



Positive Behaviour Policy **Regis Manor Primary School**

Document Management

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1. Purpose

Our belief at Regis Manor is that every child can succeed when given the right opportunities and a purposeful atmosphere to learn in. We believe that a positive approach to behaviour management is the key to this alongside a restorative approach when things go wrong. The following policy outlines the school's approach to behaviour management which is endorsed within the core values of the school and its staff.

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside of normal school hours.

At Regis Manor, we strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

High expectations of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

2. Inclusivity and Equality

We are an inclusive school; we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment, victimisation and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the school's Equality and Diversity Policy are reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard all members of the school community. We recognise that some children may need additional support to meet behaviour expectations.

The governing body, the leadership team and staff will ensure there is no variation in the application of this policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed. Children will be supported to share their concerns.

More information regarding this and the school's approach can be found in our equality and diversity policy.

3. Leadership and Management

The Local Governing Body will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the

expectations are clear. Governors will support Regis Manor Primary School in maintaining high standards of behaviour.

All staff in our school will have a shared responsibility to ensure the implementation of the behaviour policy. Staff will be proactive in applying this policy throughout the school day. Verbal and unspoken messages from staff must always remind children of the right behaviour choices. Staff will provide good role models for the respectful and reflective behaviour we wish pupils to exhibit. All staff are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will work in partnership with Regis Manor Primary School in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy with the school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will self-reflect on their positive and negative behaviour choices and engage in resolving difficulties, seeking help if needed. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of discrimination are reported.

4. School Core Values

The school community has identified a set of shared core values. We use our core values as guides for the way we behave, perform and interact with each other. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching. The core values are:

- Collaboration
- Creativity
- Empathy
- Independence
- Perseverance

Values are the things we believe in that help us to make decisions about how to behave. They are a set of tools that we carry with us all our lives that guide our actions.

5. Preventative Measures

As part of good inclusive practice and meeting the needs of our most vulnerable pupils, preventative measures are taken to support children's successes. Intervention sessions, based on the personalised needs of the child, may need to be put into place.

The Four Corrections Model

The 'Four Corrections Model' (Robin Launder) should be part of the teacher's repertoire and used before relying on the school's agreed consequence structure. It is part of quality first teaching:

1) Non-Verbal

- gestures, facial expressions, shaking / nodding, fixed stare, scanning, pointing, tapping,

sweep

2) Public Anonymous

- e.g. "Year 4s, all eyes on me." "Year 2s, I can hear talking." "I need to see all pens moving." "Books closed...waiting for two...waiting for one."
- STAR - Sit Up, Track the Speaker, Ask / Answer, Respect

3) Private Individual

- "Jennifer, pens down when I'm speaking." "James, you haven't started. Do you need my help?" "Ilaria, when I was explaining to the class, you weren't looking at me. Track me when I talk. It helps listening and shows me you're paying attention."

4) Public Named

- "Jake, let me see that pen moving. Much better." "Josh, book needs to be open."

Zones of Regulation

At Regis Manor Primary School, we use Zones of Regulation throughout the whole school. We recognise the importance of all our children developing good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

From time to time, everyone will find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn (the green zone). These coping strategies are called 'self-regulation'.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

Restorative Approach

At Regis Manor, to help children understand their behaviours and the impact they have, we use restorative justice. The aim is to create a context where pupils engage actively in learning about their social behaviours rather than acting as passive recipients of rules and sanctions.

KEY THEMES & RESTORATIVE LANGUAGE

- **What happened/ Thoughts and feelings**

"Can you explain what happened?" or "Tell me what happened?"

"What were you thinking/ feeling at the time?" "And now?"

- **Harm and Affect**

"Who has been affected/harmed by what has happened and how?"

- **Needs**

"What do you need to make it right/ for you to feel better?"

"Is there anything that you could do to repair the harm?"

- **Future/agreements/negotiation**

"If the same thing happens again, what could you do differently?"

Alternative Provision for play/lunchtimes

Some pupils find unstructured times, such as playtimes and lunchtimes difficult. Arrangements may be put into place for these children to attend some form of alternative provision. Accessing forms of alternative play/lunch provision will be by invitation only and will be designed to support any pupil who, for a variety of reasons, might be finding playtimes/lunchtimes difficult and would benefit from supervised, structured play.

Our lunchtime Lunch Bunch provision is designed to provide a fun and engaging alternative to the less structured playground. Children who may benefit are identified through the school's internal referral system, which is formally reviewed each term. Following a timed period in the lunchtime provision, the aim is for children to be supported to fully reintegrate to the playground.

Children with identified needs are also supported at play times by attending an alternative classroom space, managed in key stages.

Raised Profile In Unstructured Times

Adults supporting in unstructured times are made aware of concerns regarding specific children. In some circumstances an adult will be assigned to be the 'go to' person for a child.

Jigsaw

The Jigsaw scheme of work is used across the whole school to teach the Personal, Social and Health Education (PSHE) Curriculum. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Some of the units within the Jigsaw scheme are specifically designed to teach children the skills they need to socialise with others and become responsible citizens. All children have at least one dedicated lesson per week.

Assemblies (Year 1 - 6)

Children take part in regular phase, class and key stage assemblies. Key messages about behaviour and expectations are communicated to children in assemblies and are regularly revisited by all members of the school team. Reception children join assemblies from term 6.

6. Behaviour Policy Procedures

6(i) Rules

Our behaviour policy is based on our implicit School Values and positive rewards are given for following our school rules. Rules are displayed in every classroom and in communal areas. The main halls have large rule displays with each of the rules listed, which is referred to in assemblies, lessons and at lunchtimes:

At Regis Manor, we are ...			
R Respectful	M Motivated	P Proud	S Safe
We are respectful of others and our surroundings	We show a positive attitude	We are proud of all that we do	We keep ourselves and others safe
We show kindness and respect	We show a willingness to learn	We show positive behaviour that sets an example to others	
We respect others' views and opinions		We ensure that our school is a tidy, magnificent place to learn	
We are honest and truthful			
We always use kind hands, kind feet and kind words			

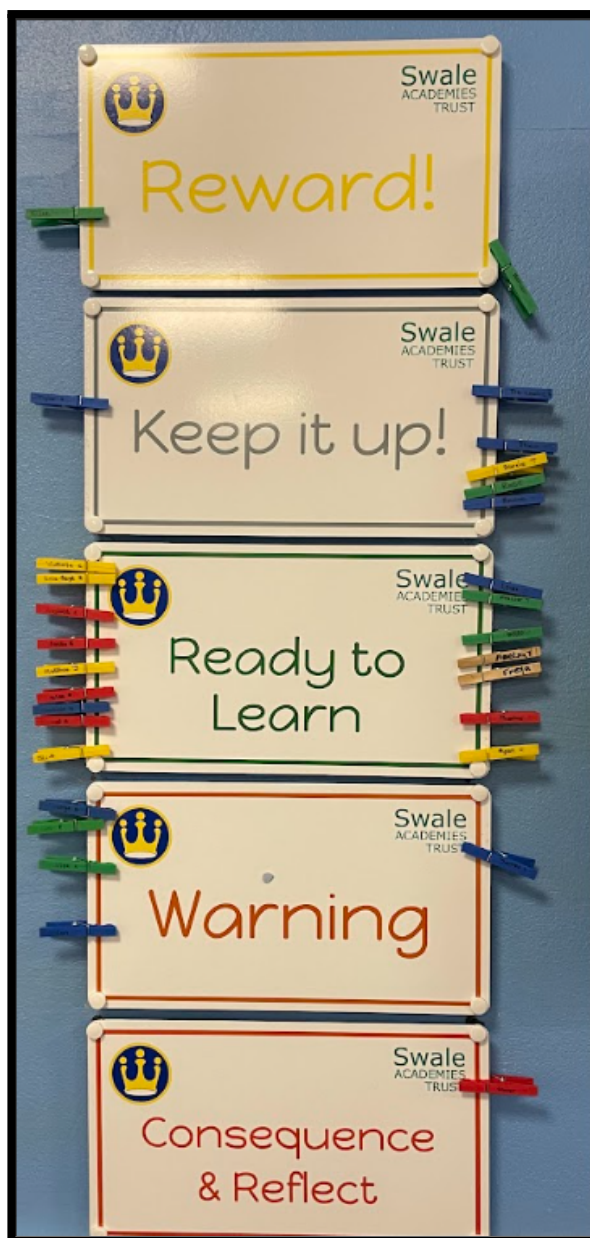
In KS1 and EYFS the rules have animal references to make this more memorable for them. R is a rabbit, M is a mole, P is a penguin and S is a seahorse.

The Behaviour Ladder

Each class has a peg system similar to that pictured below which children can move up and down with 5 steps (3 steps for Year R). They begin their journey in the middle of the system at 'ready to learn' and can be moved up for showing positive behaviour choices, showing personal excellence in their work or managing to turn around negative choices.

Equally children can be moved down the ladder through poor behaviour choices and given clear expectations and opportunities to move back up the ladder.

Staff will look for opportunities to support children in moving back up the ladder by focusing on positive choices. The focus is always on reinforcing positive behaviours.



6(ii). Positive Rewards

Dojos

Dojos can be earned by showing that they have been following our school rules. They can earn Dojos or stickers (which correspond with one Dojo). Stickers will be given for demonstrating the four school rules and will be given at times when it is not possible to add Dojos (outside of the classroom).

Respectful

Motivated

Proud

Safe

They can earn these in a variety of ways such as:

- *Reaching the top of the peg ladder
- *Being kind to others
- *Completing learning activities above and beyond expectations
- *Going above and beyond to contribute positively to the school community

Children collect dojos to earn certificates (25 Dojos, 50 Dojos and then in increments of 25) these will be awarded in phase assemblies.

Every child is in one of the school houses (ruby, diamond, sapphire and emerald), and setup in groups within ClassDojo, each week the dojo points are added up across the school to see which house has won and they get to fly their flag in the KS1 or KS2 hall. There is also an overall term house winner.

The school houses play an important part in everyday school life and are celebrated both in weekly assemblies but also in classroom displays.

Class Rewards

Each class has an individual class reward scheme where children collect points towards a reward by adding jewels to a crown. Each crown needs to have ten jewels and ten crowns need to be completed to earn their reward (this is for the whole class regardless of how much input they have had into collecting).

The class rewards could include (and is not limited to) film afternoons, extra playtime, cooking, etc.

Class reward crowns are displayed on the classroom door of each class. Jewels can be awarded to a class by any member of staff.

Once the ten class crowns have been completed, the whole class reward should be given at the soonest available opportunity.

Diddy Dave

Classes that are consistently 'Dave Ready' (tidy, calm, floor free from litter) may earn a visit from our Dog Mentor Dave. He will leave 'Diddy Dave', a cuddly toy version of himself, in the classroom for a week or two as a reminder to the children and visitors to the class that they achieved 'Dave Ready' status.

Weekly Awards

Each week in our celebration assembly classes have the opportunity to nominate children to receive a weekly award if they have showcased significant achievement in the identified area.

Crown Certificates

Children who have demonstrated through the week consistently positive use of one (or more) of our school rules to achieve the 'Crown' Award. The categories they can be nominated for are:

- Respectful

- **Motivated**
- **Proud**
- **Safe**
- ★ **RMPS** ★

Children can be nominated for our RMPS award each seasonal term where sustained effort embodying our rules has been seen. Children who achieve this award take home a certificate and receive a special **RMPS Crown Award badge** they can wear on their uniform.

Roll of Honour

At Regis Manor we like to celebrate success both within and outside of school. Each week we have a Roll of Honour assembly where achievements outside of school can be celebrated. This could be earning a badge/award at a youth club for example or earning a certificate.

Attendance Awards

At Regis Manor we celebrate attendance weekly, termly and annually. More information on how these can be found in our attendance policy.

- Weekly attendance is celebrated for classes in Key Stage 1 and 2 with the highest attendance and the punctuality.
- Weekly Classopoly rewards are awarded to pupils.
- Pupils are able to attend school in non-school uniform on their birthday.
- Pupils receive a certificate to celebrate 96% attendance or higher on a bi-termly basis.
- Postcards are sent home to pupils to celebrate individual achievements such as improved attendance.
- Whole school attendance celebrations are held at the end of the Autumn and Summer terms.
- Personalised attendance awards are given to key pupils on a weekly basis e.g. attendance postcards, punctuality postcards, attendance charts and stickers.

6(iii). Consequences

While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible.

Reaching the Bottom of the Behaviour Ladder

At Regis Manor every class has a behaviour ladder (see above) and while the emphasis is on positive behaviours there are times when children may continue to make poor choices and a consequence may be needed. The stages below reflect what these consequences are through the school. Each stage runs over the course of a short term and class teachers are responsible for tracking what stage children are at.

When a child reaches the bottom of the behaviour ladder twice in a term, this will be investigated by an assistant headteacher including whether this policy has been fairly and consistently applied.

Stage 1 First exit in a term	A child will have a five minute reflection time in another class where a reflection sheet will be completed (see appendix 1). The child takes this reflection sheet back to class when complete. For younger children the reflection sheet may be completed after the reflection time to assist with unpicking.
Stage 2 Second exit in a term	An Assistant Headteacher or member of SLT will be involved and a verbal warning given. The child will complete a reflection sheet and have a 5 minute reflection time. A 'Green Letter' will be issued to parents explaining the circumstances (see appendix 2). The letter will explain that the child has already been given a verbal warning for previous unacceptable behaviour and has also previously been reminded of our rules. The class teacher will personally deliver this letter to the parent / carer of the child at the end of the school day and verbally explain the contents of the letter and arrange a meeting with them to discuss how to support the child moving forwards. If a parent / carer is not available at the end of the school day the letter will be followed up with a telephone call from the teacher that afternoon / evening.
Stage 3 Third exit in a term	A Deputy Headteacher or Headteacher called and children will work out of class for the rest of that session. A reflection sheet will be completed. An 'Amber Letter' will be issued to parents explaining the circumstances (see appendix 3) and asking parents to reinforce our school rules and expectations. A further meeting between the class teacher, Assistant Head Teacher and parent / carer will be organised.
Stage 4 Fourth exit in a term	In the event that the child reaches stage 4, a 'Red Letter' will be issued to parents explaining the circumstances (see appendix 4) and consequence. A Deputy Headteacher or Headteacher will speak to the parent at the end of the school day or follow up the letter with a telephone call. A deputy or the Headteacher will investigate the success of the classroom-based intervention(s) including observing the child in class or on the playground, depending on where main issues occur (see beyond classroom intervention beyond below). This will determine if the class-based intervention should continue or an alternative consequence is required, based on the personalised needs of the individual child. The alternative consequence will usually take the form of a one-day 'internal suspension' or a fixed term suspension.

Refusing Behaviours

Should there be occasions where pupils refuse to complete work or follow instructions the following procedures will be followed to ensure there is a consistent approach. Teachers have responsibility to unpick behaviours and ensure that preventative measures in section 5 have been employed consistently.

Where a child refuses to complete work they will be expected to make up this time in their

unstructured time (break/lunchtimes). A visual note of the time expected will be visible to the child and delivered non-verbally.

If a child leaves the classroom parents will be contacted and given the opportunity to speak to their child to encourage them to change their behaviour. In the event this is not successful parents will be asked to attend the school site to speak to their child directly. Again, any time lost will be made up during break times.

Serious Behaviours

Serious undesirable behaviour is rare at Regis Manor Primary School. However, if any of the following unacceptable and intentional behaviours occur this will result in the pupil automatically being sent to an appropriate adult and a 'Serious Behaviour' letter.

- Serious acts of violence towards other children or adults
- Acts of prejudice, including racism
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff

This automatic sanction will be applied to all children, including those considered 'pupils beyond' who commit any of the above behaviours (see section 11).

7. Playtimes/Lunchtimes

The same standard of behaviour is expected at all times. Playtimes at Regis Manor are active with lots of different games and activities available for children to engage with as we are working towards becoming an Opal school. Class staff support children throughout break and lunchtimes.

At lunchtimes we encourage children to consider three things when playing:

- Is it fun?
- Is it safe?
- Is it kind?

Structure of Lunchtimes

	11.30-12.00	12.00-12.30	12.30-1.00	1.10-1.30
Year R				
Year 1, 2 & 3				
Years 4, 5 & 6				

Packed lunch children go straight to the small hall to eat. School dinner children go outside

and are called in by class when there is space (with the exception of Year R who go straight into the hall). Once children have finished eating they go outside to play.

Rewards

During playtimes and lunchtimes staff can reward children in the same way as they can in classrooms. For instance children can earn crown stickers for their merit books for following our playground and school rules and jewels for their class rewards.

Consequences

We accept that children can make negative choices during these unstructured times and when this happens children have 5 minutes timeout at an appropriate location and complete a reflection sheet.

Each class has allocated members of staff to lead and support throughout lunch times. A member of SLT is on duty each lunchtime and will take responsibility for supporting any children who are making negative choices and putting in place appropriate actions. The lead staff member will record any behaviour incidents using our internal tracking systems and ensure all necessary staff are informed of behaviour incidents and consequences.

Where relevant, pupils will be given the opportunity to have a restorative conversation (appendix 6) to help them take responsibility for their behaviour, understand the impact their choices have had on themselves and others and find ways to think of an alternative behaviour choice in the future. The conversation will take different forms depending on the age of the child.

Alternative Provision

For children who find the lack of structure at lunchtimes challenging, 'Lunch Bunch' provision is in place to provide structured adult-led activities in a calm setting. Some children may need to access this provision for other reasons that are reviewed on an individual basis - for instance a medical reason. Access to Lunch Bunch provision is monitored by the inclusion team in coordination with teachers.

8. Social Norms and Routines

At Regis Manor, we recognise set routines are especially helpful when working with young learners and those that need extra support in regulating their behaviour,

We make it explicit what is expected of pupils in different situations, both within and outside the classroom.

Teachers have clear classroom-based routines that are initially taught. Every teacher's routines, procedures and expectations are going to be slightly different based on the age of the pupil or year group. Teachers will have clear routines and expectations in place for:

- How will pupils enter / exit the classroom;
- How will pupils put coats and lunch bags away;
- How students signal that they need help / attention;
- How pupils obtain the required work materials and books;
- How pupils transition from the carpet to desks;
- Procedures for pupils needing to use the toilet or getting a drink of water;

- What pupils are expected to do when they finish work;
- What pupils are expected to do when work is unfinished;
- Procedures for handing in home learning / contact books / home-school reading books
- What pupils are expected to do when the weather is wet at playtimes

At Regis Manor we have agreed the following routines and expectations for outside of the classroom. Again, these are regularly taught and it is the responsibility of all adults in school to ensure these routines are adhered to:

After School Clubs	• KS1 children wait at the back of the line until all children are dismissed. Teachers then take the children to appropriate clubs • KS2 children are taken to the large hall at 3.15pm where they sit in club lines supervised by designated staff.
Assembly	• Prior to assembly, allocated Year 6 children put out benches for Year 6 to sit on. • Assembly presentations must be set up in advance by lead. • Assemblies end with the Miss School, Miss Out poster • Calm music played upon entrance to the assembly. • Teachers will arrive punctually. • Silence when pupils / staff enter the hall. • Expected to sit quietly - unless asked to think-pair-share etc. • Review of school rules at the start of every assembly. • Teachers will award stickers for good listening and participation. • The Lead teacher will walk the children back to the classroom when the classes are ready. • Class reward jewels can also be awarded by the member of staff leading the assembly.
Corridor Passes	• If a child needs a movement break or is doing another task where they are moving between classes (e.g. delivering a resource) then they should wear a purple lanyard • Where a child is not wearing a green (toilet) or purple lanyard they should be asked to return to their classrooms/outside.
Dining Hall	• Walk quietly into the dining hall. • Say please and thank you to midday meals supervisors • All children sit in class rows and children having a school dinner wait until they are called to collect their meal. • Upon finishing their meal children put their hands up before clearing their plates. • Eating quietly. • Keep our tables and floor clean. • Put all rubbish in the bin. • Supporting staff award Crown stickers.
One Voice	• We practice 'one voice' in order to ensure all members of our school community are respected and can learn. We take it in turns to listen.
Playground	• All children will be encouraged to use the toilet before they go outside. • Children will sit down at their tables / carpet.

	• Children are called to line up in fire register order and are walked to the playground. • At lunchtimes, children can choose from a selection of activities and toys set up for play in advance. • Pupils are encouraged to consider their actions through three key questions; Is it fun? Is it safe? Is it kind? • Adults on playground duty award Crown stickers • At the end of playtime/lunchtime a whistle will be blown. • On the first whistle children will stop playing and stand still. • Once all the children are standing still and silent the whistle will be blown again and the children will tidy away resources before making their way to their class lines. • The class teacher will collect the children from the playground or hall as appropriate and walk the children back to class (children will not be lined up until all staff are present). • Footballs and other equipment should not be brought from home.
School Arrival	• Children are greeted daily by an adult and can choose a hug, high five or a handshake welcome • Upon entry to the classroom, coats and bags are put away quickly and quietly (according to classroom routines). • Purposeful Early Morning Work is prepared in advance and is visible. • Children settle down to Early Morning Working quickly and quietly. • Class teachers should be ready for the day and welcoming children into classroom.
School Departure	• Children sit at their tables / carpet with their belongings. • EYFS/KS1 children are called to depart once the known parent / carer is there to collect (password system must be in place for unfamiliar adults collecting) • KS2 children walk to the designated collection point where they are called to depart once the known parent / carer is there to collect (password system must be in place for unfamiliar adults collecting) • Children with permission to walk home alone will be the first to depart
Stop Signal	In order to gain full attention of all children, the following consistent approach is used: • Counting down from 5, holding up your hand. Say 5, 4 aloud and then non-verbal as countdown with fingers
Toilets	During Class Time: • Each class will have three toilet passes (green lanyards). • Children in the corridor without a toilet pass (green lanyard) or a corridor pass (purple lanyard) should be asked to return to their classrooms/outside. • Children are expected to return the toilet pass to their class teacher when they return to their class room. Breaktimes / Lunchtimes: • Children are encouraged to use the toilet before they go out to play (to be built into classroom routine). • 1 designated member of staff for each playground duty will have 3

	toilet passes (green lanyards). • Children with passes use the Year 4 toilets at lunchtime • Only children with a toilet pass may be moving in and out of the school building • All children are expected to use the toilets safely and respectfully and report any concerns to an adult • Children inside without a toilet pass (green lanyard) or a corridor pass (purple lanyard) should be asked to return to their classrooms/outside.
Walking Through The School	• Walking only. • Keep hands and feet to oneself. • Walk through spaces respectfully and quietly (as other classes are learning and / or teachers are working). Moving Inside School: • Walk on the left hand side of the corridor. • Walk in single file as a class in fire register order (if possible, adult at start and end of line) Moving from Inside to Outside/Outside to Inside • Children walk in pairs in fire register order (if possible, adult at start and end of line)

8. Educational Needs and Disability (SEND) and Vulnerable Individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Scripts to scaffold interactions and support from adults when children are in crisis and/or exhibiting behaviours that chart (see appendix 5)
- Increased communication between home and school.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted/reduced timetable with an agreed timescale.
- Pastoral support meeting with parents and carers.
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Specialist Teachers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referrals to outside agencies

9. Adult Support for Behaviours that Challenge

At Regis Manor, we will put in place appropriate provision to support pupils who have difficulty regulating their emotions / moderating their behaviour.

We recognise that some children are unable to self-regulate and with these children, the adult's role is co-regulation. Adults know the importance of respecting a child's personal space and of communicating *C.A.L.M.

The behaviour policy applies to all pupils, regardless of need. We put in place provision to support them to follow the school rules. If, despite the supportive measures being consistently in place, a child breaks the rules, then they are subject to the same consequences as any other pupil.

If a child has been in the red zone, they should not be returned to the classroom environment. An alternative, quiet location and suitable calming activity should be found to support the child's de-escalation. The members of staff supporting the child should be involved in decision making.

It is recognised that supporting a dysregulated child can be highly stressful and members of staff may need to use the 'cup of tea' script to request time-out (appendix 5). Requests will always be honoured but it is the individual's responsibility to make the request.

In a situation where a class may need additional support. A 'Red Card' can be taken to another classroom for additional adult support. To support the child to make positive choices they may be based in another classroom for a period of time as we recognise that sometimes a change in environment can help break patterns of behaviour.

Low Level Behaviour – Anxiety, Refusing to Cooperate, Disruption etc
-Read body language and behaviour -Intervene early to remove sources of frustration -Offer reassurance including physical prompts -Explain clearly what is happening and what will happen next -Communicate – 'Talk and I'll listen' -Use appropriate humour -Display CALM body language -Talk slow and quietly -Assess the situation -Divert and Distract by introducing another topic or activity
Medium Level Behaviour – Higher tension, belligerent/rude/verbally aggressive, aggressive postures, persistent disruption, challenges 'I will not...'
-Continue low level responses -State desired behaviours clearly

-Use distraction to refocus attention on something positive -Set clear enforceable limits -Offer alternatives and options -Offer clear choices -Give a get out with dignity -Remove audience -Seek support from experienced staff as needed
High Level Behaviour – Physically aggressive behaviour, endangering themselves and/or others
-Continue low and medium level responses -Make the environment safe -Guide assertively (hold only when necessary) -Ensure face, voice and posture are supportive and not aggressive

Any child who has needed any of the above will need time to recover and calm down – they will need space and time. This is often not the correct time to explain to the child the mistakes they have made – this will need to happen later. They will need a safe place and the adult with them should look for signs that they are ready to communicate.

10. Risk Assessments and Risk Reduction Plans

The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.

These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.

The plan will be reviewed every seasonal term or sooner if circumstances change, eg as part of a reintegration meeting following a fixed term exclusion.

A whole school overview is updated to reflect the number of children on these plans and with their review dates.

If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan. This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities. This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will always be updated.

11. High Level Behaviour - Children Beyond

When children have been through the entire process of sanctions without noticeable improvement then they are considered for a more bespoke intervention. An individualised behaviour agreement will be put in place for that child. This will be developed in partnership with parents/carers, school staff and, importantly, the pupil; it will be regularly reviewed. The agreement will be clear and concise and no longer than one page of A4. The aim is for there to be a clear set of expectations, support mechanisms and consequences that are individually created for each child. Through discussion with parents/carers and the individual child, the most effective strategies to support the child; the specific behaviours which will be targeted; and

a clear step-by-step process of what will happen if these behaviour targets are not adhered to will be identified and agreed. There should be a maximum of 5 elements per section - although this is likely to be less. The agreement will be printed and clearly visible to the child and regularly referred to.

The child and behaviour management strategies deployed by the class teacher and other adults will be monitored by the Inclusion Lead and Assistant Headteacher with responsibility for their phase. Risk assessments and risk reduction plans will also be reviewed to refine provision and to maximise opportunities for primary strategies to be used, e.g. soft starts, the use of a trusted adult or learning breaks. The next stage, including involvement from external agencies, will be informed by these observations.

12. Restrictive Interventions

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practiced by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort is made to ensure that all staff at Regis Manor Primary clearly:

- i) understand their responsibilities in the context of their duty of care in taking appropriate measures where restrictive interventions are necessary and
- ii) are provided with appropriate training to deal with these difficult situations should they occur.
- iii) record and report any incident in which restrictive interventions have been required. This will then be shared with parents/carers.

The DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies 2013 states that: All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff seek alternative strategies wherever possible in order to prevent the need for restrictive interventions. Restrictive interventions will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. See our Restrictive Interventions Policy for more information.

13. Internal Exclusion, Suspensions and Permanent Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored. Please see the exclusions policy for further information on exclusions. Suspensions and exclusions can take the following forms:

- Internal Exclusion

Internal exclusion serves as a vital intervention strategy designed to address persistent

behavioral concerns while prioritising a child's right to education. By temporarily placing a child in a supervised, alternative classroom setting, the school provides a structured environment for the student to reflect on their actions away from the triggers of their regular social circle. This stage acts as a critical buffer prior to the consideration of external exclusion, ensuring that the student remains on-site and engaged with their curriculum, thereby limiting the impact on their academic progress.

- Lunchtime Suspensions (immediate collection by a parent/carer)

There are times where a child may need to be excluded from lunchtimes. Parents are required to collect children at the start of lunchtime and return them to school at the end. This ensures that children do not miss any lesson time.

- Suspensions (immediate collection by a parent/carer)

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school which can be the school day and/or for lunchtimes. The Headteacher may exclude a child for one or more fixed periods for a total of up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

- Permanent Exclusion (immediate collection by a parent/carer)

The Headteacher has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Headteacher may permanently exclude a child for persistent or serious misbehaviour. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion.

14. Staff Induction, Development and Support

All staff starting at Regis Manor go through a thorough induction process which includes support with our behaviour policy. Throughout the year, opportunities are identified for continuous professional development, where staff will be upskilled in behaviour management techniques. Individual support for staff is developed on a needs led basis and could, for example, result in additional training or peer support.

15. Pupil Transition (induction and re-induction into behaviour systems, rules and routines)

Supporting children through transition periods is vitally important in order for them to feel secure within school and to adapt any behaviours that may have been shown for the future. This will ultimately help them to learn from their experiences.

When a child joins the school a member of the class team will go through the rules and expectations with them so that they know what is expected of them.

After any incident, reintegration and review meetings are planned with parents and children to discuss what has happened, what needs to change, and how each party will work together to make this happen. The views of the child and parents are important to this process.

Review meetings are planned in regularly following incidents so that the child feels supported.

16. Child On Child Abuse

Child-on-child abuse is not acceptable at Regis Manor and will not be tolerated. See our safeguarding policy for more information.

17. Banned Items

The school refers to the DfE advice for searching, screening and confiscation, January 2018. The school may judge it to be necessary to construct a Risk Reduction Plan for identified children.

The following list of items are banned by the school and for which a search can be made:

- Sharp objects
- Weapons, eg knives
- Alcohol
- Drugs (any prescribed medication must be given by an adult to the office staff where a permission form will be completed)
- Stolen goods
- Tobacco products, eg cigarettes
- Vapes
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

18. Behaviour Outside School Premises

Regis Manor expects children to behave in a positive manner both within school and within the community. We reserve the right to discipline children for off-site conduct in accordance with the procedures within this policy.

Conduct outside school premises, including online conduct, that Regis Manor might sanction pupils for includes (but is not limited to) misbehaviour that:

- Occurs when taking part in any school-organised or school-related activity
- Takes place when travelling to or from school
- Occurs while wearing school uniform or children are in some other way identifiable as a pupil at the school
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school.
- Includes cyber-bullying and harassment
- Involves the sharing of inappropriate media
- Involves breaches of digital privacy

Online behaviour incidents can take place either on the school premises or outside of school. This type of incident can be particularly distressing for pupils as they may feel that they cannot escape from negative interactions, even when they are at home.

In the event of behaviour incidents online we will follow the procedures set out in the Online Safety Policy working alongside parents and other professionals as needed.

19. Policy Links

This policy should be read alongside the following:

- Anti Bullying Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Online Safety Policy
- SEN Policy
- Suspensions and Permanent Exclusions Policy

Appendix 1 - Reflection Sheet

EYFS/KS1 Reflection Sheet



Reflecting on my Behaviour



Name: _____

Class: _____

At Regis Manor, we are ...			
R Respectful of others and our surroundings Show kindness and respect Respect others' views and opinions Are honest and truthful Always use kind hands, kind feet and kind words	M Motivated to learn Show a positive attitude and a willingness to learn	P Proud of all that we do Show positive behaviour that sets an example to others Ensure that our school is a tidy, magnificent place to learn	S Safe in all our actions Keep ourselves and others safe

Which rule did I forget to follow?
 ✓ Tick all that apply.

☐ **R - Respectful**

☐ **M - Motivated**

☐ **P - Proud**

☐ **S - Safe**

What Happened?

Write or draw what happened.

How did I feel at the time? Which Zone was I in?
 ✓ Tick all that apply.

☐ Sad 😞 ☐ Tired 😪 ☐ Bored 😴 ☐ Hungry 🍴	☐ Angry 😡 ☐ Panic 😱 ☐ Terrified 😨 ☐ Elated 😄
☐ Silly 🤡 ☐ Annoyed 😠 ☐ Scared 😨 ☐ Fidgety 🤖	☐ Calm 😌 ☐ Happy 😊 ☐ Focused 🎯 ☐ Proud 🏆

☐ Other: _____

Circle the symbol(s) to show who else has been affected.



How can I make things better?

Circle as many symbol(s) as you would like to show what you will do.



What could I do differently next time?



KS2 Reflection Sheet



Reflecting on my Behaviour



Name: _____

Class: _____

What Happened?

Write or draw what happened.

At Regis Manor, we are ...

R	M	P	S
Respectful of others and our surroundings Show kindness and respect Respect others' views and opinions Are honest and truthful Always use kind hands, kind feet and kind words	Motivated to learn Show a positive attitude and a willingness to learn	Proud of all that we do Show positive behaviour that sets an example to others Ensure that our school is a tidy, magnificent place to learn	Safe in all our actions Keep ourselves and others safe

Which rule did I forget to follow?

✓ Tick all that apply.

☐

R - Respectful

☐

M - Motivated

☐

P - Proud

☐

S - Safe

How did I feel at the time? Which Zone was I in?
✓ Tick all that apply.

☐ Sad 😞 ☐ Tired 😴 ☐ Bored 😞 ☐ Hungry 🍴	☐ Angry 😡 ☐ Panic 😱 ☐ Terrified 😱 ☐ Elated 😄
☐ Silly 🤡 ☐ Annoyed 😡 ☐ Scared 😱 ☐ Fidgety 🤖	☐ Calm 😌 ☐ Happy 😄 ☐ Focused 🧠 ☐ Proud 😊

☐ Other: _____

Who else has been affected?

How do I feel now? Which Zone am I in?
✓ Tick all that apply.

☐ Sad 😞 ☐ Tired 😴 ☐ Bored 😞 ☐ Hungry 🍴	☐ Angry 😡 ☐ Panic 😱 ☐ Terrified 😱 ☐ Elated 😄
☐ Silly 🤡 ☐ Annoyed 😡 ☐ Scared 😱 ☐ Fidgety 🤖	☐ Calm 😌 ☐ Happy 😄 ☐ Focused 🧠 ☐ Proud 😊

☐ Other: _____

How can we put things right?

Appendix 2 - Green Letter

Date

Dear Parents/Carers of _____

GREEN BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me because he/she made the wrong choice of behaviour. Please see below details of what happened before the incident and then your child's behaviour, which indicates they may need more practice in following the school rules.

What happened before the incident

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar situation should present itself in the future.

This is the first time this term we have had to write to you regarding your child's behaviour although a verbal warning has been given for prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and we will contact you if further matters arise. To help you, please find our rules below. We would appreciate if you could discuss the importance of these with your child:

At Regis Manor, we are ...			
R	M	P	S
Respectful	Motivated	Proud	Safe
We are respectful of others and our surroundings	We show a positive attitude	We are proud of all that we do	We keep ourselves and others safe
We show kindness and respect	We show a willingness to learn	We show positive behaviour that sets an example to others	
We respect others' views and opinions		We ensure that our school is a tidy, magnificent place to learn	
We are honest and truthful			
We always use kind hands, kind feet and kind words			

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Regis Manor Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Class Teacher

Appendix 3 - Amber Letter

Date _____
Dear Parents/Carers of _____

AMBER BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me today because he/she made the wrong choice of behaviour. Please see below details of what happened before the incident and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

What happened before the incident:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar situation should present itself in the future.

Following a Green Behaviour Letter sent to you earlier this term, your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about their behaviour jointly with the class teacher. We are therefore inviting you for a meeting on _____ at _____. Please contact the school office to confirm your attendance at this meeting.

I greatly appreciate your continued support as Regis Manor Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Assistant Head

Appendix 4 - Red Letter

Date _____

Dear Parents/Carers of _____

RED BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me today because of unacceptable behaviour/extreme behaviour.

Please see below details of what happened before the incident and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

What happened before the incident:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to.

Unfortunately, your child has continued to make the wrong choice of behaviours following the Green Behaviour Letter and the Amber Behaviour Letter that we sent previously. The following action(s) will now be taken:

Action(s) to be taken:

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Regis Manor Primary School commits to making the school a safe and happy environment for all pupils.

Yours sincerely

Deputy Headteacher / Headteacher



Appendix 5 - Positive Behaviour Support & Scripts

1. Present Tense Directions

Replace "don't," "stop," or "no" with immediate, actionable instructions.

- **Classroom Focus:** "One voice" | "Facing me" | "Eyes looking this way"
- **Task Management:** "On task" | "Books away" | "Pens down"
- **Movement & Posture:** "In seats" | "Lips closed" | "Walking"

2. Language of Choice

Empower students to take ownership of their actions and consequences.

- "I need you to make a good choice here."
- "Take some time before making the right choice."
- "Think about your choices and make a good one."
- "This is the result of a poor choice."
- "Your choice."
- "I am surprised/disappointed by the choices you've made."

3. Support & Listening Scripts

De-escalate by offering a safe space when a student is visibly struggling.

- "I can see something is up—I'm here to help."
- "Talk and I'll listen."
- "I'm here when you're ready to talk."
- "Come with me and let's..."

4. 'YES' Scripts (Validation)

De-escalate situations and build rapport by validating the student's perspective first.

- "YES, you need time to think before you decide."
- "YES, you want to make a choice that is right for you."
- "YES, we both want to get away early today."
- "YES, I know you want to go over this with [Name]."
- "YES, your mum is going to be really pleased when I tell her you sorted this out."

5. Diversion Scripts

Change the student's physical environment to disrupt escalating behaviour.

- "Let's take a walk / go outside for some fresh air."
- "Let's go inside and warm up."
- "Let's find somewhere more private."
- "Let's go and get a drink."

6. The 'Shut-Up' Script

- **Silence:** Sometimes, the most effective script is saying nothing at all. Give the child time to process.

7. Staff Support Scripts

Promote a culture where asking for help is a professional strength.

- **Offering Help:** "How can I help? You can help by..."
- **Discreet 'Time Out' Offer:** "Do you want a cup of tea?"
- **Direct 'Time Out' Suggestion:** "Go and get a cup of tea."
- **Requesting a Break:** "I'd like a cup of tea, please" or "I need to use the toilet."

Key Delivery Tips

Communicate Calm: Your body language and tone matter more than the words.

- **Tone:** Speak low, slow, and quietly.
- **Posture:** Open and non-threatening to offer implicit reassurance.

Appendix 6 - Restorative questions and language

KEY THEMES & RESTORATIVE LANGUAGE

- **What happened/ Thoughts and feelings**

"Can you explain what happened?" or "Tell me what happened?"

"What were you thinking/ feeling at the time?" "And now?"

- **Harm and Affect**

"Who has been affected/harmed by what has happened and how?"

- **Needs**

"What do you need to make it right/ for you to feel better?"

"Is there anything that you could do to repair the harm?"

- **Future/agreements/negotiation**

"If the same thing happens again, what could you do differently?"



KEY THEMES & RESTORATIVE LANGUAGE

- **What happened/ Thoughts and feelings**

"Can you explain what happened?" or "Tell me what happened?"

"What were you thinking/ feeling at the time?" "And now?"

- **Harm and Affect**

"Who has been affected/harmed by what has happened and how?"

- **Needs**

"What do you need to make it right/ for you to feel better?"

"Is there anything that you could do to repair the harm?"

- **Future/agreements/negotiation**

"If the same thing happens again, what could you do differently?"



RESTORATIVE SCRIPT FOR EARLY YEARS

- **What happened/ Thoughts and feelings**

"What happened?"

"When you..... was that a good choice or bad choice?"

- **Harm and Affect**

"How do you think..... felt when you.....?"

- **Needs**

"To make things better, what you need to do is....."

Give a choice of two or three things, or say what is needed

- **Future/agreements/negotiation**

"At school it's not OK to..... Next time, what can you do instead?"

Give a choice of two or three things, or say what is needed

 BM
behaviour letters

RESTORATIVE SCRIPT FOR EARLY YEARS

- **What happened/ Thoughts and feelings**

"What happened?"

"When you..... was that a good choice or bad choice?"

- **Harm and Affect**

"How do you think..... felt when you.....?"

- **Needs**

"To make things better, what you need to do is....."

Give a choice of two or three things, or say what is needed

- **Future/agreements/negotiation**

"At school it's not OK to..... Next time, what can you do instead?"

Give a choice of two or three things, or say what is needed

 BM
behaviour letters

Appendix 7 - Behaviour Agreement Template

 xxxx's Behaviour Agreement 		
The strategies that help me best:	I agree to: <i>(max 5 behaviour targets, very specific)</i>	What will happen if I do not keep my agreement:
		<i>(Adapt as needed)</i> 1. Visual / Verbal Reminder Take up time 2. Peg System 3. Reach bottom of the ladder = work out of class 4. Parent called to come to support me to make the right choice in school 5. Suspension

Child signature:	Date:
Parent signature:	Date:
School signature:	Date:

Review Meeting
 Date: XX/XX/XX
 Time: xx:xx

