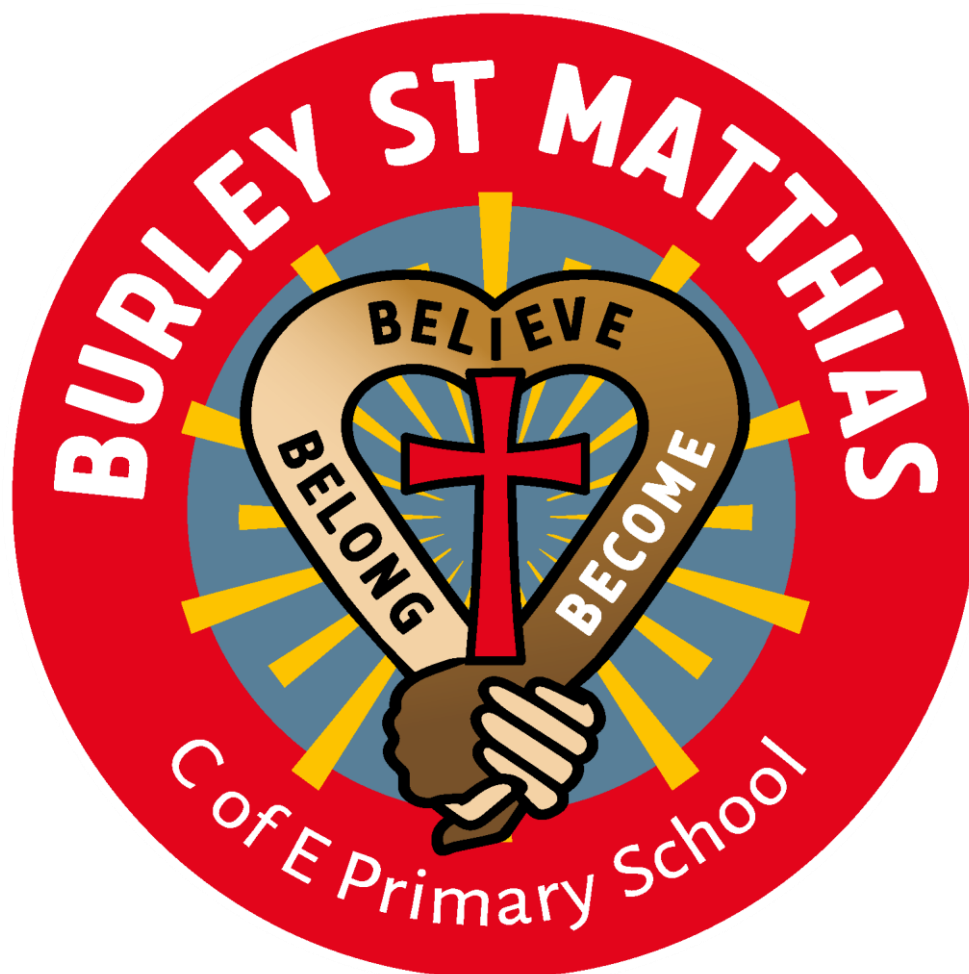




Behaviour and Relationships Policy

Date Policy Ratified	
Date Policy Reviewed	
Chair of Governors	

Vision

As a loving church school at the heart of our community, we are a place where all are welcomed and cherished – a true sanctuary where everyone can **belong, believe and become**. Guided by our Christian values, we nurture each child to feel valued and safe, to believe in themselves and to grow into the person they are called to be. *“Let your light shine before others”* (Matthew 5:16)

How Our Vision and Values Shape Behaviour

At Burley St Matthias C of E Primary School, our approach to behaviour and relationships is rooted in our Christian vision that every member of our school community should be able to **belong, believe and become**. We believe that behaviour is learned through positive relationships, high expectations, consistent support and opportunities to reflect, restore and grow. Our behaviour systems are not simply about managing conduct; they are about helping every child flourish as a valued member of our community.

Belong

We believe that every child has the right to feel welcomed, valued, safe and included. Positive relationships are at the heart of our school, and we work hard to ensure that every child experiences a strong sense of belonging within our community. Through our relational approach, children learn that they are cared for, listened to and supported, even when mistakes are made. We recognise that behaviour does not define a child and that every child deserves understanding, guidance and the opportunity for a fresh start.

Believe

We encourage children to believe in themselves, their abilities and their capacity to make positive choices. We foster a culture where effort is recognised, resilience is celebrated and mistakes are viewed as opportunities for learning. Through supportive relationships, restorative conversations and consistent encouragement, we help children develop confidence, self-worth and the belief that they can overcome challenges and make a positive contribution to the school community.

Become

Our aim is to help every child become the very best version of themselves. We support children to develop the behaviours, attitudes and character needed to thrive both in school and beyond. Through high expectations, self-regulation, accountability and reflection, children learn to make responsible choices, repair relationships when difficulties arise and develop the skills needed for lifelong success and fulfilment.

Our Values in Action

Our vision is lived out through our four school values:

Compassion

We show kindness, empathy and care towards others. We seek to understand the experiences and feelings of those around us and respond with patience, support and forgiveness.

Hope

We believe that everyone can learn, grow and change. We encourage children to see challenges as opportunities and to approach each day with optimism, courage and determination.

Respect

We value ourselves, others and the world around us. We treat people fairly, listen carefully, celebrate differences and demonstrate courtesy in our words and actions.

Perseverance

We understand that learning, friendships and self-regulation can be challenging. We encourage children to keep trying, learn from setbacks and remain committed to doing the right thing, even when it is difficult.

These values underpin our daily interactions, our classroom culture, our restorative practices and our responses to behaviour. They guide the way adults and children treat one another and help us create a community where everyone can truly **belong, believe and become**.

*We live out our vision of **Belong, Believe and Become**, and our values of **Compassion, Hope, Respect and Perseverance**, through our shared expectations of being **Ready, Respectful and Safe** every day.*

Aims of this policy

Belong

- All children feel welcomed, valued and safe within our school community.
- Positive relationships ensure everyone experiences a strong sense of belonging.

Believe

- Children develop confidence in themselves, their abilities and their capacity to make positive choices.
- Staff encourage children to believe they can learn from mistakes and repair relationships.

Become

- Children develop the character, behaviours and self-regulation skills needed to flourish both now and in the future.
- Behaviour support helps every child become the person they are called to be.

Our Behaviour and Relationships Policy is based on our school Vision and Values, and staff use this language to speak to children about behaviour:

Value	What this looks like
Compassion	Showing kindness, helping others, considering feelings
Hope	Believing mistakes can be repaired and situations improved
Respect	Treating others, ourselves and our environment well
Perseverance	Keeping going when learning, friendships or emotions feel difficult

Our Rules

Ready

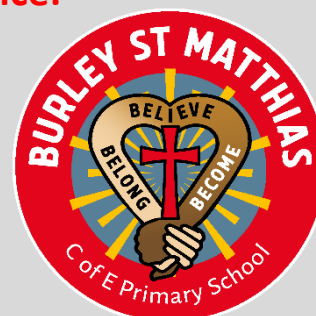
Respectful

Safe

We also use our 3 rules and strong relationships to promote these values and expectations for our children to grow and achieve academically and are also socially, emotionally and mentally prepared and able to lead successful, happy lives. The strategies and approaches we use in developing high standards of behaviour (including learning behaviour), are based largely on those of 'Relational Practice'. This focuses on restorative practice, use of clear and consistent steps/systems and the importance of consistency in the adult behaviour when supporting children.

The Five Pillars of Our Practice:

- 1. Consistent, calm adult behaviour**
- 2. First attention to best conduct**
- 3. Relentless routines**
- 4. Scripting difficult interventions**
- 5. Restorative follow up**



Through these approaches we help children **belong** through positive relationships, **believe** in themselves through encouragement and restorative practice, and **become** resilient, respectful and compassionate citizens.

At Burley St Matthias C of E Primary School, we are looking for the children who are 'doing the right thing' using proximal praise and other strategies to engage all. We 'Praise in Public' and 'Reprimand in Private'. When reprimanding, speak to the learner privately (calm, gentle approach, side-on at eye level or lower – non-threatening). Not showing emotion in the tone and body language used. We resist endless, lengthy conversations around behaviour, and spend our energy returning learners to their learning. Restorative conversations are then used to follow up at the next appropriate time, by the adult/child involved (see questions in Appendices).

Key Consistencies have been agreed for all classes. All staff, regardless of role and where they are in the building, are expected to model respectful behaviour in line with this policy and our school Blueprint. (See Appendix 1)

We recognise that we are all human and that dealing with a difficult behaviour incident can cause emotional distress to the adults involved as well as to children. In situations like this we work as a team and support each other, offering 'change of face' and time away from the situation, especially if someone has been hurt. However, we do expect all adults working in school to have good command of their emotions and to have a range of professional strategies for dealing with behaviour. Where training needs are identified the school will ensure opportunities are provided and staff will respond positively to these.

Visible Consistencies at BSM

1. This Blueprint is followed consistently by all adults in all areas of school.
2. Positive, energetic and authentic 'Meet and Greet' at the start of every school day and at the start of every afternoon session, using pupil names.
3. First attention to best conduct – recognition is key. Looking for children who are getting it right. Praise in public – be specific: Well done... I love the way you... thank you for... and Reprimand in private – a quiet word.
4. Consistent use of the Stepped Consequences and Scripts where needed – our approach is a live policy and approach. **TONE IS EVERYTHING!**
5. Uniform – high expectations for uniform and jewellery (followed up by class staff – parents/carers must be informed of inconsistencies).

Recognition

An important part of our relational approach to behaviour management is the focus on recognition, rather than reward. At Burley St Matthias C of E Primary, we expect all children to behave well and are therefore focusing on recognising behaviour that is **over and above** for each child. We want children to take responsibility for their learning and put great effort into all they do because they are motivated and willing to put the effort in to continuously improve. Our approach recognises that many reward systems are inconsistent and intrinsically motivate children, rather than them focusing on what it is they are doing well. Our pupil surveys also showed that children valued recognition over reward.

There are 4 key ways we do this.

Over and Above – (Recognition rather than reward)

1. **Friday celebration assembly** – two certificates per class are awarded to celebrate children's success. These are linked to our 4 values: **Hope, Compassion, Respect and Resilience**.
2. **Doubling up praise** – discuss a child's effort, outcomes... with another adult and ask them to double up the praise (Mrs ... was telling me... Mr ... is so proud of you for...) or encourage a child to show their work to another adult in school.
3. At the end of each week, class staff will identify 1 child (per class) to receive a **text message home**.
4. **Recognition board** – children's names are added to the board to celebrate achieving the identified learning behaviour in class and at lunchtimes.

Alongside these 4 ways, we also use:

- Non-verbal praise such as a smile or positive body language.

- Verbal praise (genuine, specific and all children must receive some).
- Special mentions by staff to parents/carers.
- Being chosen as monitors for certain jobs.
- Stickers and dojos (including visitors)
- Being chosen as part of our **Pupil Leadership Team** to become House Captains, School Councillors, Eco Councillors, Worship Crew etc.
- Recognition for reading at home or improvement in writing during key stage collective worship.
- Recognition in assembly for achievements outside school e.g. sport etc.

It is essential that all children receive positive encouragement and gain the positive consequences. Relationships and building fair and consistently high expectations of behaviour are key principles of our school values and policies. **We never take back a reward.**

Other ways we encourage positive attitudes to learning

Match the task to ability – make sure expectations are high but achievable and that the child is neither bored by being under-stretched nor over-faced by a task which is too difficult. Sometimes this means breaking tasks down and using task boards.

Teach through existing interests – by getting to know the child it may be possible to promote learning by exploiting a particular interest.

De-escalation – defuse crisis situations by avoiding over-reaction. We use distraction techniques, and use relate-restore-repair to show the child that they are safe and loved. We often offer physical comfort by offering a hug and always show warmth to the child. This is particularly important after an incident, as it shows the child that there is a 'clean slate' and the relationship has not been damaged.

Improve the child's self-esteem – we work hard to ensure children feel a sense of **belonging** to our school, and that we will never give up on them. Self-confidence comes from feelings of self-worth, competence, mastery and achievement. We use a range of approaches to support children with developing these key skills.

Consequences

We recognise that we do not always know what experiences a child has had prior to coming to school or during different parts of the school day; it is extremely important that we are **welcoming** and positive and that the children feel we are firm, fair and that we genuinely 'like them'. If a child does not behave in line with our expectations, we have a clear set of stepped, scripted consequences for in school and for break/lunchtimes. All staff are expected to use this to manage children's behaviour in line with these stepped consequences. (See Appendix 2 and Appendix 3) We understand that some of the more extreme behaviour is not personal against ourselves, but a way of a child showing they are emotionally distressed. This is also where the Blueprint and use of *Praise in Public* and *Reprimand in Private* is essential. Even when behaviour falls below expectations, every child continues to **belong** within our community. Our approach is based on the belief that behaviour can change and that every child can learn, grow and **become** their best self.

Physical Altercations

These must be reported to the class teacher and the key stage leader. Any incidents of a physical altercation, or speaking aggressively/inappropriately to children or adults, may be dealt with outside of these steps and a child may be sent to a member of SLT immediately and, depending on the build-up and seriousness of the incident, 1 or 2 lunchtime reflections may be given. These incidents must be logged on C-POMS and parents will be informed.

Other serious incidents

Other serious incidents such as acts of violence, hate incidents, bullying, stealing, carrying weapons, abuse to teachers or adults connected to school etc. must be referred straight to a member of the SLT. We will report any relevant incidents to the LA. For serious misconduct: violence, bullying and dangerous behaviour, children may move straight to step 5. (See Appendix 2 and Appendix 3). If aggressive behaviour puts others in danger, staff may need to use positive handling techniques to intervene. Parents would be informed of this and the correct form would be completed. (See Positive Handling Policy). If behaviour is extreme, there may be rare occasions when an Internal Exclusion is not deemed appropriate. In these cases, the headteacher has the option to give a child a fixed term exclusion. These will be in line with Leeds guidelines, parents/carers will be informed, and the appropriate copies of the paperwork shared with parents and the LA.

Curriculum

All children will receive a strong PSHE curriculum, through discrete lessons and also threaded throughout the entire curriculum, and including workshops and assemblies. We use the 'Let's Talk' scheme from Opening Young Minds. When combined with assemblies and focus weeks, (Anti-bullying, Online Safety) this enables our children to develop socially and emotionally, to be mentally and physically prepared, and to become resilient.



Zones of Regulation

At Burley St Matthias C of E Primary School, we recognise the importance of promoting positive mental health and emotional wellbeing to our pupils. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By introducing the Zones of Regulation, we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and

improve their wellbeing. The Zones of Regulation is a range of activities to help children to develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The Zones of Regulation is a system based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The system also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Partnerships

Parents and Carers

The role of parents/carers is critical in the success of their child. We work in partnership with families to ensure every child experiences a sense of **belonging**, develops **belief** in themselves and is supported to **become** the very best version of themselves. As such, we are committed to making strong partnerships: we expect parents and carers to work closely with school to help their child. This is clearly stated in the Home-School Agreement. We recommend that any queries from parents/carers about a child's behaviour or any incidents should initially be discussed with the child's class teacher, as they spend most of the time with the children and will be best-placed to answer any queries. If this is not appropriate or does not help to resolve the query or answer any concerns, please ask to speak to the key stage leader, SENCo, Learning Mentor, Deputy or Headteacher.

Other Agencies

We work closely with other agencies to support our children with their behaviour. These include:

- Cluster Family Support Worker
- Cluster Counsellors
- Children's Centre Outreach Workers
- Area Inclusion Partnership

- SENIT (Leeds City Council Special Educational Needs Inclusion Team)
- SENSAP (Leeds City Council Special Educational Needs Statutory Assessment & Provision Team)
- Educational Psychologists
- Speech and Language Therapy Services

We also work with our local schools as part of our cluster and family of schools, sharing good practice, systems and knowledge.

Values in Adult Behaviour

Adults demonstrate our values by:

- **Compassion** through empathy and understanding.
- **Hope** through never giving up on a child.
- **Respect** through calm, professional interactions.
- **Perseverance** through working consistently with children even when progress is slow.

Children showing distressed or dysregulated behaviour – support in school

We recognise that for the vast majority of children the system outlined above will be more than adequate to meet their needs and to enable them to achieve the aims of the policy. There are, however, some children who are struggling to regulate their emotions. We recognise that children who are dysregulated need connection before correction. We seek first to help them **belong**, then **believe** in their ability to regulate, and ultimately **become** confident and successful learners.

These children will receive the following support:

1. In the first instance, teachers must speak to the SENCo (Drop-in session ideally) and Learning Mentor. Wave 1 support and reasonable adjustments will be recommended and support given to implement this effectively.
2. If the pupil continues to struggle, Wave 2 support will be offered, in the form of a targeted intervention, and/or a referral to Speech and Language services to rule out any underlying communication need. They may also receive some support from our Behaviour Support Worker. Interventions may include:
 - THRIVE – group or 1:1 support.
 - Seasons for Growth (Loss/bereavement Group).
 - Zones of Regulation (group or 1:1 support).
 - The Tree of Life (1:1 support).
3. Once Waves 1 and 2 have been exhausted, or behaviour becomes unsafe, teachers may need to write a co-regulation plan, with accompanying daily target sheet. This target sheet will set specific targets, framed in a positive way. It will detail any rewards and consequences – this will be used alongside the co-regulation plan which details support the child may need (see Appendix 4 and 5). This then needs to be shared with the parents/carers, the child and anyone supporting the child. This is the stage where a child will be identified as having a Special Educational Need and parents will be informed.
4. If the above are not effective the SENCo may make a referral to the Educational Psychologist or Leeds City Council Special Educational Needs team. The Learning Mentor may make a referral to the extended services cluster for advice and support.
5. An individual pupil risk assessment (IPRA) will be written where the behaviour is considered to be unsafe. A positive supportive behaviour plan may also be drawn up within the IPRA if needed (see Positive Handling Policy). For some pupils, an absconding plan may also be

appropriate. These documents will be shared with parents/carers and all staff working with the pupil.

6. At all points, consideration will be made as to whether there might be any safeguarding issues affecting the behaviour.

Exclusion

At Burley St Matthias we aim to be an inclusive school and we would rarely, if ever, exclude a child permanently or temporarily. If it is to be considered for a very serious issue, then we would work with the Area Inclusion Partnership and in full accord with DfE guidelines and statutes.

Exclusion is seen as a last resort to continued unsafe behaviour which endangers the health and safety of staff or pupils (including the pupil him/herself). Pupils at risk of exclusion should have an IPRA and regulation plan in place.

Training

As part of their induction process, new staff are provided with the school behaviour policy to read. The Headteacher will meet with new members of staff to discuss the policy and school systems. Behaviour management also forms part of continuing professional development and training sessions will be undertaken by staff throughout the year. Modelling and coaching will also be provided by senior leaders.

Monitoring and review

This policy will be reviewed on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendix 1



Burley St Matthias C of E Primary School Behaviour Blueprint

At Burley St Matthias, we use our behaviour system to help every child:

Belong - feel safe, valued and included.

Believe - develop confidence and self-worth.

Become - grow into responsible, resilient and compassionate individuals.

We achieve this through our values of **Compassion, Hope, Respect and Perseverance**.

The Five Pillars of Our Practice:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Our Rules



Ready



Respectful



Safe

Visible Consistencies at BSM

1. This Blueprint is followed consistently by all adults in all areas of school.
2. Positive, energetic and authentic 'Meet and Greet' at the start of every school day and at the start of every afternoon session, using pupil names.
3. **First attention to best conduct** – recognition is key. Looking for children who are getting it right. *Praise in public* – be specific: Well done... I love the way you... thank you for... and *Reprimand in private* – a quiet word.
4. Consistent use of the **Stepped Consequences** and **Scripts** where needed – our approach is a live policy and approach. **TONE IS EVERYTHING!**
5. **Uniform** – high expectations for uniform and jewellery (followed up by class staff – parents/carers must be informed of inconsistencies).

Over and Above – (Recognition rather than reward)

1. **Friday celebration assembly** – two certificates per class are awarded to celebrate children's success. These are linked to our 9 ethos words.
2. **Doubling up praise** – discuss a child's effort, outcomes... with another adult and ask them to double up the praise (Mrs ... was telling me... Mr ... is so proud of you for...) or encourage a child to show their work to another adult in school.
3. At the end of each week, class staff will identify 1 child (per class) to receive a **text message home**.
4. **Recognition board** – children's names are added to the board to celebrate achieving the identified learning behaviour in class and at lunchtimes.

Micro-scripts and Mantras

Thank you for...
Well done ... for ...
I really like the way...
I can see... is RRS

(Check-in) I've noticed that ... is everything ok? Do you understand what you're doing?
I'm wondering if you're feeling...

(Warning) I've noticed that you are not following our rule of being ... I need you to... I
know you can do this, be the best you can be. Thank you for...

(Final Reminder) You have been spoken to already in this session. I need you to... if you
don't... you will be sent to another class (or must finish it at playtime). This is your final
reminder in class. You can do this!

Restorative Questions

1. What happened?
2. What were you thinking/feeling at the time?
What Zone were you in?
3. Who has been affected and in what way?
4. Which school value could help you repair this situation?
5. Would could you have done differently?
6. What do you think needs to happen to make things right?
7. What coping strategies could you use when you are in this zone/to get you back into the green zone?

Apology script:

- I'm sorry for...
- It was wrong because...
- In future I will....

Stepped Consequences

1. Check in
2. Warning
3. Final Reminder
4. Timeout
5. Reflection

RELATIONAL PRACTICE

PREDICTABLE

SYSTEMATIC

CONSISTENT



The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Appendix 2

BSM Stepped Consequences – Around School		
Steps	Action	Script
Whole class Praise in Public underpins our approach.	A reminder of the expectations by praising the required behaviour – link back to the appropriate rule: Ready, Respectful, Safe . This may also involve a discrete look, involve the teacher moving around the room, praising someone next to them/on their table who is showing the right behaviour.	Thank you for... Well done ... for ... I really like the way... I can see... is RRS
Step 1: Check in.	(Purpose to identify any reason the child is not able to do...) At the child's level, to the side, warm tone. (Script) Aim is to solve any problem together if necessary, so the child can succeed independently.	I've noticed that ... / you seem to be in the ... zone, is everything ok? Do you... (understand what you're doing)?
Step 2: Warning	A clear verbal warning delivered privately and calmly (<i>Reprimand in Private</i>). Make the learner aware of their behaviour and which rule they are not following. State the behaviour you want to see.	I've noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be. Thank you for...
Step 3: Final reminder (In class)	Continue speaking to the learner privately, calmly with a gentle approach, side on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.	You have been spoken to already in this session, I need you to ... if you don't... you will be sent to another class (or must finish it at playtime). This is your final reminder in class. You can do this.
Step 4: Timeout (In key stage)	<u>In Class/school</u> At this point the learner will have time out in a designated class (within the key stage), unless a regulation plan or target sheet specifies something different. - 5 min timer for EYFS/KS1. - 10 min timer for KS2. Designated space will be made in the next classroom. When the child is ready to return, they will return to class in their appropriate seat. Staff will take every opportunity to catch the child doing the right thing and offer praise. At the next possible break/lunchtime, a restorative conversation MUST take place with the class teacher and child or the two children concerned, as soon as possible afterwards, using the restorative questions. This needs to be recorded on CPOMS.	When the child is asked to leave the room: I've already given you your final reminder, I now need you to go...Please take your book/work with you. The aim is to repair and rebuild relationships. Restorative Questions 1. What happened? 2. What were you thinking/feeling at the time? What Zone were you in? 3. Who has been affected and in what way? 4. Would could you have done differently? 5. Which school value could help you repair this situation? 6. What do you think needs to happen to make things right? 7. What coping strategies could you use when you are in this zone/to get you back into the green zone?
Step 5: Reflection (SLT/Pastoral team).	This only applies if either: a. The learner refuses to engage with an internal referral and / or the unwanted behaviours persist b. A serious breach is committed for example: violence, bullying and dangerous behaviour	
	The member of SLT/Pastoral team must be called to collect the learner in class time. (Call the office and ask them to pass on the message). The teacher should provide work that the child can complete independently. The teacher must log the incident on CPOMS as soon as possible. A restorative conversation between the child and the adult initially involved must take place. If the incident only involves children, SLT/Pastoral team to lead this restorative process. If the incident involved a child not being respectful to a member of staff – for example: a lunchtime supervisor and a child - the lunchtime supervisor would lead the restorative conversation (facilitated by SLT where appropriate), at the end of lunch where possible. Incident to be recorded on CPOMS by the person leading the restorative conversation.	Repair & rebuild relationships. Restorative Questions – as above. Child to suggest consequence. Apology script: • I'm sorry for... • It was wrong because... • In future I will....

Key: Blue text = select most appropriate, use own judgement. Red = script

Appendix 3

BSM Stepped Consequences – Lunchtime

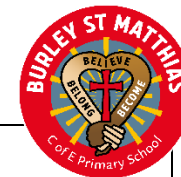
Steps	Action	Script
Whole class Praise in Public underpins our approach.	A reminder of the expectations by praising the required behaviour – link back to the appropriate rule: Ready, Respectful, Safe . This may also involve a discrete look, involve the member of staff moving around the hall or playground, praising someone next to them/on their table who is showing the right behaviour.	Thank you for... Well done ... for ... I really like the way... I can see... is RRS
Steps 1 & 2 combined: Check in/warning.	Check in - purpose to identify any reason the child is not able to do... At the child's level, to the side, warm tone. (Script) Warning - A verbal warning if necessary - delivered privately, still calm, same level... stated the rule, what needs to happen and the consequence if this is not done. Depending on the incident, decide whether to use a combination or just to use the warning.	I've noticed that you are .../ in the ...zone, is everything ok? Do you know how to how to play ...? Or I've noticed you are not following our rule of being... I need you to... if you do not ... you will have to come and stand with me.... I know you can do this. Be the best you can be?
Step 3: Final reminder	<i>Reprimand in Private</i> . Make the learner aware of their behaviour and which rule they are not following. State the behaviour you want to see, clearly outlining the consequences if they continue.	You have been spoken to already about... I now need you to stand with me so we can talk about what has just happened. EYFS and KS1 - holding the child's hand.
Step 4: Timeout on ramp/other	If the child repeats the behaviour again after already being with you for the final reminder conversation, the child will be issued an amber slip. They will be brought to a designated area for some time of reflection. (5 minutes in KS1, 10 minutes in KS2 – children will be issued a timer) Once the reflection time is complete, the initial member of staff will carry out a restorative conversation with the child (assisted by the lunchtime supervisor if needed). Amber slips will be added to CPOMS by the lunchtime supervisor.	When the child is issued an amber slip: I've already given you your final reminder, I now need you to go... Restorative Questions 1. What happened? 2. What were you thinking/feeling at the time? What Zone were you in? 3. Who has been affected and in what way? 4. Would could you have done differently? 5. Which school value could help you repair this situation? 6. What do you think needs to happen to make things right? 7. What coping strategies could you use when you are in this zone/to get you back into the green zone?
This only applies if either: a. The learner refuses to engage with an internal referral or b. A serious breach is committed for example: violence, bullying and dangerous behaviour		
Step 5: Reflection (SLT/Pastoral team)	The member of staff will bring the child into reflection, inform the member of SLT about what has happened (outside of the room or to the side quietly, so the child cannot hear what is said). A Yellow Card may be issued, which requires a period of reflection with a member of SLT on the following day(s). Parents will be informed of this consequence and this will be recorded on CPOMS. If there is a further 'yellow card' incident within the half term OR there is a serious infringement of the lunchtime rules, children will be given a RED card. Parents will be informed by letter and the child will complete 5 days of reflection time	The aim is to repair and rebuild relationships. Restorative Questions – as above. Child to suggest appropriate consequence. If an apology is necessary: • I'm sorry for... • It was wrong because... • In future I will....

	with SLT. Children may also be put on a 'playtime passport' to help support their behavior choices at lunchtimes.	
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Appendix 4
Responsive Co-Regulation Plan

Date:

Review Date:

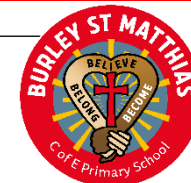


Aim/Focus: • •					Student Name: DoB:
	Regulated, able to learn	Triggers	Escalation	Crisis	Recovery
Student Behaviour s (What does it look like?)		<u>Things that may trigger the targeted behaviour</u>	<u>What you see/hear/notice during an escalation</u>	<u>What you see/hear during an escalation</u>	<u>What recovery looks like/ how long it takes</u>
Staff, De-Escalation Strategies	<u>Preventative daily strategies</u> <u>Regulation skill development:</u> <u>(what skills we are teaching when they are regulated)</u>	<u>Strategies when escalation begins</u>	<u>What works best to de-escalate</u>	<u>Strategies to manage a crisis</u>	<u>Strategies/tools for successful recovery</u> <u>Strategies/tools for successful repair</u>
Proactive  Reactive					

Name: Date:

TARGETS

These are the targets that I will be working to achieve.
1 target met= 5 minutes, 2 targets met= 10 minutes, 3 targets met=15 minutes



ONE

TWO

THREE

Lesson	Comment	Targets met- 1,2 or 3	Self Evaluation
1			😊 😐 😞
2			😊 😐 😞
Morning Break			😊 😐 😞
3			😊 😐 😞
4			😊 😐 😞
Lunch			😊 😐 😞
6			😊 😐 😞
7			😊 😐 😞
Home Overall			😊 😐 😞



Reflection:
with SLT

Timeout: in another classroom, then a restorative conversation.

Final Reminder: You will be reminded which school rule you are breaking and what will happen if you carry on.

Warning: You will be reminded which school rule you are breaking and the behaviour which we need to see.

Check-in: a member of staff will check-in with you to see why you are not following a school rule.

Serious misbehaviour may go straight to a higher stage e.g. swearing, unsafe behaviour, hurting others.

Paying back time

At any point you may need to pay back any time you have wasted.

LUNCHTIMES

Serious misbehaviour may go straight to a higher stage e.g. swearing, unsafe behaviour, hurting others.

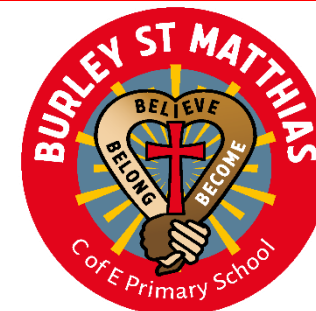
**Red
Card**

Reflection: Yellow card. Parents will be informed.

Timeout: on ramp or elsewhere. Amber slip. Class teacher informed.

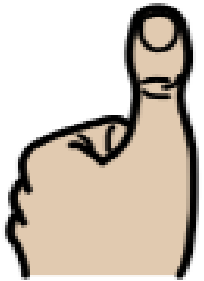
Final Reminder: You will be reminded which school rule you are breaking and what will happen if you carry on.

Check-in/Warning: a member of staff will check-in with you to see why you are not following a school rule and remind you of the rule you are breaking and the behaviour we need to see.



You may have a **Playtime Passport** to help you manage your behaviour. This will have your own set of targets, rewards and consequences.

Our Rules



Ready



Respectful



Safe