



KING'S OAK PRIMARY SCHOOL

BEHAVIOUR POLICY

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Policy reviewed and approved by: Teaching, Learning and Community Committee

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Behaviour Policy

Statement of Principles by Governors

The overarching principle is a commitment to improving outcomes for all pupils by eliminating all forms of discrimination, harassment and bullying through promoting equality of opportunity, the welfare of pupils and good relations across our whole school community. This commitment also ensures that all pupils receive behavioural support according to their need.

At King's Oak, we aim to promote a community and environment where all members can work safely, happily and productively together.

We believe that:

- Children who have high self-esteem and self-worth are able to develop good relationships, make moral decisions and interact positively, co-operatively and successfully.
- All behaviour is a choice and that we are all responsible for the choices we make and therefore the consequences of them.
- Good behaviour should be rewarded and celebrated.
- All members of our community should be listened to, responded to, valued and should show this mutual respect for one another.

Aims

- To practise a behaviour policy, supported by our whole school community encompassing ideas and strategies from children, parents, carers, staff and governors, thus encouraging optimum success and understanding.
- To create a nurturing environment, with a focus placed upon emotional and social growth.
- To promote, via the curriculum, a strong feeling of citizenship and responsibility to motivate children to 'own' their behaviour.
- To embrace strategies to promote children's personal success and work assertively toward an increasing level of self-expectation.
- To encourage positive behaviour by recognising a child's decision to make the right choice and rewarding it, acknowledging that effort is important and that each child's progress will differ.
- To ensure sanctions are valid and fair at all times.
- To apply a consistent and positive approach to behaviour management.

Through our aims, we will maintain a school where:

Children can learn and teachers can teach and where all understand that no child has the right to disrupt the learning of others or harm any other person in any way.

- It is calm and there is mutual respect for others and their property.
- Everyone is polite, responsive and sensitive to the needs and rights of others.
- All members of our community are always considerate towards the learning needs of individuals and supportive of our school as a learning community.

- The rules are understood, valued and agreed by all.
- Each individual is valued and appropriate behaviour given positive recognition and appreciation.
- There are high standards of behaviour, self-discipline, courtesy and consideration.
- Channels of communication are clear to all and openly used.

The Education Act 1996: Anti Bullying, Behaviour out of School, means that we will:

- Apply measures to regulate behaviour outside of school premises when pupils are not in the charge and control of members of staff.
- State clearly what constitutes unacceptable behaviour.
- Establish effective behaviour management strategies.
- Ensure senior staff are visible at key times of the day: start, end, playtime, lunchtime.
- Ensure that parents and carers are able to access the school's complaints procedures on the school website

The Power to Discipline (Education Act 2006)

The school has the right to tackle the 'you can't tell me to do that' culture.

- All members of staff unless otherwise instructed by the Headteacher have the right to administer sanctions.
- The school does and will take measures to regulate pupil behaviour off the school site. However, sanctions will only be applied when the pupil is back on site and under the legal control or charge of a member of staff.
- Parents/carers who may become abusive or threatening: The school will enforce its right and legal powers to ban parents/carers from the site. Disregard of such a ban could lead to prosecution under Section 547 of the Education Act 1996.

Definitions

Examples of unacceptable behaviour are as shown below, but not limited to.

- Disruption in lessons, in corridors between lessons, and at break and lunchtime.
- Non-completion of classwork, where this has been carefully planned to meet the needs of pupils
- Speaking disrespectfully to other people, including name calling
- Any form of bullying or child on child harm including sexual abuse/harassment of any kind.
- Intentional damage to school property
- Carrying any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Any misuse of school's IT system or internet

- Theft of school property
- Racist, sexist, homophobic or discriminatory behaviour
- Any unsubstantiated, unfounded, false or malicious reports

Expectations of Conduct

- All members of the school community treat each other respectfully.
- All children treat their own, other children's and school property with equal respect.
- The expectation of a consistently high standard of behaviour is adhered to
- Safe and appropriate movement around the school is acknowledged at all times
- Situations arising between children requiring adult assistance/mediation are reported and dealt with immediately.
- Inappropriate language, racism, physical violence and retaliation are unacceptable and repeated or serious incidents may result in temporary suspension.
- Children are punctual.
- If a child wishes to bring any item other than approved school equipment/kit into school, they must ask special permission. Dangerous objects are not allowed in school.
- Correct school uniform is worn and hair attire is simple, with long hair tied back for hygiene purposes.

Responsibilities

- All members of our school community have the responsibility to ensure that this policy is successfully implemented by:
- Valuing children and adults as individuals and respecting their rights, values and beliefs.
- Fostering a sense of belonging to the school community and good relationships within it.
- Providing a well ordered environment in which all are aware of behavioural expectation.
- Offering equal opportunities in all aspects of school life.
- Recognising, praising and modelling good behaviour, to make explicit the standards expected.
- Rejecting as unacceptable all anti-social behaviour including conduct involving bullying and racism.
- Being consistent in the way behaviour is praised and in the way unacceptable behaviour is sanctioned.
- Caring for our environment and each other.
- Working as a team where there is mutual support.
- Respecting confidentiality.

Specific Responsibilities

The senior leadership team:

- By monitoring the implementation and the success of strategies through observation and discussion with their teams.
- By reviewing and revising aspects of the policy and practice at their meetings.
- By supporting staff by being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary to maintain

standards.

- By taking a lead role in preventative work and establishing an annual programme to revisit key ideas with both staff and pupils.
- By taking a lead in establishing our policy and by leading by example e.g. in being in their class ready for children, in the way they talk to children, etc.
- By establishing dialogues which can be used to promote these ideals.

All staff:

- By ensuring that all parents and carers are aware of the policy, procedures and systems through the start of year welcome meetings, weekly newsletter and school website
- By implementing the codes as agreed in this policy.
- By teaching the agreed PSHE scheme.
- By being good role models, being punctual and well prepared.
- By dealing calmly with children and avoiding shouting at children.
- By reading and referring to agreed texts and policies.
- By encouraging and teaching children to take responsibility for their own learning.
- By emphasising and praising appropriate behaviour.
- By supporting children in their class to form positive relationships.
- By continually reminding children how they can be empowered to deal with conflict non-aggressively.
- By being available in key areas as children come in to monitor and encourage children to come in quietly, walk at all times and keep to the correct side.
- By encouraging children to be kind, polite and considerate and praising them for being so.
- By discussing with pupils how their actions impact upon others.
- By ensuring that any fighting, verbal, physical, racial or sexual abuse or harassment is challenged, recorded as required and referred as necessary to SLT, DSL, CPO and DDSL
- By encouraging children to take a pride in themselves, their school and their work.
- By reprimanding always in controlled tones.
- By giving praise as a reward.
- By being consistent.
- By following up and responding to those matters brought to their attention by non-teaching staff.
- By ensuring that all information is recorded and passed to the relevant member of staff and that serious incidents are recorded on Arbor as soon as possible.

Pupils:

- By being punctual.
- By observing the rules and codes (stated later in this policy).
- By taking growing responsibility for their environment, their own behaviour, each other and their own learning.
- By showing respect for others.
- By dealing with conflict non-aggressively.
- By accepting responsibility for their own behaviour.
- By listening carefully to instructions and following them.

Parents/Carers:

- By supporting staff and children.
- By discussing the school rules with their child, emphasising their support of said rules

- and assisting when possible with their enforcement.
- By supporting any home school programmes and becoming involved in setting them up and in the monitoring of these.
- By being involved in the rewards and consequences system.
- By taking an active interest in their children's learning and life at school.
- By attending parents'/carers' evenings, functions/events and developing informal contacts with the school.
- By encouraging children to follow the rules.
- By subscribing and adopting similar strategies and principles.
- By remembering that staff deal with behaviour problems patiently and positively.
- By being excellent role models for conduct and behaviour whilst on school grounds.

Governors

- By overseeing the policy.
- By supporting and consulting in matters of exclusion and in all other aspects of the policy.

Classroom Strategies to Promote Positive Behaviour

The strategies below encourage and promote a positive classroom ethos which views children as involved learners and establishes good behaviour as the model for the class:

- Highlight positive behaviour verbally and regularly.
- Use specific or descriptive praise thereby informing children exactly what it is they are doing that is praiseworthy.
- Acknowledge the positive via non verbal cues - thumbs up, nodding, smiling.
- Set expectations confidently and firmly, whether for behaviour or work.
- Promote a sense of anticipated achievement thus boosting the 'I can' factor.
- Reinforce expectations daily.
- Identify children who fulfil expectations by praising and rewarding.

If a situation occurs where expected behaviour is not being met, the following steps may be taken to reinstate desired behaviour:

- Tactically ignore unwanted behaviour, highlighting the positive elsewhere.
- Use non-verbal signals to refer a child back on task.
- When a non-verbal approach is unsuccessful, remind the child of what they should be doing. Use statements, rather than questions - 'Why are you still in your chair?' - questions in this vein invite response which could lead to unwanted dialogue so 'Tuck in your chair and line up' is much more helpful.
- Allow 'take up time', continue with the lesson, thus removing the focus from the situation, allowing the child to comply without being watched.
- When a child fails to respond to a reminder, issue a direct instruction.
- Always conclude statements with 'thank you' rather than 'please' thus affirming your expectation.
- Ignore secondary behaviour. Once the child has fulfilled the request ignore any 'add ons' and thank the child for their action. Severe secondary behaviour should be addressed but frequently it represents a final flourish and will conclude the matter.
- Use the warning system appropriately and consistently.

Incentive Schemes

We recognise that increased self-esteem and confidence promote the self-motivation and expectation that is vital to attaining higher achievement. Our reward system places as much focus on nurturing these key elements as on rewarding academic success.

Verbal/non-verbal and specific/descriptive praise is used constantly throughout the school, both collectively and individually, to encourage children to appreciate themselves, build an awareness of teamwork and co-operation and raise self-esteem.

Stickers are used to reward children via charts, in books or on clothing. Class points are issued to individual pupils and the total points awarded to each class is shared in praise assembly. Party Points are awarded to classes for positive whole class behaviour and a reward is received once the agreed amount of points has been reached. Credit cards and certificates are issued to children for exceptional work or behaviour.

A telephone call home is made or a letter sent at the discretion of the Headteacher following exceptional behaviour.

Rules, Rewards and Consequences

Rules: Ready, Respect, Safe

- Follow all instructions from an adult in school
- Keep hands, feet and objects to yourself
- No swearing or play fighting
- Respect people and property
- No teasing or bullying

Consequences

1. Verbal Warning – written on chart but no consequence
2. Written Warning – 5 minutes off Golden Time
3. Time out in class at the time out table and 10 minutes off Golden Time
4. Time spent learning in another classroom (up to one lesson), supported by staff – duration determined by teacher and 15 minutes of Golden Time
5. Stage 5 - half day learning in another classroom, with a pack of pre prepared work by set by CT, lunchtime detention, phone call home and all of Golden Time lost

SEVERE CLAUSE: Straight to Stage 5; pupil sent to a member of SLT, agreed time in another class completing work.

(Operational for any child who repeatedly gets to Consequence 4, or who does something extreme e.g. physically hurts another child).

Behaviour in the Playground

At breaktime and lunchtime, supervision is carried out by a team of TAs who maintain order in the playground, dealing with issues arising.

TAs are responsible for the behaviour and behaviour management of the children in the

playground, with support from SLT for more serious incidents.

Sanctions to use in the playground:

KS1

- Give a verbal reminder and intervene early in potential playground incidents.
- Time out (3-5 mins) in an area designated by member of staff dealing with the incident.
- Time out walking round with/standing beside a TA (3-5 mins).
- Follow up with a child to reinforce desired behaviours after time out has been implemented.

KS2

- Give a verbal reminder and intervene early in potential playground incidents.
- Time out (5-35 mins depending on the behaviour) in the Reflection Room with a member of SLT to reflect on their behaviour and agree more suitable approaches.
- Certain behaviours may result in children being taken straight to 'Reflection Time' without a verbal reminder or time out e.g. fighting, verbal or physical abuse to other children or staff, damaging property, swearing, racist incidents, homophobic language, walking away from an adult.
- Certain behaviours may be referred to the Child Protection Officer in line with the Safeguarding and Child Protection Policy

This process minimises fuss during afternoon lesson time. Verbal reminders are issued where necessary.

Time Out Room – Reflection Time

This is used at lunch time as a time out facility for any misbehaviour on the playground or for children who have lost learning time during the morning due to their unacceptable behaviour. Children sent here will be given a set time to stay from the prescribed list which has been shared with the children. Children are supported to talk and think about how they behave and what they will do differently (restorative justice approach) when they return to their own class or the playground.

If a child walks out of a detention without permission, then a higher level sanction will be given which may be time learning in another classroom, supported by staff, or an exclusion.

All staff have 'Reflection Time' consequence times on their lanyard to promote a consistent approach (Appendix 3)

TAs are responsible for:

- initiating and taking responsibility for games/activities in the playground.
- mediating and settling disputes between children in the playground.
- timely reporting to the class teacher and recording behaviour incidents on Arbor if appropriate

All children will be treated with compassion and the understanding that all behaviour is a way of communicating emotion. Therefore, the Zones of Regulation is used alongside our behaviour policy and allows children the chance to regulate their emotions, using a safe space, trusted adult and sensory strategies (Appendix 1)

Bullying Incidents

All staff at Kings Oak Primary and Nursery School will take reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from all types of bullying, including cyber bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and Online safety policies.

Child on Child Abuse, Sexual Harassment and Discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, the use of sexualised language, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any recurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents - taking on board the criteria set out in the Hackett Continuum. Staff members will record incidents on CPOMs.

Recognising the impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of an adapted approach for children with SEND:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory room or safe space) where pupils can regulate their emotions during a moment of sensory overload

Sanctions

Each class displays a list of rules, to which the children will have actively contributed. When boundaries are broken in a minor way, the class teacher will discuss the relevant aspect of these rules with the child and establish how the breach occurred. It is key that the child establishes a clear understanding of why they broke the rule and that strategies are discussed to avoid a recurrence. If the teacher finds that the behaviour is recurring on a regular basis, they may wish to refer the child to a member of the SLT, where they will have an opportunity to talk through the matter and explore resolutions.

Emphasis is placed upon the child owning their behaviour and accepting responsibility. The expectation is that children are given fresh starts once incidents of disruptive behaviour have been dealt with by staff.

As in all school matters, parents/carers are involved at the earliest possible stage. Contact may be made by telephone or written correspondence informing them of the situation. A meeting may be called relating to strategies designed to bring about a change in behaviour and notification of possible exclusion if criteria are not met. Severe or recurring issues result in consultation with the Governing Body and LA followed by exclusion procedures.

Children who spend time out of their own class are supported to talk and think about how they behave and what they will do differently (restorative justice approach) when they return to their own class.

Supporting pupils following a sanction

When responding to unacceptable confrontation staff should ask BOTH parties separately what happened.

Once established, the two parties can be brought together to be supported in finding out how their actions impacted upon the other person and how they might have chosen an alternative course of action which might have avoided the unacceptable escalation using a restorative approach (Appendix 2)

Suspensions – Fixed term

These will be used as a last resort in circumstances such as the following:

- If a child runs out of school and has jeopardised our ability to take responsibility for his/her well-being.
- If a child uses offensive language, directly against an adult.
- If a child dangerously threatens/hurts another child (child on child abuse)

- If a child dangerously threatens/hurts an adult
- If a child has repeatedly been violent or confrontational in refusal to obey the adult who has responsibility for him/her

Suspension periods:

An appropriate period for the exclusion will be determined by the severity of the action and acknowledgement of any previous exclusions that have been given.

Parents/carers have the right of appeal to the Governing Body against any decision to exclude. For further details please see the suspensions and Permanent Exclusions policy.

Parent/carer Involvement and Partnership will be promoted through:

- Regular informal contact with teachers and with HT/SLT one of whom will try to be accessible before and after school each day.
- Communication through phone calls to report on specific matters.
- Class assemblies to which parents/carers are invited.
- Newsletters.
- Interviews by appointment with Head Teacher and Assistant Head Teacher regarding specific matters.
- Discussions with staff so that they are able to reinforce praise and reward and by monitoring progress regarding programmes to help improve behaviour.
- Open days, reports and consultations.
- Support in a planned way in the classrooms from volunteers.
- Phone calls to keep parents/carers informed and ask for support regarding both commendable and unacceptable behaviour

Safe Touch

Physical contact between pupils and staff members should be about meeting the needs of the child. We recognise that safe touch is an important part of child development. Safe touch is defined as physical contact that if otherwise avoided would be potentially emotionally or physically damaging for the pupil. There are circumstances when physical contact will be necessary to de-escalate a situation and for the safety of all pupils and staff - see Positive Handling Policy. All members of staff are responsible for ensuring that no pupil feels threatened or unsafe at our school as a result of inappropriate touch and must be aware of the boundaries involving physical contact. The following are potential examples of safe touch which may occur between staff and pupils - this list is not designed to be exhaustive:

- Comforting an upset or distressed pupil,
- Congratulating or praising a pupil,
- Holding the hand of a pupil to guide them, such as when crossing a road,
- Giving first aid to a pupil,
- Demonstrating exercises or techniques during PE lessons, administering medicine, or when using musical instruments.
- Appropriate support for early years pupils in meeting their needs,
- Supporting a pupil to make appropriate behavioural choices,
- Providing intimate care e.g. changing a nappy,
- Support for pupils with sensory needs e.g. compression.

In order to prevent any allegations of inappropriate physical contact, if a staff member finds themselves in a position whereby their physical contact with a pupil could be misinterpreted or the pupil had an adverse reaction to it, they should report this to the headteacher immediately. The same reporting process applies if another member of staff suspects or witnesses inappropriate physical contact. Any concerns about the headteacher should be referred to the Chair of Governors.

Restraint

In the event of a child violently attacking another child/adult and failing to respond to requests to calm down, *or* endangering themselves, then physical restraint may be necessary. The LA guidelines should be adhered to and followed by the school. Staff are informed of these.

Restraint is always a LAST RESORT only when other strategies have been exhausted when the behaviour concerned:

- Involved personal injury or risk of personal injury to the young person or other people
- Serious damage to property
- A criminal offence being committed or action to prevent a criminal offence being committed
- Behaviour prejudicial to maintaining good order and discipline
- Strenuous attempts to de-escalate the situation prior to the use of physical intervention were made
- In all emergency situations the action taken was consistent with ALL of the above points

Records will be kept of any such incident in accordance with LA guidelines. For further information please refer to the Positive handling Policy.

Pupils leaving premises:

KS2

1. Follow pupil in school and try to persuade them to make the right choice and not leave the building
2. Explain the consequences of these actions to them, i.e. if they leave the premises the police will be called.
3. If they leave the premises follow at a distance (depending on the individual circumstances).
4. A member of staff in school will contact the police and parents/carers immediately.

KS1

1. Track the pupil in school and attempt to ensure they are not able to leave the premises.
2. If they look as if they may leave, explain consequences and talk about good decisions.
3. If they leave the premises follow at a distance (depending on the individual circumstances).
4. A member of staff at school will contact the police and the parents/carers immediately.

Expectations of behaviour off-site:

- The rules for on-site behaviour also apply out of school, when children are often seen as representing our school. Courtesy, being law abiding and respectful of others and of property all apply.
- There is an expectation that behaviour will not threaten the health and safety of pupils, staff or members of the public.
- Children are expected to wear the correct uniform to and from school.

In responding to any deviance from the code, the school will take into account:

- The severity of the behaviour.
- The extent to which the behaviour may have repercussions on the orderly running of our school and/or might pose a threat to another pupil or member of staff.

Abuse or Intimidation of staff outside school

Staff have a right to protection and should use professional judgement about taking immediate action where there are a number of young people present. They should:

- Have first concern for their personal safety.
- Make it clear that pupils have been recognised
- Aim to leave without provoking further confrontation.
- Consult senior staff at school about any appropriate action.

Confiscation

The school will exercise its right under the Act to seize and retain any items which pupils bring into school which have been banned or which are deemed inappropriate. If such a search is necessary, parents/carers will be informed.

- Items will generally be returned to the pupil or their parent/carer. The school will not usually dispose of items except in cases of food, chewing gum and prohibited items.
- Staff will not search pupils unless there is a concern that they may have a 'prohibited' item with them; searches will be carried out with two members of staff present, where possible. A pupil might, however, be asked to turn out his/her pockets, bag, tray etc.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used: a) to commit an offence or b) to cause personal injury to, or damage to the property of, any person (including the pupil)
- any item banned by school rules which has been identified in the rules as an item

which may be searched for

- If a staff member finds an electronic device during a search, the contents can be examined if the staff member reasonably suspects that the data or files on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- Police may be called for searching for stolen goods and will be called if searching for drugs.

Criteria for Confiscation:

- Item poses a threat to safety or compromises learning.
- Item is against school uniform rules (e.g. pupil refuses to remove hat on entering the classroom).
- Item poses a health and safety threat (e.g. some jewellery. Confiscation of jewellery with religious significance will be given due consideration before being taken from a pupil).
- An item deemed to contravene the ethos of the school (e.g. racist material) or which breaks school rules.

Confiscated items will be stored safely. Parents will be informed of the search and the outcome.

Conferences/Meetings with Parents/Carers

These should:-

- Outline the reason the conference has been called referring to evidence
- Set out an objective, a desired outcome in terms of;
 - What might have led/contributed to this
 - What do we want to achieve by the end of the meeting
 - Strategies which might help the child/situation
 - Agreement of what the parents/carers and school's role will be
 - Behaviour contract with clear targets
 - Acknowledgement by the child of what the right behaviour should have been
- At the end of the meeting there should be a summary of any agreement reached to be shared in writing with parents/carers and a clear indication of when any review of the agreement might take place.

Monitoring

- By partnership between teachers who will observe each other and offer constructive advice
- By observation in class by HT
- By observation of behaviour around school and the attitudes and responses of all.
- Discussion and feedback from parents/carers, children and teachers

Links to other policies

Safeguarding & Child Protection

Online safety

Suspensions and Exclusions

Anti-bullying

Positive Handling

Appendix 1

Zones of Regulation What do The Zones of Regulation teach children? This program teaches a variety of social-emotional skills to children, starting with early emotional skills, advancing on to self-regulation, and navigating social situations.

Here are some skills taught during The Zones of Regulation:

Identifying your emotions by categorising feelings into four zones.

Self-regulation: Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.

Identifying triggers: Learning what makes you “tick” and why.

Coping strategies: Various techniques and strategies that help achieve emotional regulation and manage strong emotions.

Size of the problem: Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem solving.

Expected behaviour vs unexpected behaviour: This also covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you.

Appendix 2

Restorative Approaches

Restorative Approaches will be used alongside the Zones of Regulation to manage unexpected and challenging behaviour/conflict. Restorative Approaches are based on the approach used by the police – Restorative Justice. The aim is for it to build on children’s self-awareness and in time to enable the school to use less high-end sanctions. It gives our pupils the chance to express their feelings and inform staff of their side of the story. The pupils are given the time to understand how a situation occurred and how it could be avoided in the future. We believe that using both restorative approaches and the Zones of Regulation equip pupils with the understanding of how their emotions affected their behaviours, acknowledgement of the harm caused to others, a chance to feel understood, and to find a way to move on and feel better about themselves.

Five Restorative questions are used to help the adult dealing with the situation and understand what has occurred.

They are: • ‘What’s happened?’ • ‘What were you thinking or feeling?’ • ‘Who has been affected?’ • ‘What were you thinking or feeling now?’ • ‘What do you think needs to happen to

put things right?' Once these have been completed, we end a session with thinking. Next time I could...

Appendix 3

<p>Being inside school without permission (5mins)</p> 	<p>Running inside of school (5mins)</p> 	<p>Talking in assembly or whilst lining up (5mins)</p> 
<p>Throwing Food (15mins)</p> 	<p>Winding others up or using unpleasant language (15mins)</p> 	<p>Playing an inappropriate game (15mins)</p> 
<p>Disrespecting school property (30mins)</p> 	<p>Being rude or answering back (30mins)</p> 	<p>Trying to hurt other children (30mins)</p> 
<p>Refusing to do what an adult has asked (35mins)</p> 	<p>Fighting or spitting (35mins)</p> 	<p>Swearing at anybody (35mins)</p> 

Reflection Time