Holyoakes Field First School Behaviour Policy, Anti-Bullying Strategy & Emotional Regulation Framework

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Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Promote good behaviour, self-discipline and respect
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our Approach: Culture, Values and Ethos

Holyoakes Field is a welcoming, forward looking and inclusive school. Our pupils are at the heart of everything we do. We have strong values which are fundamental to what we do. Our motto of being a 'Happy, Friendly, Fun and Safe' environment for children, families and staff is recognised and experienced by all stakeholders and is indicative of the school's 'Thrive' culture and ethos. We work with our community to ensure our children are spiritually, emotional and educationally supported equipped for life now and in the future. This is supported by our teachers and parents as part of our Home/School agreement.

The school has a positive and pro-active approach to managing behaviour and is committed to providing a caring, friendly and safe environment for all of our pupils to learn in. We recognise that all behaviour is a form of communication. Staff create an environment within which pupils can express themselves safely, with understanding and mutual respect. We aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We place great emphasis on the importance of building strong relationships. How we interact (adults and pupils alike) and the quality of those interactions, whether through speech, actions or gestures is critical. We aim to provide encouragement and support for our children, enabling them to recognise and express their feelings and emotions so that they can learn how to self-regulate and manage their behaviour appropriately. We will also provide time, space and adult support proportionate to the level of need required to help children to regulate. We support children to take ownership for their choices and behaviours and understand that all actions have consequences.

We believe that all children have rights and responsibilities. Children have the right to be safe, be treated respectfully and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Learn to treat others with care, respect and consideration;
- Talk and listen to one another in order to understand and respect each other, making sure they hear all sides and do not jump to conclusions;

- Value, take pride in and care for the school by looking after school property and equipment;
- Understand that they are responsible for the way in which they behave;
- Follow school and class rules at all times

Roles and responsibilities

The governing board

The governing board is responsible for monitoring the effectiveness of this policy and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and recording behaviour incidents
- Using consistent strategies and language to support children who dysregulate (see appendix 6 and 7)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

- Create and maintain a stimulating environment
- Share/display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which include:

  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn in class
- Move quietly around the school sensibly and quietly
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Positive reinforcement, rewards and sanctions

Together with the staff, the children help to develop the school rules which will be displayed prominently in school including in each classroom. Each class create their own set of class rules at the start of each academic year to display in their room. The rules are worded positively and are an integral part of the school and every class. Staff are asked to give first attention to the best conduct to indirectly address any dysregulation by reminding/signposting children back to the expectations. Where possible and appropriate staff should praise in public and intervene in private. The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Peaceful Spaces

Each class has a peaceful space. This is a place where children can go to take 'time out' in a positive way. Ideally this place should be in the classroom. Peaceful spaces are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in the peaceful space. (These should not be used as an option by children to avoid work or an awkward situation – in these cases a timer **must** be used.) (see appendix 6)

Responsibility

Children are given responsibility in class and around school in a variety of ways from class monitors (register, resources, room, milk to wider school roles e.g. Eco Council, School Council, Prefect, Play Leader, Assembly music).

Curriculum

At Holyoakes we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and

enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.

Rewards
The effectiveness of our system of rewards and sanctions is dependent on how consistently they are applied. Regular and consistent routines are also key to maintaining a calm and effective classroom climate.

Dojo Points –This is our main reward system. Children are awarded points for positive behaviours and learning attitudes. The children collect their points and choose from a 'shopping list' how they wish to spend them.

Stickers - given out by teachers, TA's and lunchtime supervisors to recognise and reward work and behaviour. These are taken home to be shared with parents/carers. At other times pupils may be given a sticker for their 'learning chart' and this can be taken home once it has been completed.

Table points- In each class table points are awarded for good team work and working cooperatively together. The winning table per week is awarded a prize by the teacher.

Lunchtime Awards
Two children from each class are chosen daily to receive an award from the lunchtime supervisor and this knowledge is shared with the class teacher and celebrated.

Celebration Assembly/Hall of Fame – Two children from each class are chosen to receive a certificate to recognise achievement, work ethic and excellent behaviour.

Achievement Assembly- These take place regularly when we celebrate attendance, reading and swimming successes.

Headteacher's Award- From time to time staff will take pupils to share a particular achievement with the headteacher. Pupils will receive special recognition by way of a special sticker and or prize.

Sanctions
Incidents of inappropriate behaviour should be dealt with promptly and fairly. Sanctions must not humiliate or embarrass the children involved. When a child behaves inappropriately the decisions made by the adults must be in line with this policy. Where a pupil becomes dysregulated, adults will respond in an understanding and compassionate manner. Where appropriate, support will be given to identify and reduce triggers. Staff will use the zone of regulation as a tool to support children. (See appendix 7)

If inappropriate behaviour occurs the following **hierarchy of sanctions** will be applied:

1. A **polite reminder warning**- the adult reminds the child of the behaviour that is expected.

2. A **verbal warning is given and the child is given a 'needs improvement Dojo'** which results in the loss of a Dojo point.
3. If poor behaviour persists child loses another Dojo point **and is given 5 minutes time out.** It is expected that any work not completed from that lesson is done during the child's break-time.
4. If the child loses a third Dojo point in that day they will be **asked to go to an alternative classroom in a different key stage with their work.** They should be escorted there by the TA.
5. If the behaviour does not improve **then the child should be sent to one of the Senior Leadership Team.**

If within the agreed system, the child needs to lose break time, it is the class teacher's/ TA's responsibility to supervise children in their classroom. Alternatively, they can hand them to the member of staff on duty who they will walk around with on the playground for their given time. Children are not to be left sitting outside the staffroom.

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Headteacher immediately. Similarly, this may not suit the needs/ developmental stage of our youngest pupils. Staff in the nursery and reception classes should use developmentally appropriate strategies to support their pupils if more appropriate.

Serious Incidents

The most serious incidents are to be recorded by the Senior Leadership Team. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

If inappropriate behaviour occurs at break or lunch time, the staff on duty need to deal with it immediately. Children will be asked to stand by the wall for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break or lunch time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then a Pastoral Support Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Fixed term exclusion
- Exclusion to a short stay school
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Suspension
- Permanent exclusion

It can only be the decision of the Headteacher or Deputy Headteacher to exclude a child or reduce a pupil's timetable.

Those children sent to a short stay school will complete the required amount of time in the unit in line with the short stay school policy. On returning to school from the unit, parents will be invited in for an integration meeting with the Headteacher.

Physical restraint

In some circumstances, staff may need to restrain a pupil to prevent them:

- Hurting themselves
- Hurting others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Appropriate records will be kept of such intervention. If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and inform the Headteacher or Deputy Headteacher so they can take necessary action.
The school takes its responsibilities for all children and adults who work on the school site seriously. In the event of a pupil acting in a dangerous or extremely aggressive manner, or in the case of total failure of interventions the school may use a fixed term or even a permanent exclusion from Holyoakes Field First School.

Anti-Bullying Strategy

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim to provide a safe and secure environment where all pupils can learn. We will make all those connected with the school aware of our policy on bullying, and we make clear each person's responsibilities with regard to challenging bullying in our school.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Physical - pushing, kicking, hitting, punching or any other use of violence.
Racist - racial taunts, graffiti, gestures.
Sexual - unwanted physical contact or sexually abusive comments.

Homophobic - because of, or focussing on the issue of sexuality.
Verbal – name-calling, sarcasm, spreading rumours, teasing.
Cyber – All areas of internet, such as email and internet chat room misuse, misuse of associated technology, i.e. camera and video facilities.

Responding to reports of bullying

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Pupils, parents and staff should report incidents of bullying as early as possible.

1. Bullying incident reported to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

The children bring to school a wide variety of behaviour patterns. At school we must work towards standards of behaviour, based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Supporting the Child
This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the headteacher and the special needs co-ordinator are involved and the child's parents are invited into the school to discuss the situation.

To support all school staff with implementing the Behaviour Policy and Anti-Bullying Strategy some guidance notes have been drawn up.

Appendix 1 Behaviour Policy Guidance for all staff
Appendix 2 Guidance for Lunchtime Supervisors
Appendix 3 Dealing with Aggressive and/or Poor Behaviour/Pre-empting Inappropriate Behaviour
Appendix 4 Life after lockdown & Coronavirus addendum
Appendix 5 – zones of regulation
Appendix 6 – Peaceful spaces
Appendix 7 – De-escalation strategies
Appendix 8 – example scripts
Appendix 9 – Behaviour log

Appendix 1 Guidance for all staff

In the following table we have listed inappropriate behaviours and how they might link to our hierarchy of sanctions. This list is for guidance and is not a complete list of all behaviours we might see.

Low level- polite reminder	**Moderate level- verbal warning/Lose 1 or 2 Dojo points**	**Serious level- Go to Senior Leader**
Fidgeting / fiddling Telling tales Dropping litter Interrupting/ calling out Silly noises Persistent pestering Failing to keep on task Unkind remarks Bad language (one off/non-directed) Time wasting Running in corridors Pushing in the line Swinging on their chair **Any persistence of low- level behaviours would move into moderate level.**	Consistently shouting out Distracting others Rough/play fighting Very bad language(non-directed) Minor challenge to authority Threatening/aggressive behaviour Refusal to co-operate Vandalism- graffiti etc Leaving classroom without permission Name calling **Any persistence of moderate level behaviours would move into serious level and the involvement of the Senior Leadership Team.**	Serious assault Racist, hate or faith-based incidents Sexual assault Stealing Physical fight that needs adult intervention Vandalism-extreme damage to school property/toilets Directed swearing Serious physical/verbal threats made to children/staff Violent outbursts, verbal or physical Leaving class persistently without permission or not returning when requested. Bullying Very serious challenge to authority.

Appendix 2 Guidance for lunchtime supervisors

If children display inappropriate behaviour at lunchtime:

1. A **polite reminder**- the adult reminds the child of the behaviour that is expected.
2. A **verbal warning is given** with another reminder of expected behaviour.
3. If poor behaviour persists **the child is** told to stand by the wall **and immediately given 5 minutes time out. On returning to the class the child's teacher will be informed of the incident.**
4. If the behaviour does not improve **the child should be taken to one of the Senior Leadership Team who will decide on the sanction. On returning to the class the child's teacher will be informed of the incident.**

The person who sent them to stand by the wall or sent them to a Senior Leader must record the child's name and what poor behaviour was seen in the lunchtime log, on the signing in desk, at the end of their shift.
If a child refuses to come in, send a responsible child in to inform a Senior Leader.
If a lunchtime supervisor feels the incident is a major one, he/she will call for the Headteacher or Deputy Headteacher immediately.
The following table may be useful to assess whether to send a child in.

Behaviour	**STEP1**	**STEP 2**
Physical fighting between two or more pupils	No warning- Step 2	Sent in straight way
One child physically hurting another	Stand by wall, reminder not to do that and explain why.	Stand by wall for a second time, reminder not to do that and explain why. If it happens again despite warning send in to SLT.
Not listening to adult, refusal to go somewhere or do something	**1 Polite reminder** of the behaviour that is expected. **2 Verbal warning** that if they persist to refuse then they will stand by the wall.	Stand by wall, reminder not to do that and explain why. If it happens again despite warning send in to SLT.
Swearing	Swearing as part of conversation - not directed at anyone – **1 Verbal warning** that if they persist to refuse then they will stand by the wall.	If the swearing is directed **at** someone **then** stand by wall, reminder not to do that and explain why. If it happens again despite warning send in to SLT
Name calling / teasing / following another child / pestering another child / disagreement between children (non physical)	**1** Talk to children involved and try to sort out problem **2 Polite reminders** about appropriate behaviour **3 Verbal warning** if it happens again they will stand by the wall.	Stand by wall, reminder not to do that and explain why. If it happens again despite warning send in to SLT

Appendix 3 Dealing with aggressive and/ or poor behaviour and pre-empting inappropriate behaviour

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- Listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- **Avoid shouting** at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in **a calm voice**.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- Physical intervention should be used as a last resort (See Positive Handling Policy)
- Don't greet a child's anger with you own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try using Thrive VRF's or distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However, remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

A Hierarchy of consequences	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Appendix 4 Returning to School After Lockdown

Given the impact of the pandemic on the lives of young children, a consistent approach to behaviour matters more than ever. As stated in the main policy, we are committed to providing a caring, friendly and safe environment. Through this positive approach we aim to pre-empt inappropriate behaviour and focus on good behaviour. Children and staff may be a little anxious and uncertain; this is perfectly natural given the impact the pandemic has had on mental health and well-being. A strong and continued focus on mental health and well-being will be critical is we move into the next phase of the current pandemic.

The Tom Bennett article **'Rebooting Behaviour After Lockdown'** has some important information about addressing potential issues and remains relevant as we move through to the next phase of the pandemic.

REBOOTING BEHAVIOUR AFTER LOCKDOWN

Advice to schools reopening in the age of COVID-19

Tom Bennett

TOM BENNETT TRAINING

Better behaviour is the beginning of everything

Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. And now, with more students returning after a long furlough at home, behaviour will matter more than ever.

1. Students may have partially or entirely lost the habits that enable them to flourish as learners and as member of the school community. This will matter more for some than others.
2. Staff may also be a little rusty, and uncertain. This is perfectly natural. They will have been coping with a variety of new and anxieties.
3. Students will have to observe far higher standards of respiratory and tactile hygiene than ever before.
4. Many students — especially young children - will already have hygiene habits that we would probably describe as less than ideal, that become dangerous in the current climate.
5. Staff, too will have to observe not only this type of virological etiquette but also be expected to train and maintain these behaviours in others

Be aware that students with the most challenging behaviour may need a more targeted approach, pastoral support, therapeutic strategies, and so on. We should not assume that students are returning to school traumatised, and equally nor should we assume they are fine. Students need to see adults being positive, hopeful and in control of themselves- whether we feel it or not.

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Rather than ask every school to reinvent this wheel simultaneously, here is my list of ten ideas about how schools manage it.

1. Define what you mean by good behaviour. There is an opportunity here for schools to re-evaluate what they actually want their behaviour to look like. Students have very different ideas and habits of how to behave. Staff do too. Teachers should define what behaviour they think is ideal in their classrooms; leaders, in their schools. Be concrete.
2. Good behaviour must be taught, not told. The best teachers and schools actively teach the behaviour they want to see, as if it were a curriculum.
3. Routines, habits and norms. All staff dealing with students must consider these questions:
   a: What behaviour do I want them to think is normal?
   b: What habits do I want them to develop?
   c: What routines do they need to learn in order to succeed as learners and human beings? This is crucial. In order for it to be as easy as possible to behave, students should be taught the specific sequences of behaviour they are expected to demonstrate.
4. Don't wait for pupils to misbehave- be proactive. This is particularly important for students who would be more at risk of sanction or exclusion due to insecure behavioural habits.
5. Make boundaries meaningful. Students need to know that deliberately misbehaving will result in consequences; the school must develop immediate/ fast responses. When behaviour is poor, or fails to meet the standard, it must be challenged. Most consequence systems fail because they are inconsistently applied by individual teachers, or across a school community.
6. Rewrite your behaviour policy and consequences to reflect the current circumstances. Unhygienic behaviour has to be reclassified from a misdemeanour to something much more serious. And malicious, deliberate acts of transmission (eg spitting, coughing) must be treated with the greatest seriousness.
7. Train staff first. Teach- don't tell- the behaviour staff need too. Leaders need to spend time with staff before students, and front load their professional development so that they both understand and know how to implement the new routines and are able to teach it to children.
8. Insist on implementation. New norms and standards can be taught, but unless someone monitors and maintains these standards, they quickly wither.
9. Reboot your expectations constantly. Behaviour needs to be a state of constant re-creation. This means a: continually, on a day-to-day basis, and b: Formally in a targeted way.
10. High expectations means high support. Everyone, from staff to students, have been through difficult times. The higher the expectations- and they must be higher now- the higher the support required to achieve them. Staff training, calm student induction, checking for understanding, consistent repetition of norms, demonstrated and corrected where necessary, these are the foundation of good behaviour.

All rules have exceptions.

Coronavirus Addendum

Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

Expectations for pupils in school

When pupils are in school, we expect them to follow any control measures in place to keep themselves and the rest of the school community safe. Staff will be familiar with these systems and rules and will endeavour to make sure they are followed consistently. Any changes to these control measures will be shared with parents and pupils.

Parents can support school in implementing these measures by encouraging their children to follow the COVID control measures. Parents should contact Mrs. Koser or Miss Hughes if they think their child might not be able to comply with some or all of the rules.

- All children will be expected to wear normal school uniform unless otherwise told.
- Attendance is statutory for all school aged children.
- Each school phase/year group has a separate 'zone' or entrance through which to enter/leave school.
- Playtimes will be staggered so that fewer classes are outside at the same time.
- Children will not move around the site as much as they used to, however, when they do, they will use specific routes to limit mixing with other year groups.
- All children will be encouraged to wash their hands regularly and/or use hand sanitiser at various intervals throughout the day.
- Children will be reminded to use the 'Catch it, Bin it, Kill it' techniques to prevent transmission and encouraged to avoid touching their eyes, nose and mouth with their hands.

Rewards and sanctions for following rules

We will continue to use our Dojo reward system to promote positive behaviours and attitudes. Some children may need additional support and guidance to meet the expectations and we have a team of staff who can provide this. However, we have high expectations and we will not tolerate behaviour which impacts on other pupil's learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly as documented in our main behaviour policy.

Monitoring arrangements

We will review this policy as guidance from the Department for Education is updated.

Appendix 5 - Zones of regulation

Green is ready to learn.

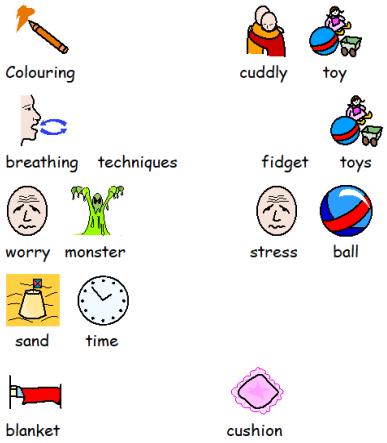
Blue	Green	Yellow	Red
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Appendix 6 – peaceful spaces

In our regulation friendly classrooms, you will find:

- A whole class visual timetable that is used throughout the day.
- Zones of regulation display with names of children and adults in the room (see appendix 5.)
- Regulation toolkits displayed by the names and displayed in the peaceful place.
- A space for the children to go so they can access the regulation tools.

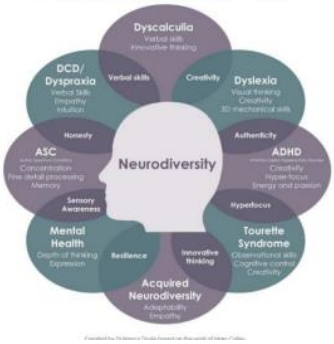
Example toolkit:



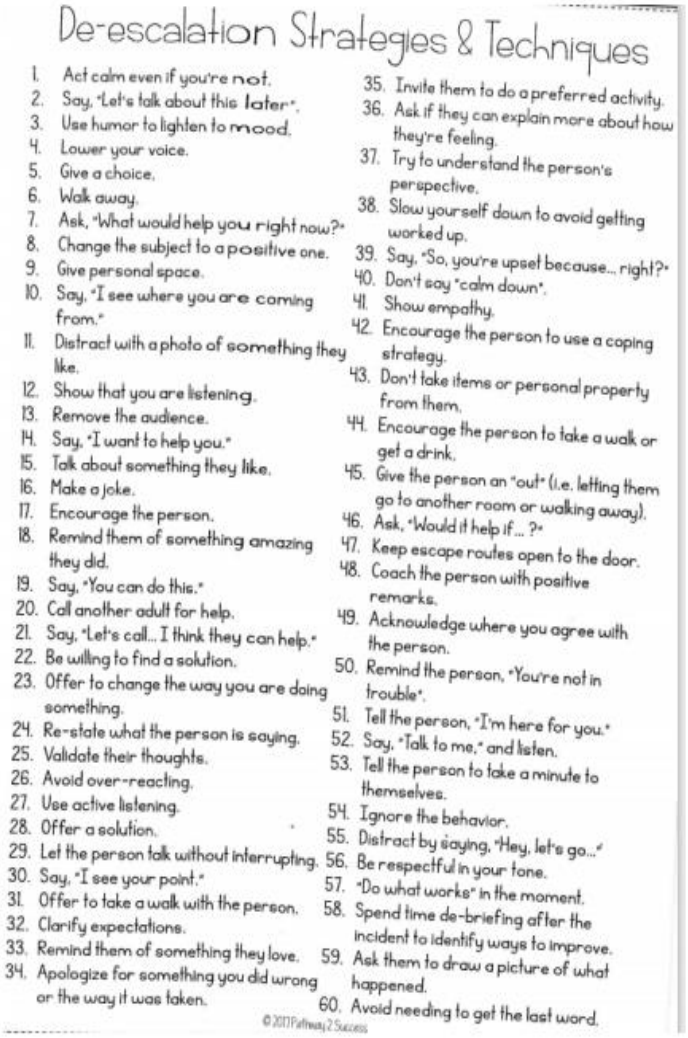
Examples of peaceful spaces:

Our regulation friendly classrooms are inclusive:

You might see doodling or fiddling but this may a child coping, regulating or focusing. The children you see may be neurodiverse.
Between 30% and 40% of the UK population are thought to be **neurodiverse**.



Appendix 7 – De-escalation techniques



De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if... ?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

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DE-ESCALATION techniques

1. DON'T YELL TO BE HEARD OVER A SCREAMING CHILD
2. AVOID MAKING DEMANDS
3. VALIDATE THEIR FEELINGS, NOT ACTIONS
4. DON'T TRY TO REASON
5. BE AWARE OF YOUR BODY LANGUAGE
6. RESPECT PERSONAL SPACE
7. GET ON YOUR CHILD'S LEVEL
8. USE A DISTRACTION
9. ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
10. REFLECTIVE LISTENING
11. SILENCE
12. BE NON-JUDGEMENTAL
13. ANSWER QUESTIONS + IGNORE VERBAL AGGRESSION
14. MOVEMENT BREAK
15. AVOID THE WORD "NO"
16. DECREASE STIMULATION
17. DEEP BREATHING EXERCISES
18. CALMING VISUALS

Appendix 8 – Guidance and example scripts

At different times, school staff take on different roles e.g. teacher, learning coach, play leader, co-regulator. This guidance is for all adults, in all roles.

- We recognise that every interaction is an intervention.
- Each interaction must be reasonable, proportionate and necessary.
- Interactions will be positive and supportive.
- We aim for first attention to best conduct.
- Recognition and regulation should surpass consequence.
- Where possible and appropriate praise in public and intervene in private..
- Adults will draw from a bank of example scripts which provide a common structure/ language.
- Sometimes it is important for adults to be present but silent.

Example scripts

Stage 1- TIME	Stage 2- SPACE	Stage 3- ADULT
Adult notices child is dysregulated.	Child is still dysregulated.	Child needs co-regulation.
My most important job is to keep you safe. I want you to be regulated. I care about you. I want you to be in the green zone. I want you to be safe, ready and respectful. I can see you are dysregulated. I want to help.	I can see you are still dysregulated. I've noticed you are still not safe/ ready/ respectful. To help, let's change the space.	You've had time and space and are still in the blue/ yellow/ red zone. You need an adult to co-regulate.

Acknowledgements	Avoid	Example
I understand/ hear what you are saying.	Why did you do that?	Can you share with me what happened?
Maybe you are right. But I still need you to be safe/ ready/ respectful.	Tell me the truth.	What is your view on what happened?
I can see you are (describe the action) I wonder if you are (offer an emotion)	You need to think about your behaviour.	What does resolution/ moving on look like for you? What do you think should happen?
I remember the other day when you were able to be (give a specific example)	WHAT are you doing?	Name child- I can see you are X. Would you like some help? Do you know what to do? What is 1 thing that would make it better?

Appendix 9 - Behaviour Log

Name of pupil/s	Incident type	Role participant victim aggressor witness reporter	Reporting Adult	Incident Date	Incident Time	Incident Location	Parent informed	SLT member involved
Details of incident								
Action Taken								
Outcome/ Next steps								

Behaviour incident types (intermediate) apply behaviour policy	Behaviour incident types (major) Complete behaviour log
Disrespect toward others or their equipment Disruptive behaviour Inappropriate contact Dishonesty Leaving class without permission Misuse of school equipment Refusal to attempt/complete work Teasing/hurtful comments Incorrect Uniform Unsafe behaviour	Inappropriate behaviour leading to an accident Assault staff/ pupil Bullying behaviours Fighting /unsafe behaviour Injury requiring /not requiring first aid Stealing Verbal abuse staff/ pupil Anti-social behaviour out of school Deliberate damage to property