




What happened?

△



What should I have been doing?

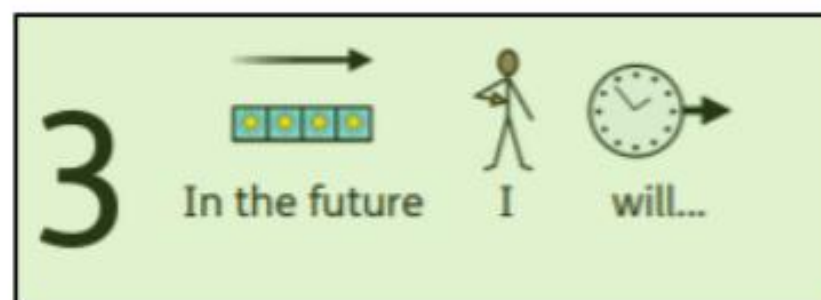
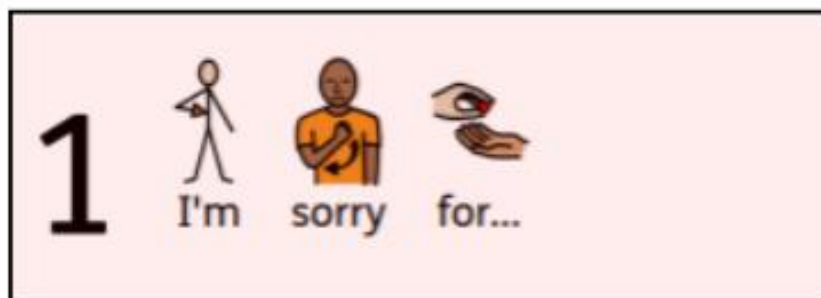
△





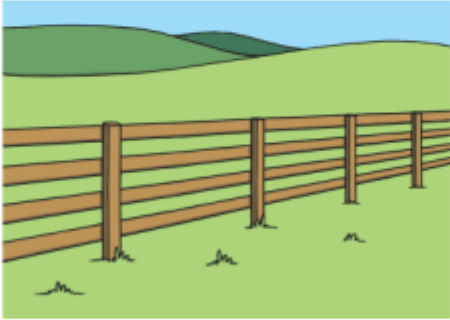

How will I fix it?

△

Appendix F: Four Part Apology Cue Card



Appendix G: Colour Monster Emotion Coaching Script Cards

	<p>Recognise and name the emotion</p> <p><i>“I wonder if you’re feeling angry”</i></p>
	<p>Validate and empathise</p> <p><i>“I would feel angry too if I”</i></p>
	<p>Set limits</p> <p><i>“Even though you’re angry its not okay to Because”</i></p>
	<p>Problem solve:</p> <p>What was the child trying to achieve? What would be a better way to respond?</p> <p><i>“Next time you’re angry what can we do instead?”</i></p>

Appendix H: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour regulation policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions and put things right by making a reparative response
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Board annually.