



Behaviour Policy

**This policy was reviewed in Term 2 2024
and will be reviewed in line with the policy review timetable.**

In relation to Safeguarding, the school has the following range of policies which contribute to the school's Safeguarding Policy Folder. These are:

- Safer Working Practice
- Keeping Children Safe in Education (KCSIE 2023)
- Child Protection and Safeguarding Procedures Policy (2023)
- Working Together to Safeguard Children
- Intimate Care Policy
- Early Years Foundation Stage Risk Assessment
- Attendance Policy
- Pupil Acceptable Internet Use Policy
- Internet Access and e-Safety Policy
- Anti-Bullying and Hate Policy
- Continuing Professional Development Policy
- Children Missing in Education
- Equal Opportunities Policy
- Safer Recruitment
- Whistle Blowing Policy
- Health and Safety Policy
- Lone Working Policy
- Child Protection Policy
- Looked After Children Policy

All policies that come under the safeguarding umbrella should be read in conjunction with the Child Protection Policy and its associated procedures.

BEHAVIOUR POLICY

‘Adults have high expectations of pupils. As a result, pupils have positive attitudes and listen respectfully to adults. On the rare occasions when their behaviour is not good enough, pupils have the maturity and courage to say sorry. Most pupils say that poor behaviour and bullying are not an issue. Adults deal quickly with any problems.’ (Ofsted, 2019)

Vision Statement

‘A caring, secure and happy school environment which strives for the highest standards whilst meeting the needs of each child in preparing them for a challenging and rapidly changing world’.

1. Aims and expectations

This policy has been devised in partnership with all pupils, parents/carers, staff and governors. This policy aims to provide a consistent approach to behaviour management and define what we consider to be unacceptable behaviour, including bullying and discrimination. It will also outline how pupils are expected to behave, summarise the roles and responsibilities of different people in the school community with regards to behaviour management and outline our system of rewards and sanctions.

We are constantly striving for Heron Primary School to be a fully inclusive school. Our overarching expectations for pupils are that they are Ready, Respectful and Safe. We expect pupils to be Ready to learn, Respectful to staff, peers and property and Safe within our school environment. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, intended to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school rules are: Ready, Respectful and Safe. These rules are displayed in each classroom across the school.

In partnership with pupils and staff, we have collated a list of expectations within these three rules. Some examples are below:

Ready

- Do your best in everything you do
- Be positive
- Show good listening

Respectful

- Take care of our school
- Listen to others and respect their views
- Respect our similarities and differences

Safe

- Keep your hands and feet to yourself
- Be patient
- Use resources correctly

The aim of this behaviour policy is not to enforce a system of rules, but intends to promote positive behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the

school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of its community to behave in a caring way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The policy aims to help children to develop in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Zones of Regulation

At Heron, we have adopted the Zones of Regulation across the school. This is a framework to address self-regulation and emotional control. It aims to teach children to identify their feelings and level of alertness and then to categorize into four coloured zones with which the students can easily identify. It is used as a way to nurture development of skills-develop understanding of social situations how behaviours influence others' thoughts and feelings.

Staff refer to the Zones of Regulation regularly and each classroom has a Zones of Regulation display which is regularly referred to. Each classroom also has a dedicated 'Calm Corner' which is used to promote self-regulation.

More information about Zones of Regulation can be found in Appendix 1.

4. Rewards and sanctions

Our aim is to encourage pupils to try their best in all aspects of school life and be proud of what they have achieved for their own personal development. Recent relevant education research outlines the importance of intrinsic motivation (self-motivation) is crucial to increasing resilience and ultimately is the key determiner to success (EEF, 2023).

We praise and reward children for good behaviour in a variety of ways:

- Class Dojo – we use this system in our classrooms to encourage positive behaviour. Pupils can earn Dojo points by demonstrating positive behaviours and displaying the school drivers in their actions.
- Recognition Boards – these are used in class to positively promote specific behaviour or attitude
- Weekly celebration Certificates are awarded in whole school Celebration Assembly.
- Keeping parents/carers / carers informed of the efforts and improvements made by their child.
- We mount displays which highlight examples of good behaviour or good work to celebrate achievement and raise self esteem
- Certificates and trophies are presented in whole school assembly to celebrate achievement and raise self esteem

The school acknowledges all the efforts and achievements of children, both in and out of school.

At Heron, we consider the following as examples of unacceptable behaviour:

- Disruption in lessons, corridors and at break and lunchtimes
- Non-completion of classwork
- Refusal to follow staff instructions or the school rules
- Any form of bullying
- Racist, homophobic, or discriminatory, sexist or harmful sexual behaviour
- Physically hurting staff or peers
- Swearing
- Use of discriminatory language or actions
- Possession of prohibited items
- Vandalism

We follow a four-step approach when dealing with unacceptable behaviour (appendix 3) at Heron. The four step approach is Reminder, 2nd Warning, Time Out and Repair. The 4-step approach is as follows:

| | Steps: | Actions: | | | | | | | | | |
|--|---|--|--|---|--|--|---|---|--|---|---|
| 1 | Reminder | Reminder of our expectations: Ready, Respectful, Safe delivered privately where possible | | | | | | | | | |
| 2 | 2 nd Warning | A clear verbal warning with reference to the next step | | | | | | | | | |
| 3 | Time Out | <p>A red card would be issued. The pupil would receive a 15 minutes time out at lunch time.</p> <div data-bbox="754 1693 1212 1995" data-label="Form"> <p>Time Out</p> <p>Name: _____ Date: _____</p> <p>Ready Respectful Safe</p> <table border="0"> <tr> <td><input type="checkbox"/> Disrupting the learning of others</td> <td><input type="checkbox"/> Being disrespectful to staff</td> <td><input type="checkbox"/> Using unsafe hands and feet</td> </tr> <tr> <td><input type="checkbox"/> Not completing work</td> <td><input type="checkbox"/> Using unkind words</td> <td><input type="checkbox"/> Using unsafe actions</td> </tr> <tr> <td><input type="checkbox"/> Refusing to engage in lessons</td> <td><input type="checkbox"/> Breaking school property</td> <td><input type="checkbox"/> Using school property in an unsafe way</td> </tr> </table> </div> <p>Parent/carers informed.</p> | <input type="checkbox"/> Disrupting the learning of others | <input type="checkbox"/> Being disrespectful to staff | <input type="checkbox"/> Using unsafe hands and feet | <input type="checkbox"/> Not completing work | <input type="checkbox"/> Using unkind words | <input type="checkbox"/> Using unsafe actions | <input type="checkbox"/> Refusing to engage in lessons | <input type="checkbox"/> Breaking school property | <input type="checkbox"/> Using school property in an unsafe way |
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| <input type="checkbox"/> Refusing to engage in lessons | <input type="checkbox"/> Breaking school property | <input type="checkbox"/> Using school property in an unsafe way | | | | | | | | | |

| | | |
|---|--------|---|
| 4 | Repair | Use the Restorative Five to support the repairing conversation (appendix 4) |
|---|--------|---|

A detailed version of the four-step approach can be found in appendix 3.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, then they will be stopped from further involvement in the rest of that session

A home/school record of behaviour is sometimes used for individual children. We may also consider the use of an individual behaviour plan where appropriate. This will be written in partnership with parents/carers and the school.

The class teacher will explain the school rules and expectations with each class. These will be displayed in each classroom and around the school. Through whole class 'Circle Times' and 'Class Councils' as part of the PSHE and Citizenship curriculum, incidents of unacceptable behaviour are addressed.

The school does not tolerate bullying of any kind. The school acts immediately if any case of bullying or intimidation is reported or discovered. The school will do everything in its power to ensure that all children are happy at school. **Please refer to the Anti-bullying and Hate Policy.**

All members of staff are aware of the regulations regarding the use of force by teachers as set out in DFE July 2013 document 'Use of reasonable force'. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The actions that we take will be in line with Government and LA guidelines on the restraint of children. **These are outlined in our Use of Reasonable Force Policy.**

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

5. The role of the Class teacher and Teaching Assistants

It is the responsibility of the class teacher to ensure that the school rules are enforced consistently in their class and that their class behaves in a responsible manner during lesson time. Teachers will also act to address any incidents of unacceptable behaviour throughout the school to ensure that whole school expectations are maintained.

The Class Teachers at Heron Primary School have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

Class Teachers will treat each child fairly and reinforce school expectations consistently. All staff treat all children in their class with respect and understanding. It is important that staff take into account any other contributing factors that are identified after a behaviour incident

has occurred. For example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation or is experiencing significant challenges at home.

The Class Teacher will inform other relevant staff, including the department head, of any concerns that they may have regarding the behaviour of children. Staff will also log any concerns on MyConcern.

Where there is evidence of repeated poor behaviour, the class teacher will keep a record of all such incidents on MyConcern. In the first instance, the class teacher will deal with incidents in the usual way (see above). If extreme poor continues, the class teacher will seek advice from the Head of Department and SENCO (where appropriate). If needed, the SENCO or Department Head will work with the class teacher to produce an Individual Behaviour Plan containing behaviour targets. The child and parents/carers will be fully involved in this process.

The class teacher reports to parents/carers about the progress of each child in their class on a regular basis and in line with the whole-school policy. The class teacher also contacts a parent if there are concerns about behaviour or welfare of their child.

6. Role of SENCO / Learning Mentor/ Family Support Worker

The SENCO and Learning Mentor will liaise with external agencies, as necessary, to support and guide the progress of each child. This may include Local Authority Inclusion Team.

7. The role of Headteacher and Assistant Headteachers

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

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher and Assistant Headteachers will keep records of all reported serious incidents of unacceptable behaviour on MyConcern

The Headteacher has the responsibility for issuing suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may consider, as a last resort, permanently excluding a child. In each case the Headteacher will follow the Local Authority Exclusions Guidance and Protocols. Both these actions are only taken after the Chair of Governors has been notified.

8. The role of the Play Team

It is the responsibility of the Play Team to care for the children at lunchtimes. The Play Team will have high expectations of the children's behaviour and will act to address any incidents of unacceptable behaviour. 'Time out' will be used as a sanction, with more serious or recurring unacceptable behaviour reported to the Senior Leader on duty and the class teacher.

9. The role of Parents/carers

The school aims to work collaboratively with parents/carers in an effort to maintain consistent messages for children relating to behavioural expectations at home and school.

The school aims and expectations relating to behaviour are highlighted in the school prospectus and we expect parents/carers to read and support them. We expect parents/carers to support their child's learning and to co-operate with the school, as set out in the Home/School Agreement.

We aim to build a supportive dialogue between the home and school. We ask parents/carers to inform the school of any changes in circumstances at home that may affect their child's behaviour. We will inform parents/carers immediately if we have any concerns about their child's welfare or behaviour.

If the school has used reasonable sanctions when a child has misbehaved, parents/carers are expected to support the actions of the school. If parents/carers have any concerns regarding the way that their child has been treated, they should initially contact the Class teacher. If Parents/Carers still have remaining concerns following discussion with the class teacher, then the parent/carer should contact the relevant Assistant Headteacher:

Infants – Miss R Price
Lower School – Mrs H Milsom
Upper School – Mr M Kitson

If Parents/Carers still have remaining concerns following discussion with the Assistant Headteacher, parents/carers should contact the Headteacher, Mrs Brookes.

10. The Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. These have been established following consultation with the staff and Headteacher. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

11. Fixed-term Suspensions and Permanent Exclusions

Only the Headteacher (or Assistant Headteacher when acting as Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if circumstances warrant this.

If the Headteacher suspends or excludes a pupil, the parents/carers must be informed immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher must make it clear to parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school must inform the parents/carers how to make any such appeal.

The Headteacher will inform the Governing Body, Local Authority, pupil's social worker (where appropriate) and virtual school head (where appropriate) for all suspensions and exclusions regardless of length and even if cancelled/rescinded.

The Governing Body itself cannot either suspend or exclude a pupil or extend the suspension period made by the Headteacher.

The Governing Body has a Discipline Committee which is made up of between 3 and 5 members. This committee, which should not have any prior knowledge of the case, considers any exclusion appeals on behalf of the Governing Body. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12. Monitoring

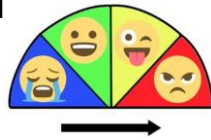
The Headteacher monitors the effectiveness of this policy and reports to the Governing Body on a regular basis. If necessary, the Headteacher will make recommendations for further improvements.

The school keeps a variety of records of incidents of unacceptable behaviour. At lunchtimes, the Play Team will report any incidents that occur to the class teacher or in the case of serious unacceptable behaviour to the Senior Leader on Duty.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

APPENDIX 1:
THE ZONES OF REGULATION



The Zones of Regulation is a programme that aims to help children notice the emotion they are feeling and then regulate themselves if they are feeling uncomfortable.

We use it as a teaching tool and a thinking framework to help children to:

- 1) Identify their feelings and level of alertness and categorise into four coloured Zones.
- 2) Problem solve positive solutions and identify effective regulation tools, knowing when and how to use the tools
- 3) Develop understanding of social situations and know how behaviours influence others' thoughts and feelings

What ZONE am I in?

| BLUE ZONE: | GREEN ZONE: | YELLOW ZONE: | RED ZONE: |
|---|--|---|---|
| | | | |
| <p>- Running Slow - Sad Tired Sick Bored</p> | <p>- Good to Go - Happy Calm Focused Ready to Learn</p> | <p>- Caution - Frustrated Worried Silly Loss of Some Control</p> | <p>- STOP - Angry Mad Yelling Being Unsafe</p> |

The programme starts by helping children to identify which zone an emotion or feeling is in. There are four zones which can be used to describe how your body and brain feel:

Blue Zone

Body running slow.... In general you are feeling slow and are mostly feeling uncomfortable.

- tired
- sad
- bored
- sick

Green Zone

Good to go! This is the ideal zone for children to be in when in class, feeling comfortable.

- happy
- pleased
- proud
- content
- calm
- ready to learn

Yellow zone

Proceed with caution and slow down! In this zone you can be either comfortable or uncomfortable.

This is when there is...

- some loss of control
- you may feel worried
- scared
- frustrated
- behave in a silly way
- be overly excited

Red Zone

Extreme emotions! This may be when a pupil is feeling out of control and is having difficulty making good decisions. This is where there

- is a loss of control
- can also be either comfortable or uncomfortable feelings
- rage
- fury
- feeling elated
- total fear

The children explore these zones and learn to be able to identify which zone they are in. This is supported by displays in every classroom; through visual prompts and specific zones of regulation lessons



We also may scale the problem with the children. Does the size of the reaction match the problem? Is this really a yellow zones problem or is it more like a green zone problem?



Once children understand the concept of the zones they will they explore ways to help regulate themselves with the support of sensory devices and calming techniques.



We want to help all children recognise when they are beginning to feel uncomfortable in the yellow zone and have a toolbox of ideas to help them regulate themselves.

What do children need to know....

- a) **It's OK if they can't or don't want to name the emotion...**they can identify which zone they are in instead (using the visuals as prompts)
- b) **It's OK to have any of these emotions** and that all zones are acceptable...it's how you behave when we are having these strong feelings that matters!
- c) **Being in different zones is expected at one time or another-** zones aren't labelled as 'good or bad'.

- d) **We make others feel comfortable and safe** when we are in the expected zone at the expected time. Their feelings and emotions can lead to expected and unexpected behaviours and that those behaviours can have an impact on the children and adults around them. e.g. If you are in the red zone and yelling at your friend it is unlikely that your friend will be in the green zone.

Self-regulation

Self-regulation is the ability to control emotions, thinking, and behaviours in order to respond in a socially appropriate way. It matures just like other developmental processes.

The key message is to help your child understand that it is ok to feel angry, be worried or scared but they do need to find ways to help themselves manage those uncomfortable feelings and self-sooth. This will also help them with their self-esteem and resilience.

What can you do to support your child?

| | |
|--|---|
| <p>Be the ‘thought bubbles’ for your child and name the emotion and label the zone they are in</p> | <p>Naming the emotion will help them with their emotional literacy and show them that you can see they are feeling uncomfortable. <i>‘I can see that you’re really angry because your clenching your fists and your face has a big frown...I wonder if it is because you didn’t want to stop playing with the trains?’ or ‘Poor you- it must be hard for you feeling so sad because’</i></p> <p>Using a ‘I wonder’ (emotional coaching) approach will help your child become more comfortable using the language to communicate their feelings “You look sleepy, I wonder if you are in the Blue Zone?” “I wonder if you are in the yellow zone at the moment, you seem a bit worried.’</p> |
| <p>Explore self-soothing strategies and help your child to develop their own preferred calming and alerting strategies (toolkits) for self-regulation</p> | <p>Practise these self-regulation strategies when your child is already in the green zone and encourage to use these when you want them to move from one zone back into the green zone</p> <p>e.g. Exploring sensory ideas to help your child feel calmer such as colouring, play dough, using stress balls, glitter tubes, going for a walk, or reading. You could also try using relaxing music, children’s yoga for deep breathing exercises or mindfulness.</p> |
| <p>Teach your child which Zone tools they can use at different points of the day</p> | <p>“It’s time for bed, let’s read a book together in the rocking chair to get to the Blue Zone.”</p> |
| <p>Identify your own feelings using Zones language in front of your child and talk about which tool you will use to be in the appropriate Zone</p> | <p>“I’m feeling frustrated because..... , I am in the Yellow Zone.” “I’m going to go for a walk as I need to get to the Green Zone.”</p> |

| | |
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| <p>Provide positive reinforcement when your child is in the expected zone rather than only pointing out when their zone is unexpected</p> | <p>“I can see you are working really hard to stay in the Green Zone by...”</p> |
| <p>Play a range of games and have your own set of Zones of regulation visuals and toolkits</p> | <p>Play “Feelings Charades” Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other’s emotion, discuss which Zone it’s in and why. (Added challenge: Name a tool you could use when feeling that emotion).</p> <ul style="list-style-type: none"> • Play “Name that feeling” - People watch and guess the feelings/zones of others. - Name the feelings of characters while watching a movie (and point out any strategies they use). • Read ‘The Way I Feel’ by Janan Cain. • Play “Zones Uno” (can be purchased online) |

What can I do to support the Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g. “I’m feeling frustrated because..... , I am in the Yellow Zone.”)
- Talk about which tool you will use to be in the appropriate Zone (e.g. “I’m going to go for a walk as I need to get to the Green Zone.”)
- Provide positive reinforcement when your child is in the Green Zone and if they make efforts to stay in the Green Zone. Eg. “I can see you are working really hard to stay in the Green Zone by...”
- Label which Zones your child is in throughout the day (e.g. “You look sleepy, I wonder if you are in the Blue Zone?”)
- Teach your child which Zone tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the Blue Zone.”)
- Post and reference the Zones visuals and tools in your home (Zone check in stations and toolboxes for the family!) Make portable Zones cards (see editable document on website).
- Play “Feelings Charades”

Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other’s emotion, discuss which Zone it’s in and why. (Added challenge: Name a tool you could use when feeling that emotion).

- Play “Name that feeling”
- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).
- Read ‘The Way I Feel’ by Janan Cain.
- Play “Zones Uno” (can be purchased online).
- Learn the song! <https://www.youtube.com/watch?v=VnI3GeTkMa4>

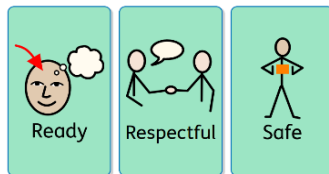
Appendix 2: **Dealing with unacceptable behaviour**

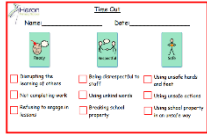
There is no place for unacceptable language, bullying, harassment, rudeness, vandalism, violent or discriminatory behaviour or other disruptive behaviour in our school and we will always act to ensure that this is understood by everyone.

In thinking about how we can deal with unacceptable behaviour, we have agreed on the following principles:

- ❖ Sanctions can only be effective if the pupil understands that their behaviour was wrong and learns from it.
- ❖ We must not undermine a pupil's self-esteem - it is the behaviour that is unacceptable, never the pupil.
- ❖ Time must always be given to listen fairly to explanations.
- ❖ Pupils should be encouraged to enlist the help of an adult if they encounter poor behaviour or use other learnt strategies e.g. calm corners and worry monsters. Staff will always listen.
- ❖ Our pupils are involved in the formulation and monitoring of rules through the well-being curriculum and the School Council.
- ❖ Sanctions for whole groups for the misbehaviour of one or a few is ineffective and is seen as unfair by pupils.
- ❖ Sanctions given must always be carried out. They must be fair and consistently applied.
- ❖ Humiliation, public ridicule and sarcasm produce resentment rather than behaviour modification.
- ❖ Reprimands given in private are far more powerful than those given in public.
- ❖ Parents/carers should be informed and involved as soon as behaviour causes concern.
- ❖ The distinction between minor and serious incidents must be clear to the pupil.
- ❖ Staff will record behaviour which causes concern on MyConcern.

Appendix 3:



| Steps | Examples/ Actions | Who? | Next steps |
|---|--|------------------|--|
| <p style="text-align: center;">1</p> <p style="text-align: center;">Reminder</p> | <ul style="list-style-type: none"> Disrupting the learning of others Not being respectful to staff, peers and/or property Non-completion of classwork or refusal to engage e.g. in PE/Music lessons. | <p>All staff</p> | <ul style="list-style-type: none"> Staff to refer to the Zones of Regulation Staff to remind pupils about the expectations for behaviour Staff to consider moving pupils to a different seat |
| <p style="text-align: center;">2</p> <p style="text-align: center;">2nd Warning</p> | <ul style="list-style-type: none"> Continuing with behaviour outlined in Step 1 | <p>All staff</p> | <ul style="list-style-type: none"> As above Staff to refer to the next step being a time out/time to redo work not completed. This will be facilitated by the Class Teacher at the appropriate time. |
| <p style="text-align: center;">3</p> <p style="text-align: center;">Time out</p> | <p style="text-align: center;">All pupils: 15 minutes</p> <ul style="list-style-type: none"> Continuing behaviour above Swearing or discriminatory comments towards an adult or peer. Deliberate physical contact. <p>Red card to be sent home.</p>  | <p>All staff</p> | <ul style="list-style-type: none"> Parent/Carer of perpetrator and victim to be notified by class teacher. Reported on My Concern. If behaviour continues, SLT informed and next steps to be decided e.g. HoD to facilitate time out, make call home. |
| <p style="text-align: center;">4</p> <p style="text-align: center;">Repair</p> | <ul style="list-style-type: none"> Use Restorative Five to support repairing conversation (during consequences where possible). | <p>All staff</p> | <ul style="list-style-type: none"> Monitor behaviour. |



The Restorative Five

| | |
|--|---|
| <h2 style="text-decoration: underline;">The Restorative Five</h2> | |
| 1. What happened? | Listen carefully and dispassionately to the child’s account without interrupting or agreeing. It is equally important to give your account from your perspective without judgement. Go slowly and step carefully. |
| 2. What were you thinking at the time? | This reflection helps the child to reconsider their actions and replay their thought processes. Their thinking at this time may have seemed irrational to you but not obvious to the child that their initial thoughts might have sent them down the wrong path. |
| 3. What have you thought since? | Many doors are opened through this question that might allow the child a change of attitude, a shift in explanation or even the possibility of an apology. You may need to help them tease them out. |
| 4. How did this make others feel? | We want to make sure that the child has the opportunity to consider others as they may have been unaware of how other people reacted to their behaviour/ not been significant to them at the time. |
| 5. Who has been affected? | You will find the more you ask this question, the easier it becomes for the child to answer it. In time, the reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience. At the end of this, ask the child to list the people who have been impacted before considering the next question, perhaps remarking: ‘That’s quite a lot of people who have been affected, isn’t it?’ |
| 6. How have they been affected? | Help them to understand the effect of their behaviour choices and have empathy with others. |
| 7. What should we do to make things right? What consequence should you have? | It is important that an apology is not demanded. It might take a child some time to reach this point. Try to accept an apology whenever it is offered with enthusiasm and reciprocation (even if it could be said with more feeling!) |
| 8. How can I do things differently in the future? | Likely that the child will meet similar situations and frustrations in coming days so some prior planning will help them to recognise when their behaviour pattern begins |