

Saltaire Primary School



Draft Behaviour Policy 2026 - 2028

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Behaviour Policy

Saltaire Primary School's Vision Statement



Saltaire Primary School

- ENJOY ACHIEVE THRIVE -

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive – preparing them for bright futures in the global community.

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Introduction



Saltaire Primary School is a wonderful place of learning, at the heart of a diverse and inclusive community. Our whole school community is committed to ensuring that we support and promote an ambitious, positive learning culture where children feel safe and supported to **Enjoy, Achieve and Thrive**.

We recognise that in order for children to learn effectively and make excellent progress, there must be a calm and orderly environment in which all children can thrive. We have high expectations for behaviour. We expect all involved to model, support and promote positive behaviour. This behaviour policy supports safe and predictable routines, expert teaching and adaptive practice to make these expectations transparent to all children, parents/carers, and staff, and provides assurance that responses to behaviour are consistent, fair and predictable. We cultivate positive behaviour, certainty and high expectations with expert support in meeting children's needs, creating safe environments and through positive relationships.

This policy encompasses all aspects of school life which includes: in classrooms and around school; how children communicate; how they play; how they study; how they interact with staff; how they arrive at school, or transition from one activity to another.

The Saltaire Primary School community is guided by our Code of Conduct:

We are RESPECTFUL
We are RESPONSIBLE
We are REFLECTIVE

1. Aims

This policy aims to:

- Promote a safe, calm and orderly climate and learning culture in which strong relationships can be formed and optimum learning can take place.
- Ensure that all children and staff are treated fairly and shown respect through a consistent approach to behaviour management.
- Develop an understanding of what appropriate behaviours are, building a whole-school community which promotes and values teamwork, respect, positive relationships, kindness and empathy.
- Define a framework for rewarding success and de-escalating and responding to negative behaviours.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and involve all in the application of this policy, establishing strong communication.
- Consider what extra support can be offered to groups of pupils who are vulnerable to the impacts of exclusion.
- Help children to take control of their own behaviour and be responsible for their actions with the support of guidance and expert practice.

2. Written Statement of Behaviour Principles

At Saltaire Primary School, we aim to meet the varied needs of all our children through:

- The provision of a predictable and safe environment, explicitly founded on nurture and strong relationships that promote security through consistent routines and clear boundaries;
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour;
- The application of Unconditional Positive Regard for all children, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies;
- The provision of an appropriate curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of warmth, and trust as a way to support and engage pupils by connecting in a congruent and caring way;
- Helping every child to understand they have the right to feel safe, valued and respected, free from any form of discrimination - that violence or threatening behaviour will not be tolerated in any circumstances;
- The exclusions policy that explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions;
- Involving families when behaviour incidents occur to foster good relationships between the school and children's home life.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see above).

The governing body will also review this behaviour policy in conjunction with the headteacher, monitor the policy's effectiveness, and hold the headteacher to account for its implementation.

3.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Staff

Staff are expected to:

- Enact the behaviour policy as summarised in our behaviour blueprint consistently
- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support and to work 'with' children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Recognise that behaviour can be communication and endeavour to translate this appropriately to identify need.
- Encourage children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage, praise and actively listen to children.
- Regulate, relate and repair with children, promoting positive relationships..
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENCO/Inclusion Team in order to create personalised plans that enable children to thrive.
- Keep a record of all serious incidents and ensure that the Head teacher and parents/carers are informed within that same day using Arbor software.

- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.
- Understand and implement restorative practice.

3.4 Parents

All children look up to the responsible adults around them (both members of school staff and their parents or carers) to be positive role models. Therefore, just like members of school staff, when on the school premises, all parents/carers are responsible for:

- Modelling positive behaviour and positive language.
- Demonstrating the ability to form positive relationships with others, including with children, with other parents/carers and with members of staff in school.
- Communicating in a respectful manner when speaking to others, including children, other parents/carers and members of staff in school.

Additionally, parents/carers are asked to:

- Be supportive of the school's behaviour management policy and systems
- Support any behavioural consequences given by members of school staff
- Attend any meetings that are arranged to support the behaviour of their child in school.

4. Cultivating Behaviour at Saltaire Primary School



Cultivating Behaviour the Saltaire Way

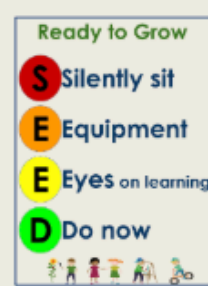


This is how we do it here.
Everybody, every day.



The Behaviour
Blueprint

High Expectations
Positive Relationships
Safe Routines

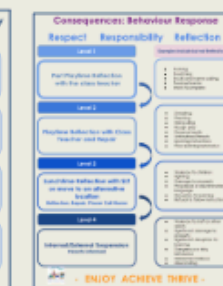
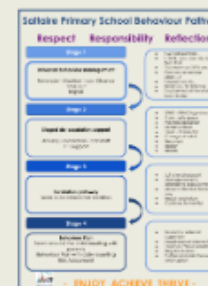
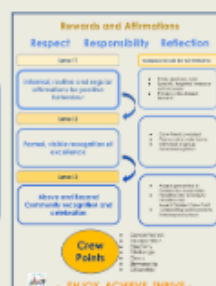


Code of
Conduct

SEED

STOP

Certainty & Clarity
Rewards & Affirmations
Choice & Consequences



Rewards &
Affirmations

Escalation
Pathway

Behaviour
Response

Respect - Responsibility - Reflection
- ENJOY ACHIEVE THRIVE -

4.1 The Behaviour Blueprint

Teaching and support staff are responsible for setting the tone and context for positive behaviour throughout school.. Adults in school recognise and praise positive behaviour. By verbally celebrating children's attitudes to learning, play and transition through school, we reinforce our expectations all of the time. We have curated our Behaviour Blueprint as a summary guide of our behaviour policy for all adults in school.



4.2 Our Code of Conduct

We have established a code of conduct which we promote to ensure that all children understand their responsibilities as part of our school community. These are promoted visually around the building and through activities such as assemblies, Crew sessions and PSHE lessons.



4.3 Relentless Routines and Consistency

The School Day at Saltaire Primary School The Relentless Routines and Expectations Underpinned by Consistent and Calm Adult Behaviour					
Meet and Greet	Basic Routines	Planned Morning Tasks	Morning Routine	Clarity in Lessons	Daily Reflection and Celebration
-50:50 stance when children enter the classroom -Positive body language and a smile	-Quick and orderly - see SEED -Practised and embedded -Enable children to be independent	-Organised -Out ready for completion -Accessible resources -Enable children to be independent	-Daily calendar and timetable shared -Reminders about minimum expectations and behaviours	-Learning tasks 'chunked down' -Time frame for completion given -Task and groupings shared clearly -Outcomes shared -Resources accessible	-End of the day reflection -Shout outs to children who have modelled champion learning and the 3Rs

Ready to Grow

S Silently sit

E Equipment

E Eyes on learning

D Do now



Saltaire Primary School Behaviour Blueprint

This is how we do it here...

3 R's

We are **Respectful**
We are **Responsible**
We are **Reflective**

Adults are:

Calm
In control
Consistent
All on the same script!
Fair
First attention to best conduct!
Relentlessly bothered
Meet and greet with a smile

Above & Beyond

Praise Crew Points
Slickers
Work celebrated
Call home
Awards

Universal Response

Reminder - privately when possible

Caution - Think carefully about your next step

Last chance - 30 second microscript

Time out - may include playtime reflection

30 Second Microscript
I've noticed that...
I think you can do better than that
You know our 3 R's are...
Can you remember when...?
I expect you to...
Thank you for listening
Stay behind at the end

Relentless Routines

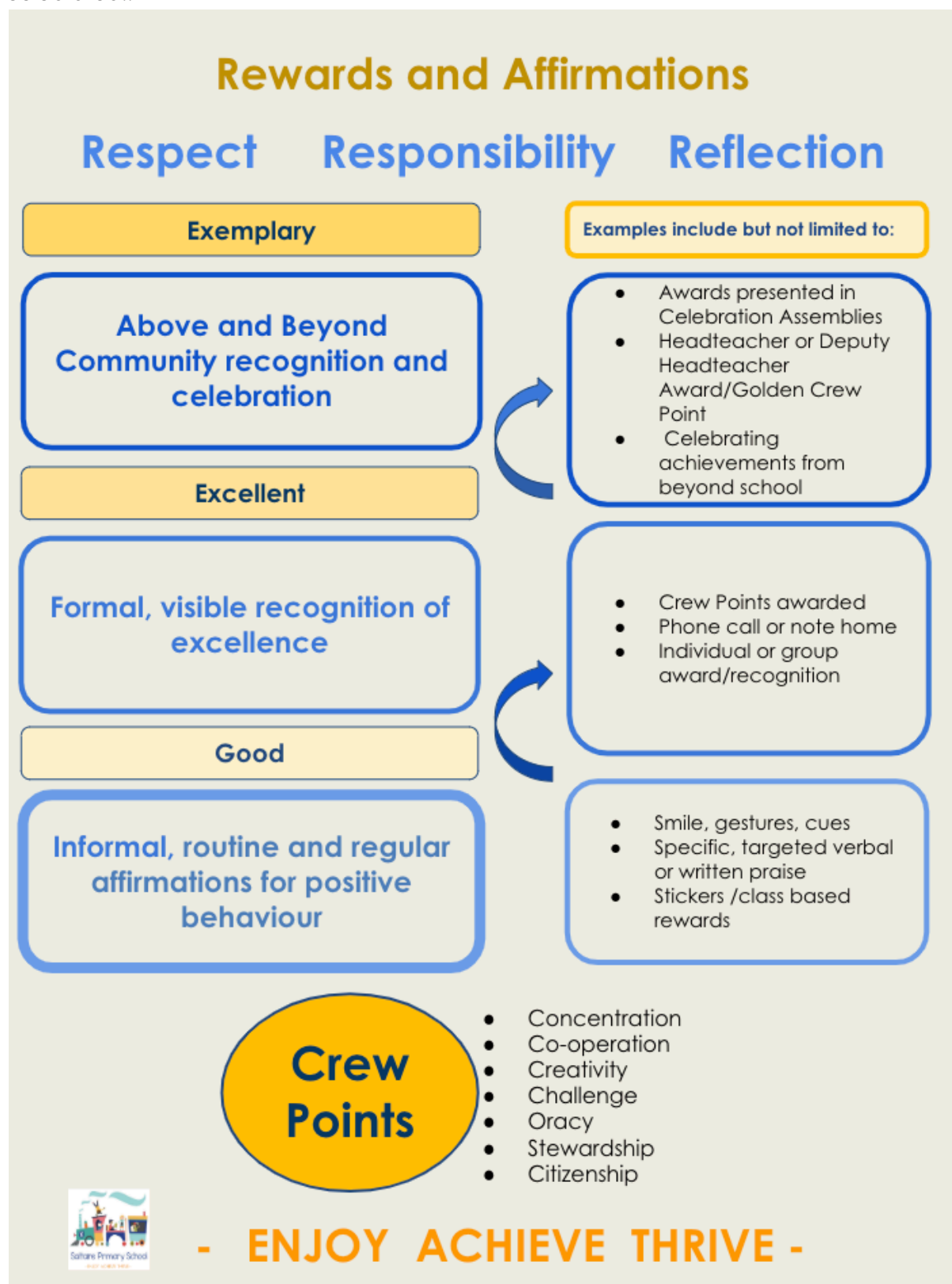
SEED Transitions Lining up Manners

- ENJOY ACHIEVE THRIVE -



4.4 Rewards and Affirmations

Rewards are an integral part of development which can be used to motivate pupils, Adults in school will use specific praise to instantly reward appropriate behaviour in all classes and shared spaces. Behaviour which leads to rewarding consequences is more likely to be repeated. ALL staff are responsible and actively involved in rewarding positive behaviour. Achievements, success and positive behaviour both in and out of school are supported and celebrated..



Routine rewards

All staff are encouraged to use these routinely in ensuring they pay attention to the best behaviour first. These include but are not limited to:

- Smiles, eye contact and gestures
- Targeted and specific praise statements, at a group and or individual
- Phone calls and or other forms of communication with parents/carers
- Written comments in books
- Displaying good work which is named and narrated by the adult
- Additional responsibilities
- Sharing good work and or behaviour with other members of staff including the headteacher and other leaders
- Headteacher and Deputy Headteacher Award stickers and Gold Crew Points

Crew Points and the use of ClassDojo

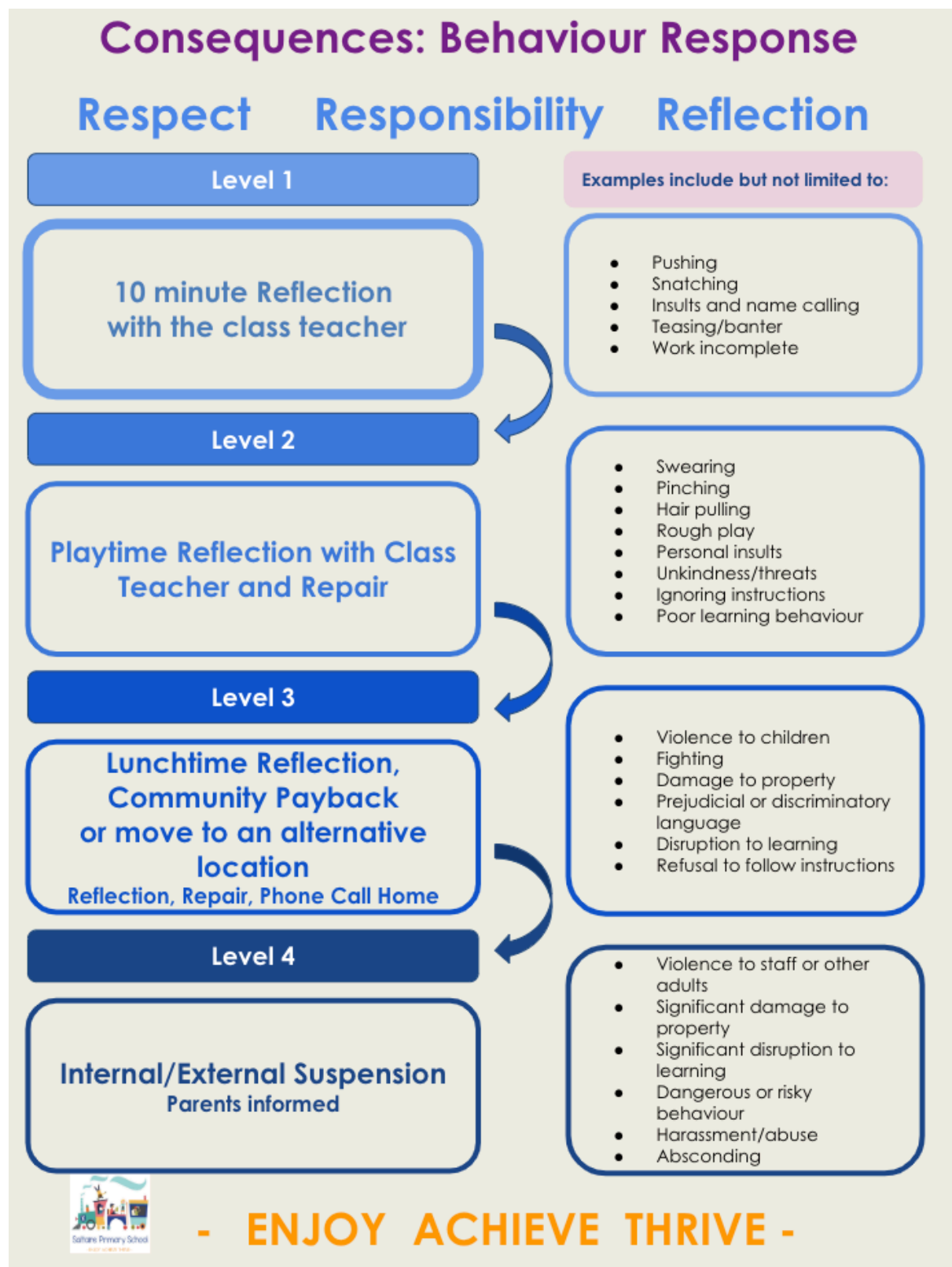
- ClassDojo is used to record Crew Points when children demonstrate the Champion Learner behaviours and for a child's effort throughout the school day.
- Crew Points should be used in conjunction with a range of other positive reinforcements and do not replace the use of verbal and non-verbal praise.
- Crew Points are awarded in recognition of Concentration, Co-operation, Creativity, Challenge, Oracy, Stewardship and Citizenship. In this way, they are aligned to our school's ethos and values.
- As a guide for consistency, each child should receive 2 - 4 Crew Points per week.
- Parents and carers receive a notification each time a Crew Point is awarded when they download the Class Dojo app. In this way, a follow up reaffirming conversation can also take place at home.
- Children earn points towards their House total (Enjoy - Achieve - Thrive) which is celebrated at the end of each term.

Weekly Awards

All school staff can nominate children for a variety of awards which are presented in front of the school with parents and carers invited. These include:

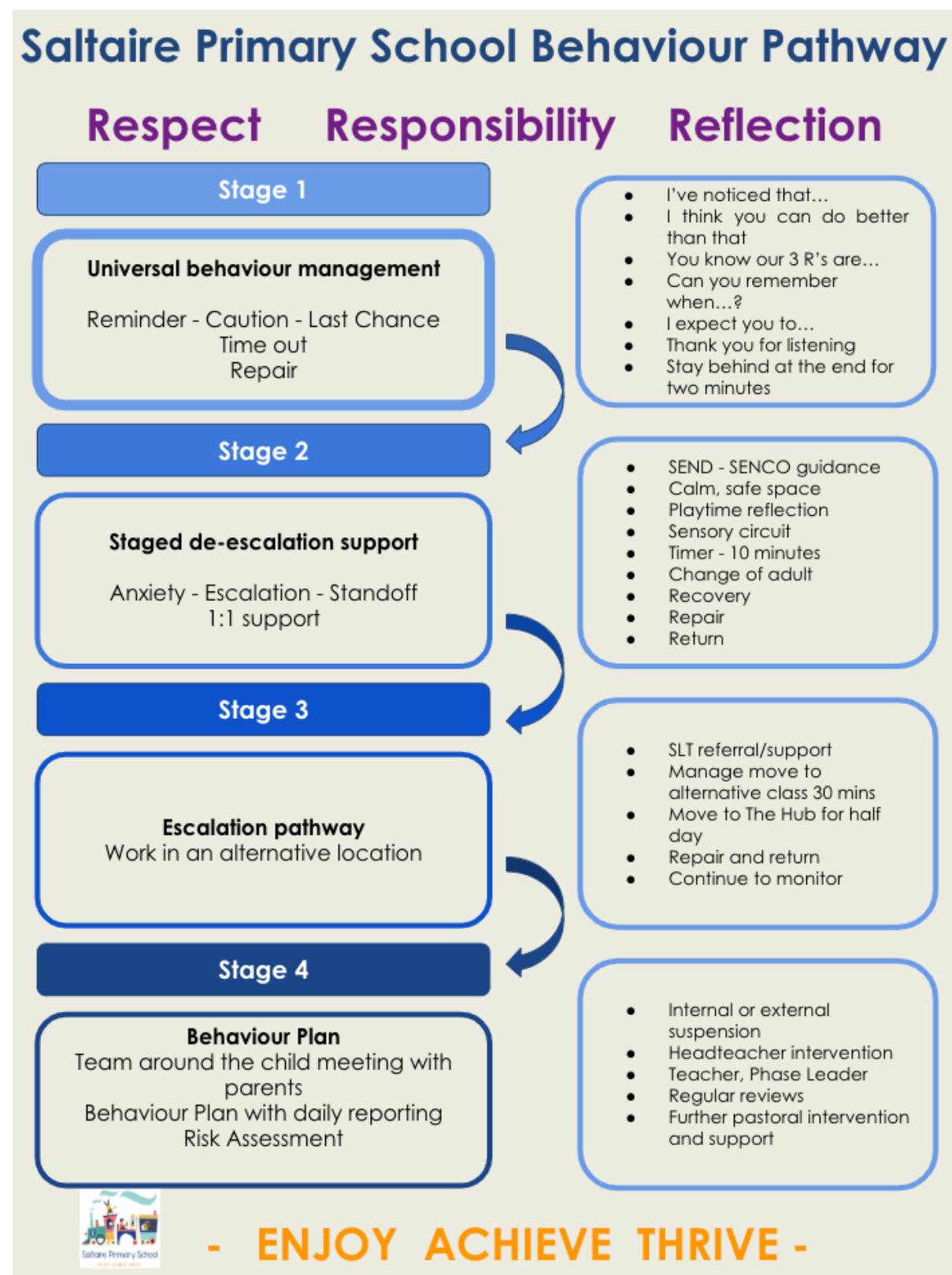
Award	Description	Nominated by
Above & Beyond Award	One child from each class is awarded for exceptional achievement and/or behaviour	Class Teacher
Lunchtime Play Award	Awarded for co-operative play and/or kindness	Lunch staff team
Respect Award	Awarded for examples of respectful behaviour	Any staff member
Stewardship Award	Awarded for examples of positive contributions to school life	Any staff member
Buddy and Play Pal Awards	Awarded to Year 5 and 6 children who demonstrate excellent role modelling in their positions as Buddies and Play Pals at lunch time.	Lunch staff team

4.5 Behaviour Response: Consequences



4.6 Behaviour Escalation Pathway

We promote fairness and restorative principles at our school, being child-centred and inclusive in our ethos. Our approach is built around positive relationships between staff and children as well as between children and their peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships.



When negative behaviours occur, all staff should use the following stepped response:

	Steps	Actions
1	Reminder	A reminder of the Three Rs delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, <i>“Think carefully about your next step”</i> .
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second microscript . Add 'Stay behind two minutes after class'. Those two minutes are owed when the child reaches this step. There is no future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out	This may be a short time out of the classroom, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime in the playground or a more formal meeting; whatever the format, it should involve a restorative conversation - see table below.

It is important that every member of staff feels confident and able to respond to an incident and that children know this will happen with consistency and certainty. It is an expectation that all members of staff follow the above stepped response and provide an opportunity for children to reflect on their behaviour and agree a positive way forward.

However, some incidents may require further attention and the Senior Leadership Team is proactive and committed to supporting all staff wherever necessary.

Reflective Conversations Held at Playtime or Lunchtime

Following a Level 2 incident, a reflective and restorative conversations between a child and an adult are held after a lesson, during either playtime or lunchtime. Children may also complete a written record of Reflection (see below) during reflection time or at home. These are kept in the shared Behaviour Google Drive File and hard copies in the Class Pink File. The child's parents or carers are notified about the restorative conversation via a discussion or phone call..

Both the structure for restorative conversation and the Reflection Record is below.

Restorative Conversation Script	
1. What happened?	Listen carefully without interrupting before giving their account.
2. What were you thinking at the time?	Allow the child to reconsider their actions.
3. What have you thought since?	Support the child to tease their thoughts out.
4. How did this make people feel?	Give the child the opportunity to consider others.
5. Who has been affected?	Enable the child to see the bigger picture.
6. How have they been affected?	Encourage the child to have empathy with others.
7. What should we do to put things right?	
8. How can we do things differently in future?	

Record of Reflection	
Name:	Date:
What happened?	
Time to reflect – think about what you have learned from this	
What should you have done to be respectful ?	
We are RESPECTFUL	
What should you have done to be responsible ?	
We are RESPONSIBLE	
Be reflective : What effect did your actions have on others?	
We are REFLECTIVE	
What will I do better from now on?	

Completing Uncompleted Work and Sending Uncompleted Work Home

Any work that is not completed by a child during lesson time, as a result of disruptive or disengaged behaviour, is completed in their own time. When a child has not completed their work before playtime, they complete it during playtime.

Meetings with Parents

Meetings with parents are held when the leadership consider that there are concerns regarding the severity or frequency of behavioural incidents. These meetings will aim to develop plan for improvement with school and adults at home working in partnership.

Community Payback

Community payback is given to a child if it is deemed necessary and if it is believed that this will support the child to make the right behaviour choices in the future. Community payback includes tasks such as litter picking, repairing broken resources or equipment or organising and cleaning school resources.

Recording Behaviour Incidents

Behaviour incidents should be recorded on Arbor so that monitoring of incidents can be completed regularly. For children who present with more challenging or regular behaviour incidents, a blue behaviour record form should be completed with details of the actions taken, including any physical intervention which may have been necessary. This should be handed to a senior member of staff for review and to be logged on Arbor.

Behavioural incidents are monitored weekly by the Designated Safeguarding Leads. In particular, this may include the monitoring of bullying or prejudicial behavioural incidents. The number and nature of behaviour incidents are reported to governors routinely.

Challenging Behaviour - Strategies and Consequences

As an inclusive school, Saltaire Primary School acknowledges that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance. Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. Where intervention is needed adults must ensure that it is **reasonable, proportionate and necessary**. We employ the 'Language of Choice - 3 steps to success (Appendix 6):

Step 1 – Statement of reality (tell them what you see)

Step 2 – Describe the behaviour you want to see

Step 3 – Statement of Choice

Regulation Rooms

Each building in our school has a Regulation Room - this is a neutral space where children can go if they are having difficulty regulating. They are not used as a punishment but as a safe, calm space in which individual children can regulate before returning to class and learning. The guidance in Appendix 7 provides staff with an overview of how to use the Regulation Rooms.

4.7 Positive Handling and Physical Intervention

At Saltaire Primary School, we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. It is important to have a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

Staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Causing personal injury to or damage to the property of, any person (including the child themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Wherever practicable, staff will issue a warning to a student that force may have to be used before using it.

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Child attack on staff or pupil
- Children fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety

We expect staff to think creatively about any alternatives to physical intervention which may be effective. There might be some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (a child is about to run into the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high
- The employment of other consequences consistent with our policy on behaviour

The use of reasonable force is emphasised in the DfE's Keeping Children Safe in Education which all staff at Saltaire Primary School have to read and understand. It reiterates that there are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour.

Further information can be found in the Positive Handling and Physical Intervention Policy.

4.8 Confiscation

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

4.9 School Suspensions and Exclusions

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022)

All decisions to exclude pupils are serious and **the decision to exclude a pupil is only made as a last resort** or where the breach of the school's rules is serious. The following are examples:

- Persistent defiance or disruption
- Health and safety risk to pupils and adults
- Verbal abuse and / or harassment of staff, other adults or pupils
- Violent behaviour
- Continued inappropriate behaviour
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Other serious breaches of school's rules

Suspension - used rarely and when all other strategies have been exhausted

If a child demonstrates a serious level of inappropriate behaviour, their consequence may be a fixed term exclusion (working at home) for at least one full school day or for a maximum of 5 days. The child will work at home, away from school and they will be supervised by their parents/carer. (See below for further details and information).

Following a fixed term exclusion, a meeting with the child, the child's parents/carers, the class teacher and a member of the School's Senior Leadership Team is held and all stakeholders consider what they are going to do in order to prevent a further exclusion from taking place in the future.

Permanent Exclusion - used in extremely rare circumstances

If a pupil demonstrates, or continues to demonstrate after receiving internal or fixed term exclusions, serious levels of poor behaviour, the consequence may be a permanent exclusion from school. (See below for further details and information).

Further information about the suspensions and permanent exclusions process can be found in the associated policy.

5. Bullying

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

The STOP acronym can be applied to define bullying – Several Times On Purpose.



Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

The nature of bullying can be:

Physical – such as hitting or physically

intimidating someone, or using inappropriate or unwanted physical contact towards someone

Attacking property – such as damaging, stealing or hiding someone's possessions

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Everyone in school has a responsibility to stand up to bullying. If a child or parent needs to report an incident of bullying they should tell the class teacher without delay. You may wish to discuss with your class teacher appropriate strategies your child might use to let them know they have an issue with bullying. Children can report bullying in a variety of ways, including:

- Speaking to a trusted adult or telling a friend who should then let an adult know
- Using daily emotional check-ins to let someone know - a 5 on the check-in shows that you have a problem which you can communicate privately later in the session
- Writing a message/drawing a picture which shows what your worry is and putting it in a 'worry box'
- Using a 'I need help/I'm okay' card

Any member of staff can and should report incidents of bullying via Arbor/CPOMS and inform a senior member of staff.

Saltaire Primary School will take the following action:

- Respond straight away, taking any bullying or alleged bullying incidents seriously
- Investigate all alleged bullying incidents, **including cyber-bullying**
- Reassure victims and offer help and support
- Make it clear to someone found to be bullying that their behaviour is not acceptable
- Encourage a child who has been found to bully to see the victim's point of view
- Explain the consequences of their action and steps taken
- Record all bullying incidents and alleged bullying incidents as such
- Be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- Inform and involve the parents/carers of both the perpetrator and the victim

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be

challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Child-friendly anti-bullying guidance is included in our Code of Conduct and ensures all pupils understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies, Play Pals and Champion Leaders, the School Council and Behaviour Champions offer support to all pupils, including those who may have been the target of bullying
- Restorative justice strategies provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council, pupil voice surveys and through the anti-bullying survey

6. Serious Behaviour Incidents

6.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In addition to the above, consequences for sexual harassment and violence may include:

- Internal exclusion
- Suspension
- Restorative tasks
- Discussions with parents

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.2 Off-site behaviour

Consequences may apply where a child behaves inappropriately when representing the school off-site. This could include:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also apply where a pupil has behaved inappropriately off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be applied on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

6.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Pupil support - Being an inclusive school

Our Statutory Duty

At Saltaire Primary School, we seek to provide an education for all of our pupils, including those that may have special educational needs and/or may present with some challenging behaviours. At Saltaire Primary, we are aware that every individual pupil has differing needs. We acknowledge that sometimes, external factors beyond the school's control can contribute towards a child's particular need; however, the school recognises that it has a duty of care over every pupil and that we are responsible for providing every child on our school roll with the education that they are entitled to.

SEND Support Plans and Personalised Behaviour Plans

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We recognise that a small percentage of our pupils may struggle to fully adhere to all aspects of the school's expectations on a day-to-day basis and that for some pupils, a more personalised approach towards behaviour management may be necessary in order for them to fully access the education that they are entitled to. We also recognise that some pupils may require individual risk assessments or positive handling plans if their behaviour is deemed to be extreme.

A bespoke SEND or behaviour plan includes individualised targets for a pupil to work towards and an outline of reasonable adjustments that the school has made in order for a pupil to be

successful and achieve their targets. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with additional needs are not exempt from the school's behaviour policy. If a pupil continues to demonstrate low, high or serious behaviours, despite additional personalised support being provided or reasonable adjustments made, it may be deemed necessary for the school to pursue a fixed term exclusion.

Part Time Timetables

On occasion, the school may recognise and identify that a pupil is unable to or is struggling to access the full time school timetable. In these instances, a pupil may be placed onto a partial timetable for a maximum of 6 weeks in order to support them to access a full time school timetable again, following the partial timetable period.

Both the pupil's parents/carer and the school should be in agreement that a partial timetable is the best solution for the individual pupil and the appropriate paperwork should be completed and signed by both parties.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including positive handling, as part of their induction process.

Behaviour management will also form part of annual continuing professional development at the beginning of and throughout each academic year.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

11. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Safeguarding and Child Protection policy
- Online Safety Policy
- Positive Handling and Physical Intervention Policy
- Searching, Screening and Confiscation Policy

Appendix 1: Vision and values

Our Vision Statement

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive - preparing them for bright futures in the global community.

Our learning journey will ensure that all children:

- Develop a lifelong enthusiasm for learning;
- Are able to overcome disadvantage and barriers to learning;
- Become resilient learners and active citizens;
- Understand how to keep themselves and others safe in the real and virtual world
- Have the confidence to speak out and challenge inequality;
- Feel physically and mentally strong - well prepared for every stage of their lives.

Our Values



Saltaire Primary School Behaviour Blueprint

This is how we do it here...



3 R's

We are
Respectful
We are
Responsible
We are
Respectful



Adults are:

Calm
In control
Consistent
All on the same script
Fair
First attention to best conduct
Relentlessly bothered
Meet and greet with a smile



Above & Beyond

Praise
Crew Points
Stickers
Work celebrated
Call home
Awards

Universal Response

Reminder - privately when possible

Caution - *Think carefully about your next step*

Last chance - 30 second microscript

Time out - may include playtime reflection

30 Second Microscript

I've noticed that...
I think you can do better than that
You know our 3 R's are...
Can you remember when...?
I expect you to...
Thank you for listening
Stay behind at the end

Relentless Routines

SEED

Transitions

Lining up

Manners



- ENJOY ACHIEVE THRIVE -



Respect



Why is respect important?

Respect helps us to treat others kindly and fairly. When we respect people and our school, everyone feels safe and happy. It helps us work together and enjoy learning.

In the classroom	During playtime	Moving around school	When using school resources	When talking to others
Listen carefully when others speak	Share toys and games fairly	Walk quietly without pushing	Use books and equipment carefully	Use kind words and a polite tone
Raise your hand before speaking	Include everyone in games	Keep hands to yourself	Put things back where they belong	Say "please" and "thank you"
Follow instructions from teachers	Take turns on the playground	Wait patiently for your turn	Do not damage or waste resources	Look at the person when they talk
Respect others' ideas and work	Help friends if they get hurt	Respect others' personal space	Use computers and tablets properly	Listen without interrupting
Keep your hands and feet to yourself	Play safely and follow the rules	Keep noise levels low	Share resources with others	Apologise if you upset someone

- ENJOY ACHIEVE THRIVE -



Responsibility



Why is responsibility important?

Being responsible means doing the right thing and taking care of yourself and others. It helps keep our school safe and makes sure everyone can learn and have fun.

In the classroom	In the playground	Moving around school	When completing homework	Taking care of personal belongings
Try your best with your work	Follow the playground rules	Walk sensibly and safely	Complete homework on time	Look after your coat and bag
Seek help if you need it	Tell an adult if someone is hurt	Walk on the inside of the balcony	Ask for help if you don't understand	Keep your things tidy and safe
Clear up your classroom area	Use equipment correctly	Keep floors clear	Bring your homework to school	Take care of your uniform
Take care of school property	Help others if they need support	Be careful around others	Remember to bring it back on time	Return lost items to the class
Follow classroom routines	Stop playing when the bell rings	Follow instructions from staff	Be honest about your work	Check your belongings before leaving

- ENJOY ACHIEVE THRIVE -



Reflection

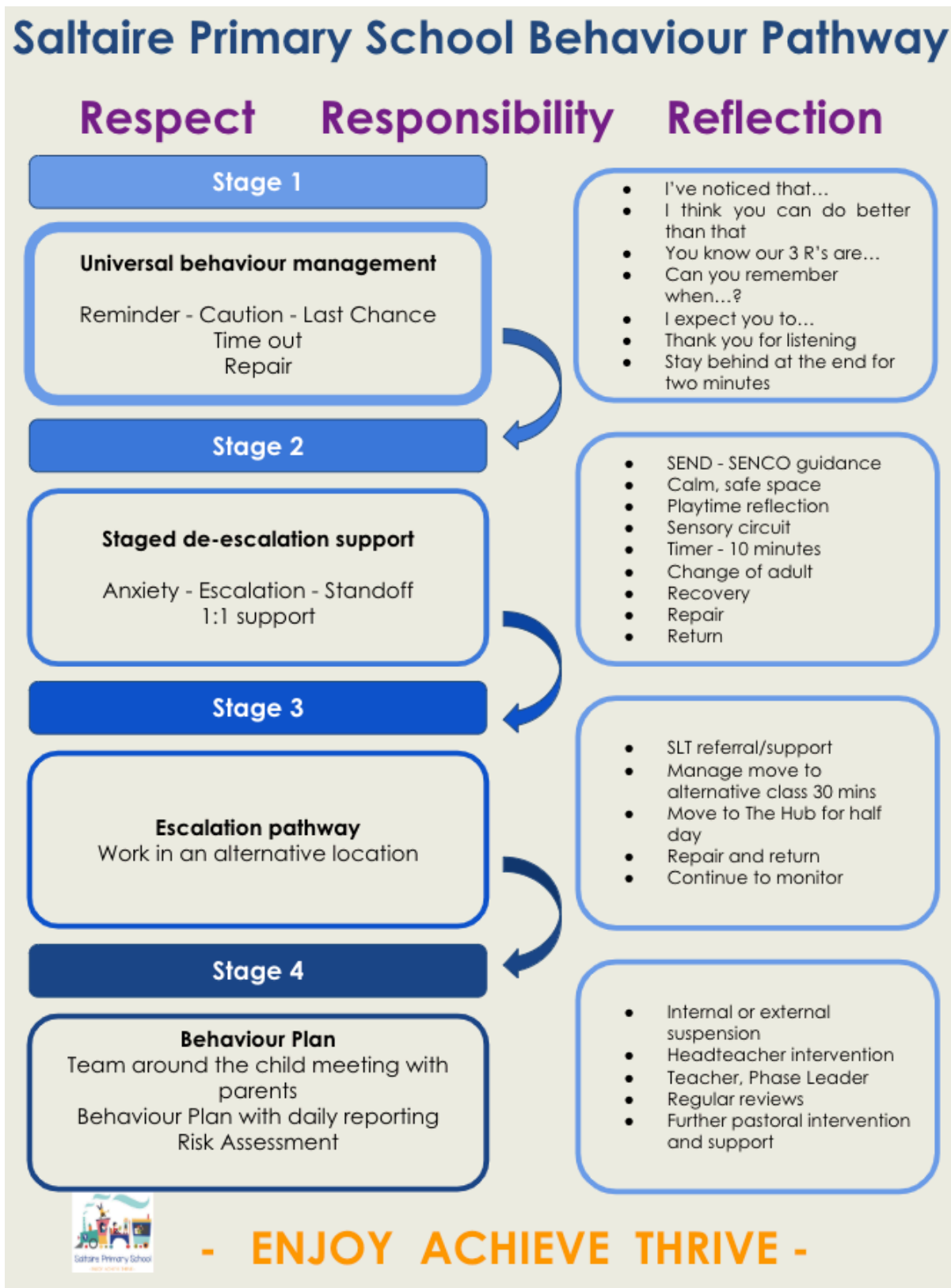


Why is reflection important?

Reflection helps us think about what we have done and how we can improve. It helps us learn from our mistakes and make better choices next time.

After a lesson	After playtime	When something goes wrong	When working with others	Before making a decision
Think about what you have learned	Think about how you played safely	Think about what caused the problem	Think about how you treated friends	Think about how your choice affects others
Think about how you behaved	Think about how you shared	Think about how you can make it better	Think about how to listen more	Think about the best way to solve a problem
Think about what you did well	Think about what you could do differently	Think about how you can say sorry	Think about how to work as a team	Think about asking for advice
Think about what you found hard	Think about what made you happy	Think about how to stay calm	Think about how to help others	Think about how to be fair
Think about how to improve next time	Think about how to be a good friend	Think about what you learned	Think about how to share ideas	Think about how to keep everyone happy

- ENJOY ACHIEVE THRIVE -



Rewards and Affirmations

Respect

Responsibility

Reflection

Exemplary

**Above and Beyond
Community recognition and
celebration**

Excellent

**Formal, visible recognition of
excellence**

Good

**Informal, routine and regular
affirmations for positive
behaviour**

Examples include but not limited to:

- Awards presented in Celebration Assemblies
- Headteacher or Deputy Headteacher Award/Golden Crew Point
- Celebrating achievements from beyond school

- Crew Points awarded
- Phone call or note home
- Individual or group award/recognition

- Smile, gestures, cues
- Specific, targeted verbal or written praise
- Stickers /class based rewards

**Crew
Points**

- Concentration
- Co-operation
- Creativity
- Challenge
- Oracy
- Stewardship
- Citizenship



- ENJOY ACHIEVE THRIVE -

Consequences: Behaviour Response

Respect

Responsibility

Reflection

Level 1

10 minute Reflection
with the class teacher

Examples include but not limited to:

- Pushing
- Snatching
- Insults and name calling
- Teasing/banter
- Work incomplete

Level 2

Playtime Reflection with Class
Teacher and Repair

- Swearing
- Pinching
- Hair pulling
- Rough play
- Personal insults
- Unkindness/threats
- Ignoring instructions
- Poor learning behaviour

Level 3

Lunchtime Reflection,
Community Payback
or move to an alternative
location
Reflection, Repair, Phone Call Home

- Violence to children
- Fighting
- Damage to property
- Prejudicial or discriminatory language
- Disruption to learning
- Refusal to follow instructions

Level 4

Internal/External Suspension
Parents informed

- Violence to staff or other adults
- Significant damage to property
- Significant disruption to learning
- Dangerous or risky behaviour
- Harassment/abuse
- Absconding



- ENJOY ACHIEVE THRIVE -

Appendix 5: How we Create Supportive Relationships

How to Create Supportive Relationships		
<p>Teach the child not the curriculum</p> <p>Believe in them</p> <p>Know their names</p> <p>Know something about them</p> <p>Show you're interested in them as people not just as students</p> <p>Smile frequently</p> <p>Be warm</p> <p>Unconditional positive regard</p> <p>Respect & support interests</p> <p>Do show and tell with adults and children</p> <p>Be real for your learners</p> <p>Be interested in them as people</p> <p>Consistently kind</p> <p>Say good morning</p> <p>Take a genuine interest in them</p> <p>Let them know a little about you</p> <p>Engage with them during break time</p> <p>Greet students as they arrive at the gate and classroom door</p> <p>End the day on a good note (no grudges)</p> <p>Care about them</p> <p>Banter (as long as you have trust)</p> <p>Have lunch with them</p> <p>Kick a football around the playground with them</p> <p>Skip with them</p> <p>Seek to understand rather than to blame</p> <p>Listen with the intent to understand rather than the intent to reply (S Covey)</p> <p>Aim to learn something new about them each and every day</p>	<p>Each day is a new day</p> <p>Earn respect rather than expect it</p> <p>Be authentic</p> <p>Don't take yourself seriously</p> <p>Care about their welfare</p> <p>Share your favourite film or band</p> <p>Make time or you'll make excuses</p> <p>Brag about them outrageously to others</p> <p>Every child needs a champion</p> <p>Never use sarcasm</p> <p>There is always more than one perspective</p> <p>Intention and attention is key</p> <p>Tone of voice is important</p> <p>Tell them your first name</p> <p>Talk about your own kids</p> <p>Share a pen or pencil</p> <p>Say goodbye at the end of the day</p> <p>Always preserve rewards</p> <p>Show interest in their interests</p> <p>Have a sense of humour</p> <p>Mutual respect</p> <p>Open communication</p> <p>Be approachable</p> <p>Be reflective</p> <p>Smile from your heart</p> <p>Pinch the occasional crisp (not the whole bag!)</p> <p>Catch them at their best</p> <p>Positive phone calls home</p> <p>Have high expectations</p> <p>Show empathy (not sympathy)</p> <p>Look out for their sports teams results</p> <p>Actively listen and then listen some more</p>	<p>Don't take yourself too seriously</p> <p>Create a safe environment</p> <p>Develop and cultivate compassion</p> <p>Say the "hard things"</p> <p>The small things are the big stuff</p> <p>Ask questions</p> <p>Set boundaries</p> <p>Step in without being asked</p> <p>Know when to dial it back</p> <p>Give consistently, receive occasionally</p> <p>You create the weather in your classroom</p> <p>Mutual Respect</p> <p>Welcome diversity</p> <p>Be supportive</p> <p>Initiate conversations</p> <p>Honesty is key</p> <p>Follow through and do what you say you'll do</p> <p>Compliment</p> <p>Say thanks</p> <p>Laugh</p> <p>Be present</p> <p>Be their biggest cheerleader</p> <p>Let go of the past</p> <p>Check in regularly</p> <p>Be willing to learn from each other</p> <p>Show Botherdness</p> <p>Remember important dates</p> <p>Don't judge</p> <p>Separate the behaviour from the person</p> <p>Treat them fairly</p> <p>Laugh with them</p> <p>Remember their birthday</p> <p>Learn to apologise</p>

Appendix 6: The Kindness Principle - Strategies to support regulation

The following guidance is taken from The Kindness Principle, Dave Whitaker

If you are dealing with a behaviour incident, try to think about these three steps:

1. **Regulate:** This is the important first step of remaining calm and regulating your own response in order to make the child feel safe and not threatened by you. If the child is scared in that first exchange, then it will be difficult to move on without further escalation. It can be advantageous to give a child physical space and to not follow or chase them as they try to self-regulate. You must allow them into your calm rather than join them in their chaos. Your own regulation sets the immediate tone for dealing with the incident. Think of this initial phase as co-regulation - you are in it together.
2. **Relate:** This is the step when you empathise with the child, their situation and the response that they have had. If you know the child well and have a strong relationship with them, this will feel easier. If you do not have an existing relationship, then your skill is to make a quick and calm assessment of the situation and allow reflection time.
3. **Repair:** They now need to put things right, but, of course, they will need your help with this. You must resist imposing an immediate sanction and instead focus on reflection and discussion. The pupil may need your emotional support during the repair step. If you offer to help them to find a solution to their problem, then you start to build the safe emotional connection they require to put things right.

The window of tolerance and states of arousal

For children, regulation will often come from a loving parent or caregiver soothing them with a calm response, a hug or a cuddle, for example. The pressure of repetitive, rhythmic touch is automatically soothing. This is co-regulation and something we should attempt to replicate if we can - adults regulating 'with' children.

The following can be successfully used to regulate children - after following professional advice. Please speak to the SENCO or other senior leader if you wish to seek additional advice.

- **Proprioception** (perception or awareness of the position of the body) can be achieved by lifting, pushing or pulling heavy objects. There may be an opportunity to ask the child to do a job that involves lifting, pushing or carrying something. It may be that you allow the child to dangle or swing from monkey bars or a climbing frame. Proprioception can be achieved through carrying a heavy rucksack or doing press-ups. Yoga can be effective, as can using a trampoline or body sock.
- **Vestibular** (sense of balance associated with the inner ear) interventions will be anything that involves spinning or swinging - or even hanging upside down. Cartwheels, playing on playground swings and dancing are all useful vestibular interventions.
- **Tactile** (sense of touch) interventions involve light touch, deep pressure massage, messy play activities and play dough. Younger children will respond to dressing up or trying hot and cold foods. Playing in sand or dirt or working in the school garden will also act as a tactile intervention. The well-managed use of fidget toys will also help.

- **Auditory** (sense of hearing) interventions can simply involve listening to live or recorded music or natural sounds. Waves, rainfall or bird song can be powerful. Specialist calming music can be played softly in the background in classrooms and shared areas of the school, giving an extra calming influence throughout the day. Binaural beats - which occur when the brain processes two sounds that are at different frequencies at once - are ideal for mediation and calming.
- **Visual** interventions can simply involve the use of colour for calming or stimulating attention. It may be that in the classroom a teacher needs to be aware of any 'visual clutter' that can be distracting and to consider solid walls in neutral, soft colours. Teachers can also be conscious of where a child sits in the classroom to avoid visual distractions. In many classrooms, teachers will sit the most challenging children at the front of the class, but here they may be constantly turning around to seek visual stimulation. It may be easier to sit them at the back of the classroom where they can see everyone. You may wish to use visual timers for activities or even allow children to wear sunglasses. Lava lamps can be a good addition to a classroom or a calming space for children who require visual interventions.
- **Olfactory** (sense of smell) interventions can simply involve removing odours that may upset children and being aware of those that overstimulate. Certain smells can be calming and therefore may soothe or even stimulate children. Try scented play dough or an essential oils diffuser.
- **Taste** interventions link strongly with smell. Strong tastes can be used in games and to stimulate a child who is withdrawn. Mints, sour sweets or other strong-tasting foods can help to stimulate an under-sensitive child. However, always be aware of any food allergies, intolerances, or cultural and religious implications before using any food as an intervention.

Deflection and distraction techniques

If you are an adult in a school, then try these simple deflection and distraction techniques when dealing with conflict resolution (you might be surprised at the reaction you get):

- Wear odd socks - the funnier the better. You will be amazed at how quickly a child will forget the incident they are involved in when they see your socks. They will want to know why you have odd socks on, so have a story ready.
- Learn a magic trick. This sparks children's curiosity and thus allows them to engage their upstairs brain - allowing them to regulate.
- Gain knowledge of the child's likes. A member of staff at my school once learnt the names of 150 Pokemon characters to help him connect with one child. You can use their interests to strike up a conversation or ask a question to begin forming a connection.
- Ask a simple question such as 'Where do you live?' This is a great starter for a deflection conversation as everyone has an answer. The challenge for you is to be able to expand that conversation by responding with questions about the local area, the park, the estate, or anything else you can think of. Within minutes you will be chatting away calmly and talking about them - you will have made a connection.
- Point something out that you can ask a question or tell a story about. This works best if it is something unusual, perhaps outside a window or in the sky. Cloud shapes can be

interesting to look at and can stimulate conversation. This, again, is using children's curiosity to reduce stress and deflect attention from the incident.

- Offer the child a crunchy or chewy snack and encourage them to bite with their back teeth for calming (or, to up-regulate, suck a peppermint sweet).
- Use a gym ball. Get the child to lay on their tummy and apply pressure across their back with a gym ball to help them to calm.
- Use a TheraBand (one of those stretchy bands you get from a physiotherapist). Ask a child to hold one with both hands and see how far they can pull it. Or start doing it yourself and their curiosity will take over and they will want a go. There are lots of things you can do with these bands that quickly deliver deep pressure and aid regulation. If you stretch the band between the two front legs of a child's chair, they can push their legs against it whilst sitting in class. This gives them the deep pressure they need whilst they sit in the lesson doing their work.
- Use hand cream to give a simple hand massage - make a game out of it such as thumb war. Again, the pressure can help with mood regulation.
- Carry something unusual in your pocket. This will allow you to ask a simple deflection question such as, 'I've found something but I'm not sure what it is. I wonder if you could help me?' The child will be curious and immediately distracted.

Appendix 7: Challenging Behaviour Guidance

The Language of Choice – 3 steps to success

Step 1 – Statement of reality (tell them what you see)

"Monty, you're climbing over the fence."

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them, which again can be confrontational. They may also be seeking attention, so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

"Monty, you need to collect the ball by using the gate – thank you."

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember to use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that will follow (and you MUST deliver consequences, or the child will learn that you do not follow consequences through).

"Monty, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It's your choice."

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well respond aggressively which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing); the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Challenging Behaviour and Consequences		
Anxiety	Defensive	Crisis
<ul style="list-style-type: none"> Low level behaviours occur due to an unmet need A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation 	<ul style="list-style-type: none"> Defensive behaviour occurs due to a breakdown in communication A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support Defensive behaviours can tip into crisis very quickly 	<ul style="list-style-type: none"> Crisis behaviours occur when a child has become extremely dysregulated - their main priority here is survival If the child perceives a threat, they are likely to respond with fight, flight or freeze

		Crisis			
Anxiety		Defensive			
Behaviour (not an exhaustive list)					
Rocking Tapping Swinging on chair Head on desk Sullen Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying	Leaving the classroom or school grounds without permission
Strategies					
<ul style="list-style-type: none">• Acknowledge all low level behaviours• Read the body language of the child• Consider you own body language• Invite the child into your calm don't join them in their chaos• Use child's name to engage• Use reflective language... "I can see that... I notice... I am wondering... I imagine."• Use empathy "I understand this is hard for you.... That must be really difficult."• Match affect – use a low tone of voice• Consider sensory regulation (deep pressure)• Remind children of the natural consequence to their behaviour.	<ul style="list-style-type: none">• Continue to use low level strategies if appropriate• "What should you be doing now?"• "Name, command, thank you"• Ask "what?" not "why?"• Give the child 2 choices (don't make these punitive, make them choices you are happy with)• Maintain high expectations and boundaries• Affect language... "when you...I feel... I need you to"• Remind children of school expectations• Ensure strong routines are in place• Use a sensory break for the whole class• Staff should use positive recognition to encourage and create a positive culture• Give time and space• Class reset		<ul style="list-style-type: none">• Change environment• The child will be taken back to class when safe enough to engage• Continue to use anxiety and defensive strategies• Support and closely supervise• Offer a safe space• Change face• All crises should be followed up with a restorative conversation with class staff/SLT/pastoral• Support for classroom staff to recover• Logical consequence		

	<ul style="list-style-type: none"> • Restorative conversation • Think reflection not reprimand • Be curious • If the behaviour becomes unsafe respond as if it is a crisis behaviour 	
Aim		
<ul style="list-style-type: none"> • The purpose of these strategies is to ensure the child feels listened to, heard and understood • We need to make the child feel safe enough to use their words 	<ul style="list-style-type: none"> • Remember that children don't behave for systems - they communicate with people who connect - people who care • Find a balance of challenge and support to prevent further escalation into crisis 	<ul style="list-style-type: none"> • The priority in a crisis is to maintain safety and calm the situation • Crisis situations may involve the removal of stressors
Consequences - Learning		
<p>Logical consequences - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed') restorative conversations. Logical consequences will only work when the child is ready.</p>		
Consequences - Playtimes and Lunchtimes		
<p>If a child becomes unsafe, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the designated room to have time in with a member of SLT. During this time the child will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground or finish lunchtime in the designated room. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.</p>		

Appendix 8: When and how to use the calm spaces

The calm spaces should only be used in conjunction with an individual plan.

All other approaches should have been used before the regulation room is suggested. Each child will have a list of behaviours in their plan for when the calm space should be an option. Just because a child is not doing their work does not mean they immediately go to the regulation room. They should only go if they are being unsafe to themselves and others or they are disrupting learning significantly.

Children should not be shouted at or spoken down to no matter how they are behaving. The adult needs to remain calm and ask them to stop the wrong choice they are making. If they continue to make the wrong choice then, again, calmly ask them to make the right choice or they can go to the regulation room themselves. If they still continue and refuse to go to the room on their own then you will need to help them get there. Make no eye contact, shout or have any type of conversation and guide them there gently.

If the child is unhappy about going to the regulation room and it is not safe for you to take them on your own then you will need to call for support using a radio or phone. This may be another LSA, inclusion team or the member of SLT on call. Again, that support will do exactly the same - make no eye contact, yell or have any type of conversation and help you guide them there gently in the safest way for everyone.

Once the child is in the calm space, say, 'Ten-minute timer please.' Then leave the room calmly and set a ten-minute timer. Remain outside the room for those ten minutes (unless you see the child being unsafe in the room).

After the ten minutes ask the child calmly, 'Are you ready?' For them to be ready, they need to be calm if they scream "yes", then they are not ready. Again, just state very calmly, 'You are not ready, ten-minute timer please' (5 minutes may be better for younger children). Then exit the room for a further ten minutes (or 5 minutes).' Repeat the process until they are ready.

If they are ready, take their hand calmly and walk them back to class where they will then start wherever they should be on their timetable. There should be no 'hard feelings' as a result of going to the regulation room for the staff member or the child. It is a clean slate every time (there is no need to say this to the child) and in time they will learn this. There is no need to restore – the time out room is NOT a punishment, it is their safe space to give them time to regulate. Mentioning the reason they went in could re-trigger. Remember, the child cannot control their behaviours once dysregulated so highlighting these as the child returns is discouraged. The child has a comprehensive package in place to support them to make the right choices. Don't worry, these will be addressed over time – remember, 'Seek to understand before you seek to be understood.' Stephen Covey.

If a child decides to take themselves there, then this is absolutely fine. This is a good thing as they are identifying this as their safe space. An adult should remain outside with them and check every ten minutes as above until they are ready.

Please note an SLT member does not have to be called every time to take the child. We know this disempowers staff members.

Appendix 9: Definitions




Misbehaviour is defined as:


- Disruption in lessons, in communal areas between lessons, in assemblies and at playtime and lunchtimes
- Non-completion of classwork or homework
- Negative attitudes to learning
- Incorrect uniform
- Purposefully hurting another person, physically, verbally or emotionally

Serious misbehaviour is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - 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
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - 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)

Appendix 10: Zones of Regulation

Blue Zone - Emotions & Behaviours			De-escalate by:	Potential Triggers
	Sad Sick Tired Bored Sluggish	Not engaging with work, needing to have lots of reminders to make the right choices, needing adult supervision to stay on task, distracting or annoying other children to get a reaction, wandering the classroom. Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Use name and engage in eye contact before repeating instruction Count down 5-4-3-2-1 Use reflective language... "I can see that... I notice... I am wondering... I imagine." Use empathy "I understand this is hard for you.... That must be really difficult." Change the subject or find a distraction. Adult to take time to talk to [name] about what they are struggling with.	Altercation with another Unstructured times Lack of sleep Birthday Christmas Non-uniform Visitor Change of routine Changes to staffing
Green Zone- Emotions & Behaviours			Encourage by:	
	Happy Calm Okay Relaxed Focused	Joining in with learning, discussing appropriate things with peers, contributing to learning, using kind words, listening to instructions, and following instructions the first time.	Appropriate level of challenge to meet needs and keep focused. Maintaining routines and pre-warning of any changes in routine. Positive praise Smaller group work Regular check-ins with parents/carers so they can hear positive conversations.	
Yellow Zone - Emotions & Behaviours			De-escalate by:	Strategies to avoid
	Frustrated Irritated Worried Anxious Silly Wiggly Excited Some loss of control	Refer to Blue Zone behaviours also, especially for anxiety. Raising of voice and becoming angry, talking very quickly. Threatening to assault, break items/ throw things. Refusal when asked to do something. Walking or turning body away	Talk to [name] about what they are struggling with. Consider your own body language and tone of voice -Soft, calm voice to help calm theirs. Down to their level. Use reflective language "I can see that..I've noticed ... I am wondering..." Count down 5-4-3-2-1 Consider how to meet basic (Does not respond well to raised voices or shouting. Behaviours can escalate if an adult tries to speak to [name] before they are totally ready and

		<p>from the person talking. Repeatedly referring to unfairness.</p> <p>Teasing, pushing Use of inappropriate language</p>	<p>snack) or sensory need - movement, pressure, ear defenders Time to calm down in calm down area/ shared area time out room Change the subject or find a distraction. Change of face</p>	<p>regulated.</p> <p>Discussion with [name] about their behaviours and choices after the fact cause them to become dysregulated again – start a clean slate.</p>
	<p>Angry Terrified Elated Ecstatic Devastated Out of control</p>	<p>Running from class around school, screaming, throwing things. Sometimes foaming at the mouth and becoming violent. Screaming Physical assault Fighting Disrespectful to adults Use of inappropriate language</p>	<p>Soft, calm voice to help calm theirs. Down to their level. Change the subject or find a distraction. Change of face Let them walk away (if safe to do so to classroom or shared area) but keep an eye on them from a distance. Taken to regulation room by adults. If necessary, supervise from outside. Given further time in regulation room if they are not ready to return to class after 10 minutes. Do not engage in conversation with [name] at these times.</p>	<p>Chatting to [name] to distract them is no longer used as they tend to instigate this to avoid following instructions.</p>