

**Broad Oak
Primary
School**



**BEHAVIOUR POLICY &
RELATIONSHIPS POLICY**
May 2026

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Broad Oak Primary School Behaviour Policy

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Links with other policies

This behaviour policy is to be read in conjunction with:

- Anti-Bullying policy
- E-safety policy
- Peer on Peer Abuse policy
- Suspension & Exclusion policy
- Safeguarding & Child protection policy
- Positive Handling Policy
- SEND and Inclusion policy

1. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

*At Broad Oak, we are determined to promote a relational approach to supporting Behaviour. Broad Oak's values and ethos are based upon the psychologist Carl Rogers' humanistic approach. Rogers believed that for a person to 'grow', they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with **unconditional positive regard**), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.*

At Broad Oak we aim to meet the needs of our pupils through:

- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviours
- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, which promotes security through consistent routines and clear boundaries
- Creating a Trauma-Informed culture which encompasses learning from neuroscience
- The application of Carl Rogers' **Unconditional Positive Regard for all pupils**, whilst acknowledging and addressing any unexpected behaviours which may arise
- Positive Regard at Broad Oak means removing judgement, giving second chances, having high expectations matched with high levels of support, and providing high levels of challenge with high levels of nurture
- The provision of an appropriate learning curriculum with carefully planned learning opportunities

It is through this pupil-centred, inclusive, trauma-sensitive approach that pupils will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other pupils.

Consequently, all pupils at Broad Oak have the right to:

- Feel safe in school - know that staff are there to support safely
- Have their voices heard - through restorative dialogue or other means
- Recognition of their unique identity and individual consideration of their needs
- Be treated with respect and dignity and feel like valued members of the learning community
- Be protected from harm, violence, assault and acts of verbal abuse

2. Aims

a) At Broad Oak Primary School, we strive to ensure that:

- We develop positive, safe relationships with all children
- Parents, carers, staff and pupils are highly positive about behaviour and safety
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches
- We use restorative practices to support children understanding their behaviour and supporting them, allowing them to have acceptance and take responsibility for their own actions
- We create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- We provide a consistent approach to behaviour management that is applied equally to all pupils
- We keep the nurturing principles at the heart of our daily decision making when responding to unexpected behaviour, remembering that 'all behaviour is a form of communication'
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours
- We use the Zones of Regulation (see appendix 6 & 7) to support children to understand that they have different levels of alertness and emotional states of well-being. This in turn will support them to explain their emotional vocabulary, recognise emotions in themselves and others, understand how their state affects those around them and increase their awareness of triggers that lead to dysregulation. Children are explicitly taught how to use sensory, calming and thinking tools to support them to regulate their emotion
- We define what we consider to be unexpected behaviour, including bullying and discrimination
- All pupils need to be aware of the rules and routines and the logical consequences/boundaries of meeting or transgressing rules and expected standards of behaviour

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b) We do this by:

1. Placing a huge focus on understanding our children
2. Valuing and rewarding expected behaviour
3. Striving to influence the behaviour of pupils in positive ways
4. Encouraging the development of a positive self-image, self-management and a consideration for others
5. Normalising experiencing all four of the Zones, providing children with a comprehensive understanding of emotions to that they can recognise emotions within themselves
6. Supporting children to understand the physiological clues that our body gives us when we are triggered or dysregulated
7. Providing children with a toolkit for regulating their emotions
8. Supporting children to understand their behaviour
9. Ensuring consistency in our delivery of managing behaviour
10. Developing a consistent 'Language Code' for informing children of their behaviour choices
11. Promoting a positive school ethos where everyone feels happy, safe and secure
12. Understanding that unexpected and unsafe behaviours and changes in behaviour can be a sign that a child is suffering harm or has experienced trauma
13. Understanding the impact of early life trauma experiences on children and attachment and therefore their ability to attend to the parameters of daily school life

3. Definitions

The behaviour that is expected at Broad Oak can be broadly defined as;

- **Be Kind**
- **Be Safe**
- **Be Ready to Learn**

Be Kind

Having respect for all
Using kind and gentle words
Having a positive attitude

Be Safe

Accepting and following instructions from all adults
Having safe hands and feet
Sitting safely in your chair

Be Ready to Learn

Magnet eyes to the speaker
Having a positive attitude
Focusing on yourself
Not distracting others from their learning

Unexpected behaviour can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and refusal to cooperate
- Disrespectful attitude towards other children or adults
- Not showing expected behaviours

Unacceptable or unsafe behaviour is defined as:

- Verbal abuse
- Refusal to leave the room when asked
- Targeting others and bullying
- Swearing
- Threatening others
- Being physical/throwing
- Absconding
- Homophobic/racist/sexist or discriminatory language or behavior

- Vandalism
- Theft
- Fighting
- Smoking
- Possession of any prohibited items. These are:
 - Mobile phones on person
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers and 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)
- Sexual violence or sexual harassment

4. Roles and responsibilities

a) The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 2)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Head teacher to account for its implementation

b) The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 2)
- Approving this behaviour curriculum
- Ensuring that the school environment encourages a positive relational approach to behaviour
- Ensuring that staff deal effectively with unexpected, unacceptable and unsafe behaviour
- Monitoring that the behaviour curriculum is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both logical consequences and support when necessary
- Reviewing the whole school behaviour data provided by the Behaviour Lead half termly.

c) Behaviour Lead

The Behaviour Lead is responsible for:

- Giving due consideration to the school's statement of behaviour principles (appendix 2)
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Supporting all staff with responding to children's needs on a daily basis
- Designing personalised behaviour systems for individuals whom need additional support to meet the behaviour expectations
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and social, emotional and mental health (SEMH) needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Designing the behaviour system in place in the Resource Provision which runs alongside the whole school system but provides additional support as in line with the children's Social, Emotional and Mental Health needs
- Supporting all staff in managing the Resource Provision's pupils journey to mainstream (see appendix 5)

d) Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Building safe, trusting and nurturing relationships with children
- Removing judgement from children and holding every child with the highest unconditional positive regard
- Understanding behaviour is communication
- Using restorative practices to support children's behaviour
- Using every interaction with a child as an intervention to promote and model positive behaviour choices
- Consistently applying and embedding the personalised systems designed by the behaviour lead to support the specific behavioural needs of particular pupils
- Recording behaviour data for individual pupils as requested by the Behaviour Lead
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Working alongside Behaviour Lead to provide appropriate transitions for children attending mainstream classes from Resource Provision

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

e) Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unexpected or unacceptable, unsafe behaviour (for example, attending reviews of personalised behaviour systems)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle unexpected behaviours.

f) Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the logical consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with ongoing restorative support sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour policy

a) Behaviour Expectations

The school expects openness and honesty from everyone and for people to respect and value each other's views and opinions. Where these differ, we work together to resolve differences calmly and constructively. Children, staff and parents all know the basic expectations of behaviour in and around school. They understand that there are rewards for following these expectations and consequences for not following these expectations.

Our behaviour expectations are:

- **Be Kind**
- **Be Safe**
- **Be Ready to Learn** (see appendix 9)

These behaviour expectations can be further broken down to support pupils to:

- Follow safety rules
- Respect the opinion of others
- Take care of all school materials
- Treat others fairly and never bully
- Participate in all learning experiences positively
- Always try your best

To create a culture that promotes excellent behaviour, pupils are expected to:

- Behave in a safe and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move safely and quietly around the school
- Treat the school buildings and school property with respect
- Accept consequences when given
- Develop as responsible citizens and present expected behaviour outside school and online, in the same way that they do in school

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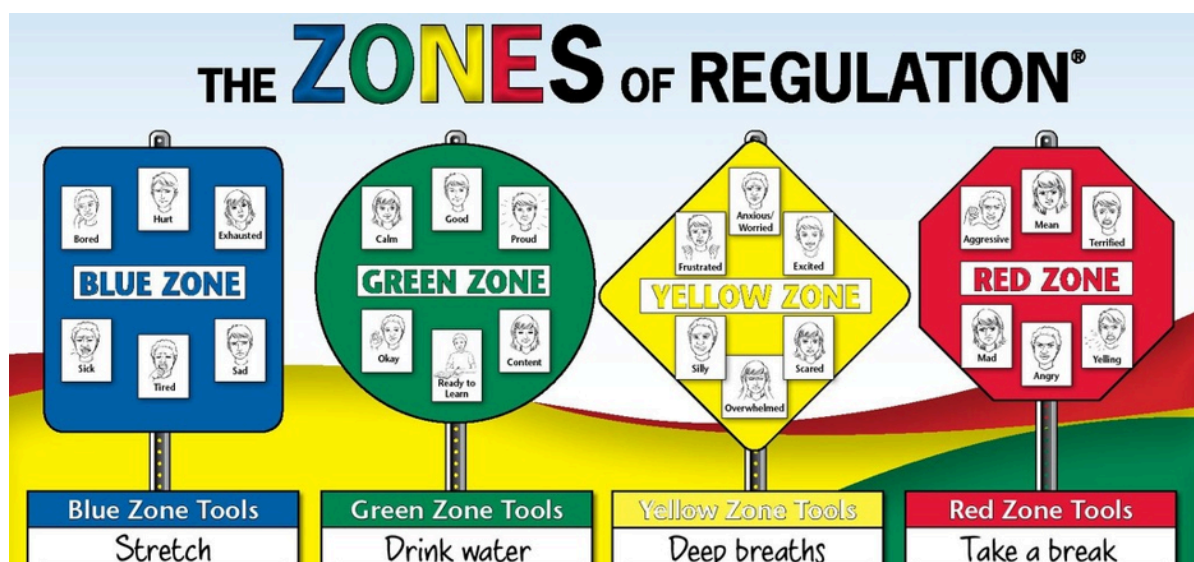
Friendship

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Where appropriate and necessary, reasonable adjustments are made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the policy.

b) The Zones of Regulation

The Zones of Regulation use four colours to help students visually and verbally self-identify how they are functioning in any given moment. The aim of the Zones is to support all pupils to better evaluate their current social state to enable them to make appropriate choices to regulate their thoughts, actions and sensory needs in a manner that is expected in every social situation. At the start of each academic year, each class will revisit the Zones of Regulation, to remind children and allow children the opportunity to self regulate.



Emotions can confuse or overwhelm pupils. It is key to help them to learn to understand the connection between their sensory systems, their emotions, and their ability to relate to the world in ways that are expected and safe. Pupils are taught a new skillset to act appropriately (expected behaviour) despite triggers. They are provided with a tool kit (sensory tools, calming tools and thinking tools) to support their ability to regulate their emotions and are given numerous opportunities to practise.

We use the language taken of The Zones of Regulation to raise children's awareness of their emotions and ability to regulate their emotions independently or with support.

Through the Zones of Regulation, children are supported to:

1. Develop relationships with their peers and the adult
2. Respond and use tools to calm (through co-regulation)
3. Repair and restore (accept restorative conversations to resolve conflict and support change)

Inclusion Strategy Toolkit (2022)

c) Common Language

Children who manage their behaviour and present expected and safe behaviour choices are rewarded Dojos.

Dojos are awarded to children who are following our expected behaviours.

Children who achieve 25 or more dojos a week will earn a weekly Reward Time on a Friday afternoon for 30 minutes. This will be managed in class by their class teacher.

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication, therefore it is important to ensure students have learning experiences with logical

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consequences. We create a culture of repair and reflection based on the principles of restorative approaches. A restorative approach includes:

- Repairing relationships
- Restorative conversations

Children making mistakes, and therefore making unexpected or unsafe behaviour choices, such as;

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and refusal to cooperate
- Disrespectful attitude towards other children or adults
- Not showing expected behaviours

are responded to fairly and consistently through logical consequences, such as loss of dojos and a restorative reflective discussion with the class teacher, Behaviour Lead, or SLT. This may include missing the start of their reward time due to engaging in a restorative conversation.

Where children make mistakes, the use of restorative approaches support the child in understanding what has happened, what zone they were in, how they were feeling, how they could respond with expected behaviour in future and how to move forwards.

As part of creating a restorative culture we use “logical consequences”. Logical consequences take all aspects of an incident into account; this includes the individual needs of the pupil and the specific factors that resulted in the incident. There is no black and white approach to a behaviour. Some examples of logical consequences are below:

- Facial expression of disapproval
- Verbal warnings and reprimands
- Temporary withdrawal (with adult support) from the learning environment for de-escalation and reflection
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, and continually observed, until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom or Regulation Station
- Restorative Reflective discussion

Everyone in our school community is responsible for managing children’s behaviour and applying our systems:

1. Dojos Points
2. ‘Reward Time’
3. Always badges

All systems across school make use of a common language so that the pupils know how to succeed in each area of school life.

d) Our Core Values (see appendix 1)

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The seven core values enable staff to provide children with consistent and positive feedback and clear praise that is useful for children in understanding their behaviour choices.

e) Our systems to promote positive behaviour:

Common language

All staff will highlight the children’s expected behaviour by linking it to our seven core values and our rules:



Attitude - "I noticed the way you were really positive, even though you found that task difficult, I am going to give you a dojo for having a positive attitude."

Behaviour - "I noticed the way you managed your behaviour and walked away from a disagreement. That is having safe hands and feet. I am going to give you a dojo."

Courage - "I noticed the way you showed great courage, when you told the truth even though it was difficult, I am going to give you a dojo for treating me with respect."

Determination - "I noticed the way you did not give up, you showed great determination, I am going to give you a dojo for having a positive attitude."

Enthusiasm - "I noticed the way you were so excited to share your idea then, you were very enthusiastic. I am going to give you a dojo for having a positive attitude."

Friendship - "I noticed the way you went to check in on your friend because you could see that they looked upset. I am going to give you a dojo for having respect for all."

Resilience - "I noticed the way you bounced back, even though you were disappointed that you did not win. I am going to give you a dojo for having kind and gentle words."

Children will be rewarded with **one** dojo at a time, as **all effort is equal**. This will ensure that there is no discrepancy between how the children are rewarded, e.g. should one staff member reward four dojos whereas another may reward one dojo for the same behaviour. Therefore, individual dojos will be rewarded, one at a time.

If all the children are presenting expected behaviour, they can be rewarded with a 'Followed all rules'. This means that five dojos will be put on all of the children's points who are presenting expected behaviour. For a class dojo point reward, all children should be presenting expected behaviour all together.

Adjustments to the system for the younger pupils

In EYFS the team recognise when the children are demonstrating the expected behaviours with stickers and an explanation to the child as to why they have earned their sticker to help reinforce expected behaviours.

Adjustments to the system for children in the Resource Provision

Dojos are used within Acorns and Saplings, our SEMH Resource Provision classes. Dojos are used consistently throughout each day and children are working towards a daily reward time. The children also have specific behaviour targets, personal to their own development and ability to self-regulate. The children in the Resource Provision Classes can earn prizes for achieving their behaviour targets and also for the child who earns the most dojos in the week.

When children from the Resource Provision access their mainstream classes, they will join their classes dojo system and be awarded with dojo points by all staff in accordance with their mainstream peers.

Reward system

A weekly reward system will run alongside the Class Dojo system. This is to reward the children who achieve 25 or more dojos within the week and to restoratively support others.

When there has been an incident of a child displaying unexpected behaviours, this must be logged on our Behaviour Tracker, noting the date and time and a brief explanation of the situation. Parents are to be informed at the end of the day every time there has been a significant behaviour issue. The Behaviour Tracker is monitored by the Behaviour Lead and the behaviour data is inputted into IRIS for accurate online record keeping.

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The Unexpected Behaviour and Consequences sheet explains the low level, medium level and high level behaviours. (see appendix 3).

Reward Time in the Resource Provision

The Reward Time system looks different in the Resource Provision to provide more opportunities for feedback to the children with SEMH needs. The students work towards a daily reward time and have opportunities for daily restorative conversations in order to best support the children's SEMH needs.

Reward Time for children with reasonable adjustments to the whole school system

Some children require additional support to meet the school's behaviour expectations. For these children, personalised systems are designed to ensure that they have opportunities to succeed. These children will have opportunities for daily reward time, with staff members from our Resource Provision. This allows the children to have daily restorative conversations.

'Always' badges

Throughout each academic year pupils can earn special stickers linked to our core values. All children begin the year with a blank book mark and add their stickers as they are recognised for demonstrating each value across the year..

When a child completes the 'Always' book mark, they will receive an Always badge in a special 'Always' assembly, being congratulated for receiving their special award. Once awarded, the 'Always' badge can be worn every day with pride. The child must continue to always demonstrate the core values or the badge can be removed, however the child will be able to earn it back by continuing to demonstrate our core values.

6. Responding to unexpected behaviour from pupils with SEND

a) Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) or their social, emotional and mental health (SEMH) needs.

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

When dealing with unexpected behaviour 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 curriculum. 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 unexpected behaviour, 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.

The following approaches will be made to attempt to anticipate and remove triggers:

- Training staff in Positive Regard
- Understand the child and their behaviour and needs

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- Short, planned movement breaks for a pupil with SEND, or SEMH 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 separate spaces where pupils can regulate their emotions during a moment of sensory overload (e.g. Regulation Stations)
- Agreed systems in place to allow pupils to safely take time away from class by accessing the Bean Bag Rooms in the Resource Provision or Sensory Room
- Visual prompts to remind children what to do when they are finding it difficult to regulate their emotions
- Personalised Zones Check-in board (see appendix 6) to support the pupil to express their emotion without speaking

b) Adapting logical consequences for pupils with SEND or SEMH

When considering a behavioural logical consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to provide a consequence for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence. Reasonable adjustments will be applied to support the pupil to understand, accept and operate within the system.

c) Considering whether a pupil displaying high level unexpected or unsafe behaviour may have unidentified SEND or SEMH need

The school's special educational needs co-ordinator (SENCO) or Behaviour Lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

d) Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

EHCP Team contact details: sen@manchester.gov.uk

7. Responding to behaviour

a) Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and The Zones of Regulation
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting expected behaviour
 - Concluding the day positively and starting the next day afresh by ensuring all pupils start the day with three stars (and that all children with reasonable adjustment systems have a fresh chart each morning)
 - Following the plan for responding to unexpected behaviours with low-level disruption by removing stars
 - Using positive reinforcement by awarding Dojos
 - Respecting children's individual behaviour systems and reasonable adjustments to the whole school system
 - Regular discussions about emotional regulation linked to the zones
 - Consistently reminding and encouraging children to use a tool to support expected behaviour

b) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's unexpected behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [\(Child protection and Safeguarding policy\)](#) for more information

c) Responding to expected behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward in line with the pupil's individual needs or wishes. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- Positive behaviour will be rewarded with:
 - Non-verbal communication (thumbs up, private acknowledgement between child and adult)
 - Verbal praise and encouragement
 - Award with Dojos and stickers
 - Communicating praise to parents via a phone call or via Arbour
 - Star of the Week Certificate and assembly
 - Taking good work to members of the Senior Leadership Team
 - Reward Time (daily or weekly)
 - Targeted individual behaviour support to meet individual needs, including:
 - Child Centred Plans

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- o Additional behaviour charts to support children with responding to specific behaviour expectations (e.g. if they need additional support with one specific transition point in the day, see appendix 4)
- o Reasonable adjustments made to the 'Reward Time' system to enable children that need support with their behaviour to succeed (see appendix 4)
- o Personalised provision mapping

d) Responding to unexpected behaviour:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unexpected behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unexpected will always be addressed.

De-escalation techniques can be used to help prevent further behaviour challenges arising, for example, the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following logical consequences in response to unexpected behaviour:

- A verbal reminder and warning of the expectations of behaviour
- Sending pupil to partner class for five, ten or fifteen minutes
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff (Phase Leaders, Behaviour Lead or members of the Senior Leadership Team)
- Email, Arbor correspondence or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on report
- Seclusion from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

e) Responding to extreme unexpected or unacceptable, unsafe behaviour

Children whose behaviour choices are regularly at a high level will be supported immediately. The Behaviour Lead will meet with the class teacher, the child and the parents and develop a plan for supporting behaviour in class which may result in a personalised behaviour system and reward. Individualised behaviour plans will be set up and reasonable adjustments will be made.

If unexpected, unacceptable or unsafe behaviour choices continue, the Senior Leadership Team may make the decision to withdraw the pupil from class for a period of seclusion, or the Head teacher and/or (in the Head teacher's absence) Assistant Head teacher may issue a suspension. The decision to permanently exclude will be made by the Headteacher and will only be made as a last resort.

f) Responding to unsafe behaviour - Positive Handling (see Positive Handling Policy, 2026)

We acknowledge that there are times when behaviour may require staff intervention to ensure the safety of the pupil, pupils and staff and that this may require the use of physical interventions and positive handling. A number of staff at Broad Oak Primary school are fully trained by TEAM Teach and are skilled in a variety of de-escalation techniques. Staff will only intervene physically as a last resort when:

- A child is in danger of hurting themselves
- A child is in danger of hurting other people
- A child is putting themselves or others at risk

The actions that staff take are in line with TEAM Teach training. Once physical intervention has been necessary to keep everyone safe, a Positive Handling Plan will be in place to ensure that the team around the child recognise the signs/triggers of the conflict spiral for the child and can use de-escalation techniques as appropriate to avoid the behaviour happening again.

This adopts a proactive approach to managing unsafe behaviour, ensuring that:

- The pupil can be encouraged to succeed and reactive strategies are planned to de-escalate conflict where possible
- Parents are involved and fully updated with the specific actions that school may take
- Staff understand exactly what action should be taken
- A plan is in place to ensure that additional support can be summoned if necessary
- A restorative approach is used after the incident to ensure that all relationships are rebuilt

Physical intervention will be employed as a last resort by TEAM Teach trained staff, who will make the necessary dynamic risk assessment.

g) Responding to unsafe behaviour – Reasonable Force (see Positive Handling Policy, 2026)

Reasonable force covers a range of interventions that involve physical contact with pupils. **All** members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

h) Responding to unsafe behaviour – Absconding

If a child absconds, staff should not engage in a chase. Keep the child in sight and keep calm, stay objective and in control. There are two types of absconding:

- 1) When the child is not where they should be, is not following instructions and is avoiding the adults
- 2) When the adult suspects that the child has left the school grounds

If a child leaves the school grounds, the staff member will not leave the school grounds, rather the police and parents will be immediately informed. Staff will be guided by the police in this instance.

i) Responding to unacceptable, unsafe behaviour - Bullying see [\(Anti-Bullying Policy\)](#)

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

Bullying is, therefore:

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

Bullying of any kind is unacceptable in our school. If an act of bullying is discovered, the class teacher will inform the Senior Leadership team and actions will be taken immediately to stop further occurrences of such behaviour. We will do everything in our power to ensure that our children feel safe and happy to attend school, free from fear. If a child is consistently losing Dojo's and the reason is for how they are treating others, the Behaviour Lead will investigate this as part of the review of unexpected behaviours recorded in the Behaviour Tracker.

j) Responding to off-site unexpected behaviour

Logical consequences may be applied where a pupil has presented unexpected behaviour off-site when representing the school. This means unexpected behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

The school will have been pro-active in making a risk assessment prior to leaving the school grounds to support children who present unexpected behaviour

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Logical consequences may also be applied where a pupil has presented unexpected behaviour off-site, at any time, whether or not the conditions above apply, if the unexpected behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Is unacceptable or unsafe

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

k) Responding to online unexpected behaviour

The school can issue consequences to pupils for online unexpected behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- The pupil is identifiable as a member of the school

Logical consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Recording Behaviour

a) Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including:
 - Incidents of children not showing expected behaviour

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- o Resource Provision behaviour data
- o Individual Behaviour data (reasonable adjustment systems)
- Attendance, seclusions, suspensions and Permanent Exclusions
- Incidents of searching, screening and confiscation see ([Anti-Bullying Policy](#))
- Anonymous surveys for staff, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- Named surveys and pupil voice opportunities through group discussions with Behaviour Lead with pupils

The data will be analysed every half term by Sean Kelly (Behaviour Lead).

The data will be analysed from a variety of perspectives including:

- By whole school level
- By Reception and Key Stage One
- By Key Stage Two
- At the level of individual members of staff
- By protected characteristic
- Should additional data be required for individuals; hot spotting timetables

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

b) Behaviour Tracker/IRIS

The Behaviour Tracker document is used to record the children who have shown incidents of displaying unexpected behaviours. This data is then uploaded on to IRIS by the Behaviour Lead. All behaviour data is stored on IRIS. The behaviour data is reviewed by the Behaviour Lead half termly to make sure that no groups of pupils are being disproportionately impacted by the policy. The half termly behaviour data for the whole school is shared with the Headteacher and the Governors.

c) CPOMs

If staff have any concerns about a child's behaviour or feel that an incident was significant, this must be recorded on CPOMs.

d) Informing parents

Parents are always informed of unexpected, unacceptable or unsafe behaviour presented in school, verbally, by Arbor, phone call or letter. Any form of physical intervention is reported to parents verbally and in writing on the same day. In Reception whether children receive a gold star at the end of the day is an additional signal to parents.

e) Recording unsafe behaviour

All incidents resulting in the need for Physical Intervention in order to keep everyone safe, by TEAM Teach trained staff, are recorded on the online system, IRIS. The date, time, names of those involved, witnesses where applicable, trigger if known, details of de-escalation techniques used, and details of the incident are recorded by the staff involved. Additional information to reflect the post incident debrief will also be recorded. Physical intervention entries are reviewed and signed-off, by a member of the Senior Leadership Team or the Behaviour Lead. Parents/carers are informed on the day of incident in writing.

All incidents resulting in the use of Reasonable Force by any staff member (not necessarily TEAM Teach trained staff members) are recorded on CPOMs.

For children that are exhibiting high-level behaviours and have Positive Handling Plans in place, there will be a regular review of the provision that is being made for the child in school. Parents, carers, and Broad



Oak staff will have regular meetings to discuss the parent views, the school staff views and a plan for moving forwards with future actions.

9. Serious consequences

In some instances, due to high levels of unsafe behaviour and repeated unexpected behaviours being shown, logical consequences can not always be an option. As a school, we aim to try to understand each situation, the child and their needs before making a decision, but in the most severe cases, further consequences may be an option. .

a) Seclusion (lose the right to be in class with peers)

In response to serious or persistent breaches of this behaviour curriculum, the school may seclude the pupil from the classroom for a limited time.

Pupils who have lost the right to be in their class will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Seclusion is a serious consequence and will only be used in response to serious unexpected, unacceptable or unsafe behaviour. Pupils will only be secluded from the classroom once other behaviour support strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT or the Behaviour Lead and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher or Assistant Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is secluded from the classroom if this is a response to unacceptable behaviours that occur in the moment that need an immediate action.

Parents will be informed before the seclusion such as when there has been an incident and SLT have decided that it is not a suspension, in this case, parents would be informed in preparation for the seclusion the next day.

A restorative approach will be used to support the pupil to rejoin their class successfully.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors (e.g. Resource Provision Outreach team, Behaviour Lead, SLT)
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of seclusion from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

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b) Suspensions and Permanent Exclusions

The school can use suspensions and permanent exclusion in response to serious incidents or in response to persistent unacceptable or unsafe behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher (or Assistant Headteacher in his absence) and only as a last resort.

Please refer to the Exclusion and Suspension policy for more information ([Exclusion and Suspension policy](#))

10. Supporting pupils following a serious consequence

Following a seclusion or suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Ongoing support through restorative approaches such as weekly reflection with member of phase team (this could be class teacher, Phase Leader), weekly reflection with Behaviour Lead, daily reflection for pupils with reasonable adjustment systems in place with member of Resource Provision team or linked Teaching Assistant
- Restorative approaches from the Zones of Regulation with the class teacher, the Behaviour Lead or the SENCO
- Review of the behaviour policy systems already in place to support the pupil
- 1:1 support from Behaviour Lead or SENCO around The Zones of Regulation (reinforce strategies for regulating emotions and using tools to support)
- A report card with personalised behaviour goals
- Following a suspension the pupil will attend a Reintegration Meeting with the Headteacher or Assistant Headteacher and the Behaviour Lead upon returning to school.

11. Training

The Behaviour Lead provides all staff with annual training during scheduled Professional Development Meeting time.

04/03/2026 - Positive Regard

14/03/2026 - The Zones of Regulation

01/02/2023 – The Zones of Regulation

11/01/2023 – The Zones of Regulation

04/01/2023 – Understanding and Supporting Emotional Regulation

- Brain science
- Scripts
- What can we do to support children when they are dysregulated
- The Zones of Regulation

24/03/2022 – Nurture training

- To recognise that we never truly know what level of stress/trauma that pupils are bringing to school
- To understand the impact of trauma on the brain and the nervous system
- To consider the Three Ego States
- To keep this in mind when responding to pupil's needs and applying the Behaviour Curriculum

21/10/2020 and 04/01/2021 – Nurture in the classroom training

- Why do we need to provide nurture in the classroom
- The Six Principles of Nurture
- Our behaviour curriculum and The Six Principles of Nurture
- Thinking differently: Strategies to try in class
- Tried and tested scripts

There is a clear system in place for staff seeking support with behaviour. Staff will contact the Behaviour Lead, or be directed to meet with the Behaviour Lead, following appraisals or target setting with SENCO and members of the Extended Leadership Team.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The needs of the pupils at the school

- Our Behaviour Policy and applying the systems
- Recording incidents on the Behaviour Tracker and/or on CPOMs
- How SEND and SEMH needs impact behaviour
- In the Resource Provision, staff attend two daily briefings per day, once in the morning to prepare for the day ahead and once at the end of the day to ensure that staff feel fully supported in their job role.
- Resource Provision staff attend a monthly supervision with an external support agency.

As part of their induction process, Resource Provision staff are provided with regular training on managing behaviour, including training on:

- The proper use of Reasonable Force
- TEAM Teach, de-escalation and positive handling training
- The Zones of Regulation

12. Mobile Phones

If mobile phones are brought to school by accident then they go to the office where they are kept securely until the end of the day. If mobile phones are brought into school by accident in the Resource Provision then they go to the Behaviour Lead, or a member of the Acorn team where they are kept securely in the Resource Provision until the end of the day.

If mobile phones are brought to school for older pupils walking home then parents must provide their permission for this in writing. These mobile phones go to the office where they are kept securely until the end of the day.

13. Monitoring this policy

This behaviour policy will be reviewed by the Behaviour Lead, the Headteacher and the Link Governor annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the Governing Board.

Appendices

Appendix 1 - Broad Oak Core Values

Appendix 2 - Broad Oak written Statement of Behaviour Principles

Appendix 3 - Unexpected Behaviour and Consequences Chart Y1-6

Appendix 4 - Examples of additional behaviour charts to support individual needs in mainstream class

Appendix 5 - Flow chart to support journey to mainstream for Resource Provision pupils









Appendix 6 - Example of a 'Zones Check-in' board

Appendix 7 - The Zones of Regulation glossary

Appendix 8 - After school club behaviour expectations

Appendix 9 - Behaviour Expectations poster

Appendix 1 - Broad Oak Core Values

			
<p>Our Core Values</p>	<p>ATTITUDE How we think and how we let our thoughts influence our emotions and actions.</p>	<p>BEHAVIOUR Being 100% responsible for the actions we choose to take.</p>	<p>COURAGE Our ability to do what is right even when we are faced with fears.</p>
			
<p>DETERMINATION A personal commitment to focus on completing tasks and working towards our goals.</p>	<p>ENTHUSIASM Approaching work, learning and experiences with energy and enthusiasm.</p>	<p>FRIENDSHIP Cultivating caring and supportive personal relationships.</p>	<p>RESILIENCE The ability to keep on trying and recover successfully when things get difficult.</p>

Appendix 2 - Broad Oak written Statement of Behaviour Principles

- All pupils have the right to feel safe, valued and respected
- All pupils have the right to be able to learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All pupils will be supported to understand their emotions and their ability to regulate their own emotions through The Zones of Regulation
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour policy is understood by pupils and staff
- The Suspension and Exclusion policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- The Positive Handling Policy explains that physical intervention will only be used as a last resort in order to keep everyone safe
- Pupils are helped to take responsibility for their actions
- Families are informed of any behaviour incidents so as to foster good relationships between the school and pupils' home life
- The Governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 3 - Unexpected Behaviour and Consequences Chart Y1-6

Attitude Behaviour Courage Determination Enthusiasm Friendship Resilience

Low Level unexpected behaviours	Logical consequences
<p>*Not following instructions/talking at an inappropriate time</p> <p>*Not following the Broad Oak charter</p> <ul style="list-style-type: none"> <input type="checkbox"/> not respecting others opinions <input type="checkbox"/> not taking care of school materials <input type="checkbox"/> not treating others fairly, <input type="checkbox"/> not participating in activities when given appropriate support to do so <input type="checkbox"/> not working to the best of our ability <p>*Name-calling/being unkind</p> <p>*Shouting out/interrupting/disrupting learning</p> <p>*Unexpected noises/gestures/distracting others</p> <p>*Refusing to cooperate</p> <p>*Invading the space of other people</p> <p>*Running/being noisy on the corridors</p> <p>*Scuffling/pushing/play fighting</p> <p>*Throwing objects</p> <p>*Disrespectful attitude</p>	<ol style="list-style-type: none"> 1. Reminder of the rules (verbal and visual) – 2. Loss of dojos 3. Restorative conversation during lunch time/end of the day <p>*Record unexpected behaviours in Behaviour Tracker</p> <p>*Inform parents/carers</p>
Medium Level unexpected behaviours	Logical Consequences
<p>Build-up Persistent low level behaviour</p>	<ol style="list-style-type: none"> 1. Reminder of the rules (verbal and visual) – 2. Loss of dojos 3. Restorative conversation during lunch time/end of the day 4. Ask the Behaviour Lead to have a conversation with the pupil <p>*Record unexpected behaviours in Behaviour Tracker</p> <p>*Inform parents/carers and CPOMs</p> <p>*Inform parents/carers</p> <p>*Inform phase leader</p>
<p>Individual</p> <p>*Lying</p> <p>*Tampering with other people's property</p> <p>*Unsafe behaviour</p> <p>*Intentionally hurting someone</p> <p>*Emotionally/physically hurting someone</p> <p>*Swearing</p> <p>*Openly defiant</p> <p>*Threatening behaviour</p> <p>*Intimidating/sabotaging others</p>	
High Level behaviours	Logical consequences
<p>*Fighting</p> <p>*Racism</p> <p>*Assault and physical aggression</p> <p>*Bullying</p> <p>*Leaving/attempting to leave school</p> <p>*Vandalism</p> <p>*Spitting at others</p> <p>*Stealing</p>	<ol style="list-style-type: none"> 1. Removal from class 2. Restorative conversation when appropriate with Behaviour Lead/SLT <p><i>At Headteacher's and Assistant Headteacher's discretion:</i></p> <p>*On report to HT/AHT</p> <p>*HT/AHT meeting with parents</p> <p>*Seclusion</p> <p>*Fixed term exclusion</p> <p>*Police</p>

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Appendix 4 - Example of an additional behaviour charts to support individual needs (does not yet need reasonable adjustments to whole school 'Reward Time' or will run alongside the personalised system for 'Reward Time')

I have safe behaviour:	
	
I walk inside	I do not run inside
	
I line up sensibly	I do not push to the front of the line
	
I sit on my space on the carpet	I do not get in other children's spaces
	

My behaviour targets

1) I do my work

...in the way that the adult has asked me

...and I make changes to my work if the adult asks me

2) I keep myself and others safe

I do not bang my fists on the table

I do not hit or kick the lockers

I do not throw or upturn chairs

I do not put my hands on other people

I do not hurt other people

My teacher checks in with me three times a day:

- 1) After play time starts @11:00
- 2) After lunch time starts (@1:30)
- 3) Before home time (@3:00)

Each time I earn a behaviour target, I can earn 2.5 or 1.25 minutes to spend on the computer at the end of the day (depending on how many lessons are in that time slot).

I can earn up to 15 minutes each day.

Appendix 5 - Flow chart to support journey to mainstream for Resource Provision pupils

Transition plan from Resource Provision (RP) to Mainstream (MS)

Prior to first session in MS	Student transitions to Broad Oak's RP and is full-time in RP. Partnered with a MS class (although no access to MS initially).
	Open conversations in RP with all students about the two different settings at Broad Oak – RP compared to MS (differences and similarities, how and when we get to MS).
	Celebrate other student's achievements in the MS. Clear explanation of individual student's journey to MS (through clear and precise praise). Student sees positive role models.
	Student expresses an interest in going to MS.
	RP teacher checks all behaviour data for appropriate and safe behaviour. Shares with SENCO. RP teacher and SENCO decide whether student is ready to begin MS journey.
	If RP teacher and SENCO agree that the student is ready to start MS journey, RP teacher shares with parents and requests permission to start MS journey.
	With parental permission, RP teacher works in conjunction with student to find a personalized gateway to MS (this is different for every child).
	RP teacher meets with MS teacher to share relevant information. RP teacher liases with MS teacher to find peers so that a child from the MS can come in to the RP to begin building a relationship with the child in the RP.
	In some cases the child may need 1:1 support from an adult from the RP, in other cases, the child may be independent and a radio will be in the MS class for ease of communication to the MS
	RP teacher accesses MS planning to make any necessary reasonable adjustments to MS session (further differentiation / provide additional scaffolding).
Student meets MS teacher and MS child. .	
Student experiences successfully supported by RP	A child in the MS comes to the RP to build up relationships with the child in the RP. RP teacher supports student 1:1 for initial sessions in RP.
	When relationships are formed, child from RP can begin accessing MS time with 1:1 support, or independent. RP teacher formulates actions and expectations for support when with this student and shares verbally with RP team in briefing.
	1:1 support shared between RP staff members on a weekly rotation.
	Regular professional conversations between RP teacher and MS teacher.

staff	<p>Celebrate and share student's successes via bonus points, shared achievements with SLT, MS star of the week certificates, behaviour systems in MS, updates with parents.</p> <p>Time in MS increased as and when student is ready.</p>
Journey to independent MS access	<p>Begin to provide student opportunity to be independent in sessions that they are being successful in. Plan for a patchwork model of both fully supported 1:1 and some independent sessions.</p> <p>Open and honest conversations about the level of support required/ provided at all times and how this is in the student's best interests, with student, parents and MS class teacher.</p> <p>Gradually reduce 1:1 support so that the student becomes mainly independent in MS. Plan for check ins (RP staff member to MS class briefly to check in). Various scaffolds / resources provided (e.g. copies of timetables, morning breakfast in RP).</p> <p>Student succeeds in MS during the RP hours. Student does not have RP behaviour data collected – move to MS behaviour data in line with MS peer (and CCPs).</p> <p>Student attends for the full MS day.</p> <p>*NB: student has access to RP (safe base) at any point when in MS.</p>

Appendix 6 - Example of a 'Zones Check-in' board



Appendix 7 - The Zones of Regulation glossary



The **ZONES** of Regulation™ Glossary

Self-regulation	The ability to achieve expected (and safe) behaviour for the given situation. This includes regulating our body's needs and our emotions
The Zones	An idea used to help pupils to learn how to self-regulate. The Zones of Regulation creates a system to categorise how the body feels and emotions into four coloured zones with which the pupils can easily identify
Blue zone	Used to describe a low state of alertness. Used to describe when our bodies are 'running slow,' e.g. when we feel sad, tired, sick or bored
Green zone	Used to describe a steady state of alertness. Used to describe when our bodies are 'good to go,' e.g. when we feel happy, okay, proud, focused, content or ready to learn
Yellow zone	Used to describe a heightened state of alertness. Used to describe when our bodies are starting to 'run faster,' e.g. when we feel frustrated, uncomfortable, silly, annoyed or overwhelmed
Red zone	Used to describe an extremely heightened state of alertness. Used to describe when our bodies are running at 'top speed' and we are experiencing 'big feelings,' e.g. when we feel angry, aggressive, elated, frightened or mean
Expected behaviours	Behaviours that make the people around us feel safe and comfortable. No matter what zone we are in we can learn to have expected behaviours
Unexpected behaviours	Behaviours that make the people around us feel nervous, unsafe and uncomfortable. When we start to show unexpected behaviours we need support from an adult to co-regulate our emotions
Trigger	Something that happens that causes us to move from the green zone into the blue, yellow or red zone
Toolbox	A collection of calming and alerting strategies (tools) that the pupils can use to self-regulate
Tools (see three tools below)	The taught strategies that will help pupils to show expected behaviours no matter which zone they are experiencing
1. Sensory tools	Sensory tools shift the reaction the body is having to a stressful situation to calm the nervous system and self-regulate. The tools can help us to wake up and feel more alert or they can help us to calm down and feel more organised
2. Calming tools	Calming tools change what the body experiences (due to stress) and shifts the nervous system to a more relaxed state. They also help to re-focus the brain, get more oxygen to the brain so that the brain can function effectively
3. Thinking tools	Thinking tools work to change unhelpful thought patterns such as:
A) What is the size	Question posed to help pupils to measure the size of the problem that they are experiencing

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of the problem?	
Big problem	Problems that many people share and have no quick, easy or pleasant solution
Medium problem	Problems that some people share that are able to be resolved in an hour to a couple of days
Little problem	Problems that only affect one or two people and can be ignored or solved in a matter of minutes
B) What self-talk are you using now?	Question posed to help pupils to consider and reflection upon the way that they are speaking to themselves in their head. Pupils are encouraged to replace negative thoughts with positive, more adaptive thoughts
Inner critic	Used to describe negative, self-defeating thoughts
Inner coach	Used to describe positive, encouraging thoughts
C) What type of thinking are you using now?	Question posed to help pupils to consider whether they are being flexible in their thinking or being stuck on one idea. Pupils are supported to understand that rigid thinking often leads them to become dysregulated and therefore in the yellow or red zone
Superflex thinking	A flexible thinking pattern where we are able to consider different points of view or ways to do something
Rock Brain thinking	A rigid thinking pattern where we get stuck on an idea and have difficulty considering other options or ways to do something

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Appendix 8 - After school club behaviour expectations

After School Club – Behaviour Expectations

The behaviour expectations for pupils in After School Club are in line with the behaviour expectations outlined in the Behaviour Curriculum.

Children, staff and parents all know the basic expectations of behaviour in and around school. Children attending After School Club understand that the same expectations apply for behaviour.

At Broad Oak Primary School, our behaviour expectations are:

- **Be Kind**
- **Be Safe**
- **Be Ready**

These three behaviour expectations can be further broken down:

- · To follow safety rules
- · To respect the opinion of others
- · To take care of all school materials
- · To treat others fairly and never bully

Behaviour support in After School Club:

- Staff will support children to access the play activities through the use of positive, supportive and encouraging scripts
- Staff will promote regular and open discussions with pupils and parents/carers around expected behaviour.
- Expected behaviour will be rewarded with praise and encouragement
- Unexpected behaviour will be shared with parents/carers on the same day
- If unexpected behaviour continues, the After School Leader will contact the Behaviour Lead and a system to support behaviour in After School Club will be created (with a separate reward system from the school systems employed during the day)
- If unexpected behaviour continues or escalates to unsafe or unacceptable behaviour then parents/carers will be contacted to discuss the concern.
- Should your child present with high level unexpected behaviour that poses a risk to themselves, another pupil or an adult, the After School Leader will call you to request the immediate collection of your child. (Failure to do so will result in your child's place being suspended until a meeting has been arranged between yourself, your child and a member of the Senior Leadership Team)
- In some circumstances, the child may lose the right to attend After School Club. This may be for a fixed period of time (e.g. one day) or After School Club Leader and School Business manager / Behaviour Lead / member of SLT may decide that the After School Club is not the appropriate setting for the child
- · If a child presents unsafe behaviour and is at serious risk of harming themselves or another pupil then After School Club staff have a duty to use reasonable force to keep everyone safe. Any incident of reasonable force are always used as a last resort and are used in a way that maintains safety and dignity of all concerned. Parents/carers are informed immediately
- · Communication between After School Club staff and parents/carers is key. After school staff welcome any suggestions from parents to support the children to continue to access After School Club

BE KIND

BE SAFE

BE READY
TO LEARN

