



# WOODLEY PRIMARY SCHOOL

## POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

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<b>Approved by:</b>	Full Governing Board
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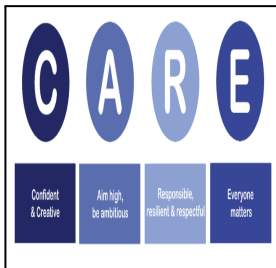
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## **Introduction**

### **Our Beliefs**

At Woodley Primary School, we believe that positive behaviour is essential for creating a calm, safe and supportive environment where children and young people want to attend, learn and thrive. Our positive relationships and behaviour policy aims to promote a culture of mutual respect, responsibility and high expectations for all pupils and staff. It is built upon positive relationships between children and staff, fostering a culture in which we learn together and from each other, take responsibility for our behaviour and learn from our mistakes. By working together with parents, carers and the wider community, we strive to foster a positive and inclusive atmosphere where every member of our school can thrive.



At Woodley Primary School, we strive for our pupils to embody a strong moral purpose, guided by a values-led ethos. Our CARE values are at the heart of everything we do: we foster confidence and creativity, encourage ambitious goals and nurture responsibility, resilience and respect. Through these principles, we proudly create an environment where every individual is valued and empowered to excel.



As a Stockport Restorative School, we emphasise connection, belonging and the teaching of effective conflict resolution skills, focusing on self-regulation and self-discipline rather than blind compliance. Our policy highlights respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both staff and learners. For more information, click [here](#).



We are proud to be a Rights Respecting School and our practices are guided by the United Nations Convention on the Rights of the Child, placing the rights of the child at the heart of our planning, policies and ethos. We aim to help our pupils understand the impact of their actions and to repair any harm caused, thereby promoting a respectful and supportive community.

The UNCRC articles which inform this policy are:

- **Article 12: Respect the Views of the Child** – Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
- **Article 29: Goals of Education** – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their parents, their own and other cultures and the environment.
- **Article 31: Leisure, play and culture** – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## **Purpose**

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This approach supports the pupils at Woodley Primary School in enjoying a calm, nurturing and caring environment, giving every child the best possible chance of success both emotionally and educationally.

## **Aims**

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To focus on recognising and rewarding positive behaviour first, rather than giving attention to poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## **Guiding Principles**

Our guiding principles of behaviour are the foundation of our approach to creating a positive and inclusive school environment. These principles reflect our commitment to fostering respect, responsibility, safety, inclusivity, excellence, consistency and collaboration among all members of our school community. Our guiding principles serve as a framework for our behaviour policy, ensuring that our strategies and practices align with our core values and support the well-being and development of every child.

- The policy will be based on building positive, respectful relationships and restorative approaches
- Every pupil understands they have the right to feel safe, valued and respected
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is inclusive and able to be applied to the vast majority of pupils in the school
- Staff and volunteers set an excellent example by showing respect to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with school policies
- The behaviour policy is understood by pupils, staff, parents and carers
- The suspensions and exclusions guidance explains that these will only be used as a last resort and outlines the processes involved in suspensions and permanent exclusions
- Staff will only use physical handling when it is reasonable, proportionate and necessary to safeguard the school community
- Pupils are supported in taking responsibility for their actions
- Families are involved in all aspects of behaviour to foster good relationships between the school and pupils' home life
- The behaviour policy embodies the school values
- Whilst the intent of the behaviour policy is consistent across the school, the implementation may differ depending on the age and/or needs of the children
- The behaviour policy promotes positive behaviour and leads to children having a better understanding of their own emotions and behaviours
- The school provides opportunity for reflection and repair
- The school has a robust offer of support for children's emotions and behaviour

We do not tolerate violence or threatening behaviour at our school. Our behaviour policies and health and safety measures help us manage and control risks to staff and pupils. The full governing board reviews and approves this statement every 2 years.

## **Roles and Responsibilities**

In our school community, everyone has specific roles and responsibilities that contribute to a supportive and effective learning environment. Below is a summary of the key responsibilities for all staff, the headteacher, teaching staff, governors, the senior mental health lead, the SENCO, parents and pupils.

### **Staff Responsibilities**

Staff members ensure policies are applied fairly, support pupils and recognise each child's potential. They encourage positive behaviour, build strong relationships with parents and create a safe environment. Staff respect everyone's rights, empower children, focus on holistic development and maintain a positive attitude. They promote high-quality learning, model good behaviour, address behavioural issues and keep authorities informed.

- Apply policies consistently and fairly
- Support pupils in following policies
- Recognise and nurture each child's potential
- Treat each day as a new opportunity for children to achieve
- Show empathy and seek to understand others' perspectives
- Build meaningful relationships with parents and families
- Create a safe and supportive environment for children
- Teach self-care and safety
- Make time to laugh and have fun at work
- Respect everyone's rights, regardless of faith, skin colour, or gender
- Empower children to be independent
- Focus on the whole child and address their needs
- Maintain a positive and can-do attitude
- Support children to be resilient and persevere through challenges
- Challenge others supportively to help them grow
- Take responsibility for actions, including when things go wrong
- Engage in continuous professional development
- Promote a supportive and high-quality learning environment
- Model high levels of behaviour
- Be aware of and address behavioural difficulties
- Keep leaders updated on behavioural changes by logging behaviours on Class Dojo and CPOMS (appendix to follow with guidelines)
- Sanction pupils for poor behaviour in line with the behaviour policy

### **Staff Responsibilities During Assembly**

During assembly, staff are expected to take an active role in promoting positive behaviour in line with the school's behaviour policy. This includes visibly observing the children, providing visual or non-verbal reminders when needed, and positively reinforcing good behaviour through praise and rewards, such as the use of stickers. Staff

presence and engagement are key to maintaining a calm, respectful environment and modelling the expectations for pupils during this time.

### **Headteacher Responsibilities**

The Headteacher consistently implements the behaviour policy, ensures the health and safety of all children and supports staff. They handle suspensions and exclusions for serious misbehaviour, acting according to governing board principles and keep governors informed.

- Consistently implement the behaviour policy and report on its effectiveness
- Ensure the health, safety and welfare of all children
- Support staff in policy implementation and set high behaviour standards
- Act according to the governing board's principles and guidance
- Manage suspensions and exclusions for serious misbehaviour, informing governors as needed
- Alongside other leaders, track behaviour through CPOMS and Class Dojo to identify patterns and address issues promptly (appendix to follow).

### **Teaching Staff Responsibilities**

Teaching staff plan and review support for pupils with behavioural difficulties, collaborate with parents and the SENCO and teach the full curriculum. They model expected behaviour, manage disruptions and seek clarification when needed.

- Plan and review support for behavioural difficulties with parents, SENCO and pupils
- Teach the full curriculum inclusively, addressing potential difficulties
- Teach and model expected behaviour and positive relationships
- Be responsible for pupils' progress and development
- Address disruptions proportionately to restore acceptable standards
- Approach Key Stage Lead or Senior Leader for policy clarification or practice development

### **Governors Responsibilities**

Governors set and review guidelines on discipline and behaviour, support the Headteacher and ensure non-discriminatory policies. They promote a culture of calm and structure, handle complaints and ensure the policy is published on the school website.

- Establish and review discipline and behaviour guidelines
- Support the Headteacher in adhering to guidelines
- Ensure policies do not discriminate on any grounds
- Foster a school culture of calm, dignity and structure
- Address complaints regarding the policy per school procedures
- Ensure the policy is available on the school website
- Obtain behaviour data from the Headteacher

### **Senior Mental Health Lead Responsibilities**

The Senior Mental Health Lead oversees the school's mental health approach, supports staff, engages pupils and parents and ensures alignment with mental health needs and the SEND Policy.

- Ensure the school's mental health approach is reflected in policies
- Assist staff in managing pupils with mental health related behavioural difficulties
- Involve pupils and parents in behaviour management discussions
- Ensure policies align with mental health needs and the SEND Policy

### **SENCO Responsibilities**

The SENCO develops and manages behaviour and SEMH/SEND policies, supports pupils with SEND and assists teachers in implementing effective support.

- Collaborate to create behaviour and SEMH/SEND policies
- Manage the daily implementation of these policies
- Provide support for pupils with SEND
- Help teachers assess and implement support for pupils

### **Parents Responsibilities**

Parents encourage their child's success, attend parents' evenings, support the school's safety efforts and build good relationships with the school. They respect the school's ethos, follow rules and support policy implementation.

- Encourage your child to excel and celebrate their achievements
- Attend parents' evenings and discuss your child's progress
- Support the school's efforts to keep children safe and talk to your child about self-care
- Form good relationships with the school and communicate concerns kindly
- Respect the school's ethos and follow school rules and policies
- Support the school in its implementation of this policy

### **Pupils' Responsibilities**

Pupils are responsible for their behaviour, report unacceptable behaviour, strive to do their best and show kindness. They keep themselves and others safe, respect everyone and follow school and class rules.

- Be responsible for your behaviour in and out of school
- Report any unacceptable behaviour to staff
- Always try your best in everything you do
- Be kind and caring to others
- Keep yourself and others safe and inform an adult if worried
- Accept help and offer assistance to others
- Respect everyone and celebrate differences
- Adhere to school and class rules and embody school values



- Help all pupils to enjoy their rights as set out in the UNCRC

## **Rules and Expectations**

Our behaviour policy goes beyond mere rule-following—it's about fostering a dynamic, nurturing community where everyone flourishes. We champion three core principles to achieve this: Be Ready, Be Respectful and Be Safe. To reinforce these values, our school rules are prominently displayed in every learning space and consistently referenced during discussions about behaviour.



### **Be Ready**

Being ready means being attentive and prepared for lessons and activities. We foster an environment where academic readiness and personal growth go hand-in-hand, setting the stage for every child to shine.

### **Be Respectful**

Respect is the golden thread that weaves our school community together. We cultivate positive, responsible and independent members who show respect for themselves, their peers and their teachers. Our policy encourages a culture of kindness, friendship and partnership, creating a warm and welcoming atmosphere for everyone.

### **Be Safe**

Safety is the cornerstone of our school. We are dedicated to ensuring every pupil feels secure and supported. By promoting good behaviour and maintaining a nurturing environment, we create a space where children can confidently explore, learn and grow.

We expect children to demonstrate this by:

Ready	Respectful	Safe
Settle down quickly after transitions Bring all your things to school Finish your homework on time Use thinking time and be ready to join in class discussions Show a positive attitude to learning Line up quickly and quietly Be ready to learn Organise and tidy belongings and resources quickly Have snack/toilet visit at playtime and lunchtime where possible	Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others' right to learn Respect school property Be honest Use a calm and polite tone of voice Value differences Follow teacher instruction Avoid talking back	Use kind hands, feet and words Walk sensibly Play safely with equipment Report any unsafe behaviour Encourage others to make safe choices Keep the environment clean and tidy Show respect for school property Be safe and sensible in the toilets Only play in open, supervised areas of the playground Hand phone to the teacher (Y5/6)

### Our Behaviour Approach at Woodley Primary School

At Woodley Primary School, we believe in creating a positive and inclusive environment where every child can thrive. Our approach to behaviour is guided by five key pillars:

## 5 PILLARS OF PIVOTAL PRACTICE



### 1. Consistent, Calm Adult Behaviour

- Our staff are committed to maintaining a calm and consistent approach. This helps children feel safe and understand what is expected of them.

### 2. First Attention for Best Conduct

- We focus on recognising and rewarding positive behaviour. This encourages children to make good choices and sets a positive example for their peers.

### **3. Relentless Routines**

- Clear and consistent routines help children know what to expect and what is expected of them. This reduces anxiety and helps maintain a calm learning environment.

### **4. Scripting Difficult Conversations**

- When challenging behaviours arise, our staff are trained to handle them with carefully considered responses. This ensures that interventions are fair, respectful and effective.

### **5. Restorative Follow Up**

- We believe in the importance of repairing relationships and learning from mistakes. Restorative follow-ups help children understand the impact of their actions and support them in making better choices in the future.

## I. Consistent, Calm Adult Behaviour

At Woodley Primary School, adults remain calm when dealing with behaviour from children that may not always align with our school rules. The key principles are:

- **Praise in public, reprimand in private:** Wherever possible, adults ensure that praise is given publicly while corrections are made privately.
- **Avoid shouting:** Shouting is avoided whenever possible. While behaviour that falls short of our school rules will be corrected, adults treat children with kindness and respect.
- **Strong relationships:** Vital relationships between staff and pupils are built on consistency, firm boundaries and expectations, making pupils feel safe.
- **Approachability:** Staff must be approachable and ready to help, not merely discipline. They should seek support if they encounter difficulties with an individual or group of children to foster positive change.



**CONSISTENT,  
CALM ADULT  
BEHAVIOUR**

### Expected Behaviours

Adults (staff, governors and visitors) are encouraged to amplify the following behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Fair
- Compassion
- Reflective practice
- Catching students being positive
- Recognising and praising good conduct publicly
- De-escalation

### Unacceptable Behaviours

The following behaviours are unacceptable and should be challenged if displayed by adults in our community:

- Aggression
- Shouting
- Negativity
- "Losing it"
- Creating "power struggles"
- Humiliation

With this in mind, we expect that::

**All Staff, every day will:**

- Take time to welcome pupils at the start of the day.
- Be at the door of their rooms at the start of each session.
- Always pick up on pupils who are failing to meet expectations.
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition systems throughout every day.
- Be calm and give 'take up time' when going through the steps.
- Focus on prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

**Phase Leaders, every day will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of 'relentless routines', positive notes and positive phone calls.
- Ensure staff training needs are identified and targeted.
- Make sure that 'restorative conversations' are completed.

**Senior Leaders, every day will:**

- Take time to welcome children and family members at the start of the day.
- Be a visible presence around the site, especially at transition times.
- Celebrate staff, leaders and learners whose efforts go above and beyond expectations.
- Regularly share good practice.
- Support phase leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data (recorded from CPOMS/Class Dojo) to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

## 2. Relentless Routines

We equip our staff with the skills to establish and maintain effective routines both inside and outside the classroom. These routines ensure that lessons, learning and playtime run smoothly and efficiently. We rehearse and practise these routines until they become second nature for our pupils. Clearly defined rules, routines and rituals enable us to stay consistent, even on challenging days. This consistency provides a sense of security and predictability, helping children feel safe and secure in their learning environment.



**RELENTLESS  
ROUTINES**

Routine	Steps	Adults Will	Pupils Will
<b>Smart Starts</b>	<ol style="list-style-type: none"> <li>1. Meet and greet</li> <li>2. Put things away</li> <li>3. Start task</li> </ol>	<p>Staff greet pupils at the year group door with a morning welcome.</p> <p>Adults check uniforms. Quiet, calm music playing in the classroom.</p> <p>Activities are ready for children to complete. TAs are in class ready, meeting and greeting. Support children to order dinners and remind regular dinners to order.</p>	<p>Pupils will feel welcomed and start the day positively.</p> <p>Pupils will put their things away neatly and prepare for the day.</p> <p>Pupils will start the set tasks calmly and quietly.</p>
<b>Tremendous Transitions</b>	<ol style="list-style-type: none"> <li>1. Stand</li> <li>2. Steps</li> <li>3. Settle/Sit</li> </ol>	<p>Make transitions prompt.</p> <p>Follow the transition routine.</p> <p>Expect voices to be switched off at all transition points.</p>	<p>Pupils will stand up quietly and attentively.</p> <p>Pupils will walk calmly to the new location or activity.</p> <p>Pupils will settle or sit down quickly and be ready for the next task.</p>
<b>Wonderful Walking</b>	<ol style="list-style-type: none"> <li>1. Hands by side</li> <li>2. Walk proud</li> <li>3. Voices off</li> </ol>	<p>Staff will model this behaviour in the corridors.</p> <p>Praise in public the pupils who do this.</p> <p>Stop and correct any pupil who is not demonstrating this. Be present in the corridors.</p>	<p>Pupils will walk with their hands by their sides.</p> <p>Pupils will walk proudly and confidently.</p> <p>Pupils will walk quietly with their voices off.</p>
<b>Legendary Lines</b>	<ol style="list-style-type: none"> <li>1. Hands by side</li> <li>2. One behind the other (well spaced)</li> <li>3. Voices off</li> </ol>	<p>Ensure that lines are silent before leaving the classroom, hall, playground.</p> <p>Praise good role models.</p>	<p>Pupils will line up with hands by their sides.</p> <p>Pupils will stand one behind the other, well spaced.</p> <p>Pupils will stand in line quietly with their voices off.</p>
<b>Give Me 5</b>	<ol style="list-style-type: none"> <li>1. Adult hand up</li> <li>2. Adult may say 'Give me 5'</li> <li>3. Children respond: <ul style="list-style-type: none"> <li>• Eyes watching</li> <li>• Ears listening</li> <li>• Mouths quiet</li> <li>• Hands free</li> <li>• Body still</li> </ul> </li> </ol>	<p>Use this in class and whole school settings e.g., lunch hall and assembly.</p> <p>Wait for all pupils to have followed the instruction before continuing.</p>	<p>Pupils will ensure that eyes are watching.</p> <p>Pupils will make sure ears are listening.</p> <p>Pupils will keep their voices off.</p> <p>Pupils will keep their hands empty and still.</p> <p>Pupils will maintain a still and calm body posture.</p>
<b>Bell/Whistle</b>	<ol style="list-style-type: none"> <li>1. Stop (5 seconds)</li> <li>2. Listen</li> <li>3. Walk to line</li> </ol>	<p>Not blow whistle at any other time other than an emergency.</p> <p>Play the playground bell promptly.</p> <p>Ensure all pupils are listening before giving instructions.</p>	<p>Pupils will stop what they are doing within 5 seconds.</p> <p>Pupils will listen attentively.</p> <p>Pupils will walk calmly to the line and wait for further instructions.</p>

### 3. First attention to best conduct.

At Woodley Primary School, we recognise and celebrate good behaviour in line with our school rules and values across all aspects of the school day—during lessons, playtimes and lunchtimes. Every classroom features positive recognition boards where children who follow school rules receive public acknowledgment. This not only motivates them but also serves as an inspiration for their peers.



**FIRST  
ATTENTION FOR  
BEST CONDUCT**

We share children's achievements with their families through postcards, stickers and certificates. These tokens of recognition are given to those who consistently uphold our school's expectations around conduct and rule-following. Our approach to behaviour management is rooted in the power of meaningful, specific and personal direct praise. When we notice excellent behaviour, we tell the children exactly what they did right and why it matters. This clarity reinforces positive actions and helps them understand the impact of their behaviour.

We understand that using a common and consistent language around behaviour is essential for creating clear boundaries. For example, instead of using phrases like "kicked off" or "screaming fit," we use "in crisis" to describe challenging situations. This approach helps maintain a positive and supportive environment. At Woodley, we have a variety of praise systems to build self-esteem and encourage good behaviour. We make a point to catch children being good and celebrate their positive actions.

#### 4. Scripting difficult conversations.

At Woodley, we look to resist endless discussions around behaviour and spend our energy returning learners to their learning. The majority of behaviours are dealt with in class using quick interventions and a range of de-escalation strategies. For those behaviours that cannot be managed with quick interventions, we follow 30 second scripted conversations for each of the **4 Cs: Chance, Choice, Cool Down and Consequence**.



**SCRIPTING  
DIFFICULT  
CONVERSATIONS**

- **Approach:** Gentle, personal, non-threatening, side-on, eye level or lower, in private wherever possible.
- **State the Behaviour:** Clearly state the observed behaviour and which rule/expectation/routine it violates.
- **Consequences:** Inform the learner of the consequences of their action.
- **Model Desired Behaviour:** Refer to previous good behaviour/learning as an example.
- **Walk Away:** Give the learner time to decide their next step. If comments are made as you walk away, write them down and follow up later.

	Script
<b>Chance</b>	"[Child's name], just a quick reminder that we need to follow all our school rules, including being [ready/respectful/safe]. You have the <u>chance</u> to make a good choice now. Thank you for listening!"
<b>Choice</b>	"I noticed you're not choosing to [be ready/be safe/be respectful] by [noticed behaviour]. This is the second time I have spoken to you. If you <u>choose</u> not to follow our school rules again, I will have to ask you to [likely consequence e.g., move tables to work on your own or speak to me for two minutes at the start of break time]. [Learner's name], do you remember when you [model of previous good behaviour]? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation."
<b>Cool Down</b>	Classroom: "I noticed you are still not choosing to be [ready/respectful/safe] as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [go and sit away from the group / go and sit with the other class] for a [five (KS1) / ten (KS2) minute] <u>cool down</u> . In this time you need to reflect on your behaviour and how you can begin to make good choices as you did [previous example of good behaviour]. We will need to talk when you return at the end of your [five/ten] minutes."
<b>Consequence</b>	<ol style="list-style-type: none"><li>1. What happened?</li><li>2. What were you feeling at the time?</li><li>3. What have you felt since?</li><li>4. Who has been affected and how did this make them feel?</li><li>5. What should we do to put things right? / How can we do things differently?</li></ol>



## 5. Restorative follow up

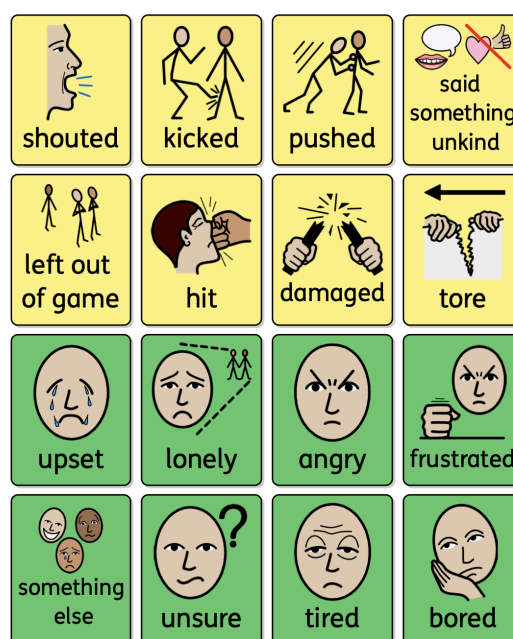
In our school, adults are trained to repair relationships following any behaviour that falls short of our school rules, as this is crucial for pupils' healthy development. We use restorative practices to help children understand the impact of their actions and strengthen their relationships with teachers, adults and peers. Our behaviour interventions focus on preparing children emotionally to return to learning. A restorative conversation between the child/children and their teacher should occur as soon as possible, with Phase Leaders or SLT members available to stand alongside and assist if necessary. Once the child is calm and focused, a restorative script is used to guide the conversation and either the adult or child can complete the board (EY/KS1) or sheet (KS2). The board can also be used to support children in KS2 should they need this.



<b>Past</b> 	<b>What happened?</b>	<b>Some possible sentence starters</b> <ul style="list-style-type: none"> <li>• You talk, I'll listen</li> <li>• I'll tell you what I saw</li> <li>• Everyone will get a chance to speak</li> <li>• We haven't heard from</li> <li>• There's no blame here, we will fix it together</li> <li>• I wonder if</li> <li>• As someone who needs to keep the school safe, I need</li> <li>• I think I would need</li> <li>• I'm proud of you for</li> </ul>
	<b>What were you thinking or feeling?</b>	
<b>Present</b> 	<b>What do you think or feel about it now?</b>	
	<b>Who has been affected? How has this affected you?</b>	
<b>Future</b> 	<b>What's needed to make things right?</b>	
	<b>What have we learned from this?</b>	

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 What happened?	
 How were you feeling?	
 How can we make it right?	
 What can we do next time?	



## **Rewards**

We believe in the power of rewards to motivate pupils and enhance their positive impact within the school community. Our reward system is designed to encourage all pupils to aspire to high standards in their academic and personal development. Celebrating pupils' successes, progress and improvements is vital and we seize every opportunity to do so.

### **Class Level Rewards Systems**

#### **Dojo Points System**

The Dojo Points system is the cornerstone of our rewards strategy. Points are awarded for displaying Woodley CARE values and for being ready, respectful and safe. Any adult in the school can award Dojo points, which are tracked and shared via ClassDojo. Single points are awarded and the reason for the point is made clear.

#### **Certificates and Pin-Badge Stars**

To further motivate pupils, we have a tiered system of certificates and pin-badge stars that pupils in Year 1 to Year 6 can earn as they accumulate Dojo points throughout the year. This system includes:

- **Bronze Certificate:** Awarded for earning 50 Dojo points.
- **Bronze Star:** Awarded for earning 100 Dojo points.
- **Silver Certificate:** Awarded for earning 150 Dojo points.
- **Silver Star:** Awarded for earning 200 Dojo points.
- **Gold Certificate:** Awarded for earning 250 Dojo points.
- **Gold Star:** Awarded for earning 300 Dojo points.
- **Dojo Champion Certificate:** Awarded for earning 400 Dojo points.

Points are reset at the start of each year giving children the chance to earn these awards on multiple occasions.

#### **Reception Dojo Adventures**

To encourage positive behaviour in our Reception children, once they have collected 20 dojo points, they can redeem them for access to special activities on offer. Examples include going on a bug hunt, playing parachute games, joining in dance games, and more.

#### **Nursery Dojo Adventures**

To encourage positive behaviour in Nursery, children will collect stickers on a personal chart. This provides a clear and visual way for them to see the progress they are making and celebrate their achievements. Once they have collected 20 stickers, they will be able to redeem these to access special activities as a reward, similar to the Reception system. This provides a concrete system to act as a stepping stone to using a more abstract system in Class Dojo.

## Recognition Boards (Nursery to Year 6)

All classrooms feature a 'Recognition Board' to celebrate good behaviour and effort. The goal is for every child to have their name moved onto the board for demonstrating a specific positive behaviour. This common aim encourages children to support each other in getting their names on the board, fostering a sense of community and shared responsibility.

Adults set high expectations by focusing on specific, achievable behaviours like listening attentively. The board targets learning attitudes, not just functional behaviours and once a name is on the board, it stays there. Disruptive behaviour is handled privately to maintain a positive environment.

Children can nominate peers to be recognised, promoting peer support and responsibility. The boards are refreshed regularly—hourly, daily, or weekly—depending on the age group. Recognition is based on effort rather than achievement.

When all names are on the board, a collective cheer or small celebration is encouraged to maintain a positive atmosphere. This approach creates a classroom environment where good behaviour and effort are consistently recognised and valued.

### 'Recognition Rally' System

The Recognition Rally is an effective way to foster a positive classroom culture, encourage teamwork, and reward children for their efforts. By implementing this system, we can create an environment where all children feel valued and motivated to contribute positively to their learning community.

### How 'Recognition Rally' Works

#### Setting the Targets:

- Teachers will set behaviour or routine targets as often as needed for their recognition board (as above), depending on the specific goals for the class e.g. display wonderful walking to the hall (or if necessary, break these down into smaller steps, e.g. walk with arms by our side).
- Some targets may take a day to complete, while others may require half a day or several days to achieve.
- The targets will be displayed on the Recognition Wall in the classroom, making them visible to all children.

#### Moving Names to the Board:

- As children demonstrate their ability to meet the targets, their names will be moved onto the Recognition Wall.
- All children are encouraged to participate, and valid reasons for not meeting the target will be considered to ensure inclusivity.

### **Achieving the Recognition Wall:**

- Once all names are moved to the wall (or vast majority, if all is not feasible), the class celebrates this achievement with a short celebration e.g. round of applause.
- For every successful completion of the Recognition Wall, the class will receive a tally.

### **Earning Time - Recognition Reward:**

- After completing the Recognition Wall and receiving 10 tallies, the class earns approximately 1-1.5 hours of time back.
- This time reflects the collective effort and positive behaviour demonstrated by the children.

### **Voting on Reward Activities:**

- The children will have the opportunity to vote on how they want to spend this time as a class (from a list of teacher-moderated suggestions).
- Suggested activities may include (ensure a range take place over the year):
  - Outdoor games or sports e.g. wider game of rounders or cricket
  - A movie afternoon with popcorn.
  - Creative art projects or crafts.

The cost of the reward should be free or minimal (any costs associated with this need advance approval) ; however, each class has access to a small pot of money, which is provided by the PTFA.

### **Timing of the Reward:**

- The earned time does not need to occur immediately on completion of the 10 challenges but should be planned in at this point so children know when it is coming up, and should take place within 1-2 weeks. Children can continue collecting tallies towards the next reward at this point.
- The timing could be used to promote attendance and give children something to look forward to on key dates, such as:
  - The last day of the half-term.
  - The first day back after a break.
- This approach ensures that children feel the benefits of their hard work, reinforces positive behaviour leading up to these key times and is a natural consequence of them following our expectations and therefore saving learning time.
- Teachers should aim for classes to complete their recognition wall approximately 10 times (and earn their reward) every half-term.

### **Benefits of the 'Recognition Rally'**

- **Promotes teamwork:** Encourages children to support one another in achieving the targets.

- **Builds a sense of joy and belonging:** Creates a positive classroom environment where achievements are celebrated collectively and time is spent celebrating together.
- **Enhances engagement:** Provides children with a stake in their learning and behaviour, motivating them to participate actively.
- **Encourages consistent attendance:** Timing rewards can promote attendance during critical periods.

## **Additional Rewards**

Beyond Dojo points and certificates, we offer various additional rewards to ensure all pupils feel recognised and valued. These include:

- Certificates
- Stickers
- Phone calls/Class Dojo messages home
- Verbal praise
- Postcards home
- Showing work to another adult
- Headteacher and Deputy Headteacher award stickers

## **Whole School Reward Systems**

### ***Weekly We Care About Our Achievements Assemblies***

These assemblies are led by middle leaders and take place every week. During these sessions, teachers nominate a pupil from their class who has displayed the school's values. The names of the nominated pupils are recorded and shared on the ParentApp weekly, ensuring that both pupils and parents are aware of the achievements being celebrated.

### ***Half-termly We Care About Our Achievements Assemblies***

Held every half term, these assemblies are led by senior leaders, including the Headteacher or Deputy Headteacher and involve the whole school community. Teachers have the opportunity to nominate a pupil who has excelled over the half-term. These celebrations often include special treats, such as hot chocolate and biscuits with a senior leader, making the occasion memorable for the pupils.

### ***We Care About Our Achievements Board***

The 'We Care About Our Achievements' board recognises and rewards pupils who exceed the school's standards. When children have been acknowledged in weekly achievement assemblies, their picture or name will be displayed on the school's display board.

## **Sanctions**

Our primary goal is to foster a positive behaviour climate. Our rewards system motivates children to demonstrate positive behaviour and uphold our values. We emphasise that every action has a consequence, be it a reward or a sanction, fostering an environment of accountability. Our restorative approach to behaviour management encourages children to discuss incidents, allowing them to find their voice, truthfully reflect on their actions and consider the impact of their behaviour.

We approach behavioural issues with objectivity and understanding, recognising that children will sometimes make mistakes. Our commitment is to provide the necessary encouragement, support and nurturing environment to guide them toward making better decisions. Staff members employ proactive strategies to address low-level behaviours before they escalate, ensuring a fair and equal opportunity for all pupils to be heard and to thrive.

### **1. First Attention for Best Conduct**

Staff focus on praising good behaviour to indirectly address off-task behaviour, using calm and non-confrontational interventions like quiet words or gentle reminders.

### **2. Self-Regulation**

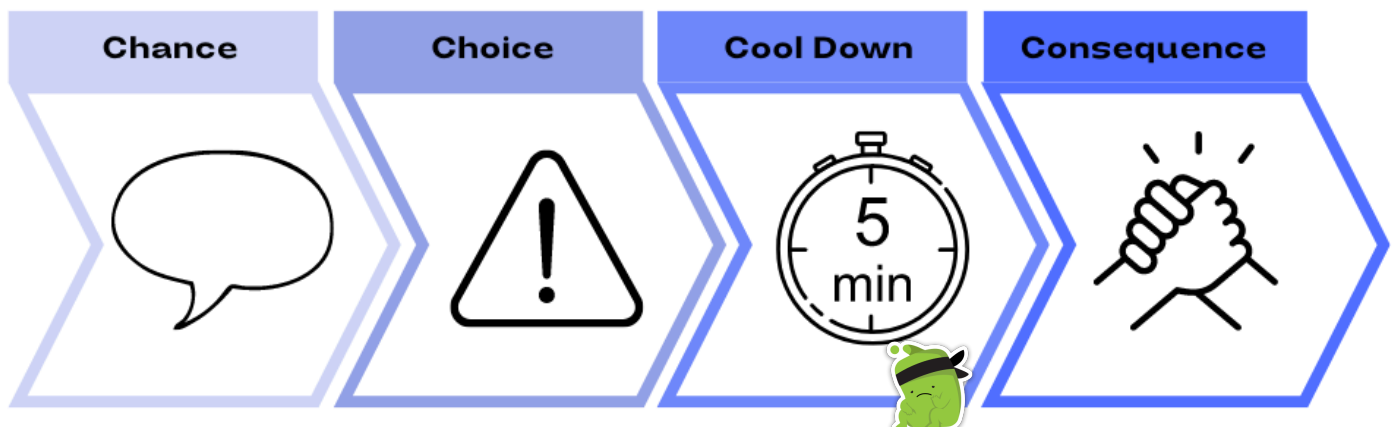
We teach self-regulation using the Zones of Regulation framework, helping children identify their emotional zones and apply coping strategies such as deep breathing or taking breaks.

### **3. Positive Distraction**

Staff use positive distractions to redirect negative behaviour, asking direct questions, reminding children of previous positive choices, or using non-verbal gestures to re-engage students constructively in their learning.

However, it is inevitable that some children will make the wrong decisions. For such instances, we have a clear and structured system to address behaviour. Our behaviour management framework follows a structured process known as the **4 Cs: Chance, Choice, Cool Down and Consequence**.

## **BEHAVIOUR PATHWAY**



## 1. Chance - Reminder

Initially, children are given a chance to correct their behaviour. This step involves a gentle reminder or prompt from staff, allowing the child the opportunity to make a better choice without immediate repercussions. This supportive approach guides children towards positive decision-making, helping them to understand the importance of making good choices.

## 2. Choice - Warning

If the behaviour persists, children are reminded of their choice and the potential outcomes. This step helps them understand that they are in control of their actions and that their decisions have direct implications. Staff reinforce that every choice has a consequence, whether it be a reward for positive behaviour or a sanction for negative behaviour. This clear warning helps children to comprehend the significance of their actions.

## 3. Cool Down - Time Out

The Cool Down step allows children time to calm down and process their emotions before any further action is taken. This period is essential for helping pupils regain their composure and reflect on their behaviour. During this time, children will be provided with an age appropriate reflection sheet to begin completing, supporting them in thinking about their behaviour and how to make positive choices moving forward (see appendix). By providing a time out, we enable children to approach the situation with a clearer mind and a more balanced perspective. Staff record a 'Needs Work' point on Class Dojo, with a short sentence describing the behaviour (to be added to the notes section).

## 4. Consequence - Restore

Finally, consequences are enforced, whether positive or negative, to reinforce the learning. This step ensures that children understand the link between their actions and the outcomes, solidifying the lessons learned. Staff will have a restorative conversation with the child and may use a reflection sheet to guide them in thinking about their actions and how to rebuild friendships. This restorative approach helps pupils to mend relationships and fosters a sense of forgiveness and understanding.

Consequences will always be logical, not punitive, they will be:

- **Related:** The consequence must be directly related to the behaviour.
- **Respectful:** The consequence must not involve blame, shame, or pain; it should be kindly and firmly enforced and respectful to everyone involved.
- **Reasonable:** The consequence should be reasonable from both the child's and the adult's perspectives.
- **Helpful:** The consequence should help rather than hurt, promoting learning and growth.
- **Individual:** The class should never be punished for behaviour of a few.

NB: We recognise the importance of playtime for our pupils' social, emotional and physical well-being. Although it is easy to take playtime as a consequence for undesirable behaviour, we believe that this is an important time for children. Whilst we prioritise implementing other consequences first whenever possible, there may be times when children lose a proportion of their free time where this is related to the behaviour and is reasonable.

Most consequences can be categorised as a loss of time, loss of privilege or making amends.

For example,

Behaviour	Related Action
Not Completing Work	The pupil may need to complete some of the work during part of their break time (avoiding taking away all of a child's break to complete work).
Disrupting the Class	The pupil may need to sit in a different seat or temporarily work in a separate space.
Not Following Playground Rules	The pupil may lose the privilege of using certain playground equipment or areas for an agreed period.
Littering	The pupil may be asked to help clean up the litter they left behind.

### Responding to 'Needs Work' Dojos

If a child receives a 'Needs Work' Dojo, one point is automatically deducted from their total score. As part of the restorative approach, the member of staff will engage the child in a conversation about how they can "turn it around". The focus of this discussion will be on identifying the specific behaviour that needs to change. The staff member will then actively look for evidence of improvement. When the child demonstrates the positive change discussed, they will be awarded a 'Turn It Around' Dojo to recognise their effort and progress.

### 4 Cs: Chance, Choice, Cool Down and Consequence with 30 Second Scripts

Steps	Actions
<b>I. Chance (Reminder)</b>	<ul style="list-style-type: none"><li>• <b>Gentle encouragement:</b> Use the child's name, get down to their level, make eye contact and deliver the message with a positive and friendly tone.</li><li>• <b>Remind them of the expectations:</b> "Ready, Respectful, Safe" – do this privately whenever possible to make it personal and caring.</li><li>• <b>Repeat brief reminders if necessary:</b> Keep it short and sweet, ensuring the child understands.</li><li>• <b>Stay calm and patient:</b> Try to keep things from escalating and take the initiative to maintain this stage. Your calmness can help soothe the situation.</li><li>• <b>Praise good behaviour:</b> Celebrate their positive choices with enthusiastic praise! Let them know you noticed their effort.</li></ul>



	<p><b>30-Second Script:</b></p> <p>"[Child's name], just a quick reminder that we need to follow all our school rules, including being [ready/respectful/safe]. You have the <u>chance</u> to make a good choice now. Thank you for listening!"</p> <p><b>Example:</b></p> <p>If a child is running: "[Child's name], just a quick reminder that we need to be safe. You have the chance to make a great choice – please walk. Thank you for listening!"</p>
<p><b>2. Choice (Caution)</b></p>	<ul style="list-style-type: none"> <li>• <b>Clear verbal caution:</b> Delivered privately to the individual whenever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</li> <li>• <b>Refer to previous examples of good behaviour:</b> Remind them of times they've followed the rules well.</li> <li>• <b>Use the phrase:</b> "Think carefully about your next step".</li> </ul> <p><b>30-Second Script:</b></p> <p>"I noticed you're not choosing to [be ready/be safe/be respectful] by [noticed behaviour]. This is the second time I have spoken to you. If you <u>choose</u> not to follow our school rules again, I will have to ask you to [likely consequence e.g., move tables to work on your own or speak to me for two minutes at the start of break time]. [Learner's name], do you remember when you [model of previous good behaviour]? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation."</p> <p><b>Example:</b></p> <p>"I have noticed you are finding it difficult to be ready by continuing to talk to your partner. I have already spoken to you about this. If you choose not to follow this rule again, then you will also have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away, got it all finished and went out to break on time? That is what I need to see today. Thank you for listening."</p>
<p><b>3. Cool Down (Time Out)</b></p> <p><b>Logged on Dojo</b></p>	<p>If the warning is ignored, the child will be given a time-out of three (KS1) / five (KS2) minutes (break/lunch time) or five (KS1) / ten (KS2) minutes (class time).</p> <ul style="list-style-type: none"> <li>• <b>Speak privately:</b> The learner is asked to speak to the teacher away from others.</li> <li>• <b>Time out to reflect:</b> The learner is asked to have a time-out to reflect on their next step. They are reminded of their previous good conduct and what is expected now.</li> <li>• <b>Final opportunity:</b> The learner is given a final opportunity to re-engage with the learning/follow instructions.</li> </ul>

- **Use a sand-timer:** Staff must use a sand-timer so both the child and the adult have a visual cue.
- **Classroom time out:** May occur in the same room, the class next door, office area etc. depending on the context (child must always be supervised).
- **Playground time out:** Time out stood near an adult or sat on a bench – no standing against the wall. School Office area for serious behaviours.

### 30-Second Script:

Classroom: "I noticed you are still not choosing to be [ready/respectful/safe] as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [go and sit on your own / go and sit with the other class] for a [five (KS1) / ten (KS2) minute] to cool down. In this time you need to reflect on your behaviour and how you can begin to make good choices as you did [previous example of good behaviour]. We will need to talk when you return at the end of your [five/ten] minutes."

Playground: "I noticed you are still not choosing to be [ready/respectful/safe] as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [go and sit on your own on the bench / come and stand by me] for [three (KS1) / five (KS2) minute] to calm down. Think carefully about your next step."

### Example:

"I have noticed you are still not choosing to be respectful as you have again chosen to use rude words towards your partner. As I have spoken to you about this several times, you now need to go and sit on your own for ten-minutes to calm down.. Do you remember when you were kind and respectful during group work last week? That's what I expect from you now. We will talk when you return at the end of your time out."

### Post Cool-Down Conversation:

"Do you understand our rules and what we expect of you? Tell me what you are going to do differently to meet these expectations."

**Note: DO NOT describe the child's behaviour to another adult in front of the child.**

If this step is unsuccessful, or if a learner refuses to take a time out in the room, then the learner will be asked to leave the classroom and take it in an alternative space. If appropriate, ask another member of staff to support you with escorting the learner to another space outside the teaching room.

<p><b>4. Consequence (Restore)</b></p>	<p>Restoration meetings are a core part of repairing damage to trust between staff and learners.</p> <ol style="list-style-type: none"> <li>1. <b>What happened?</b></li> <li>2. <b>What were you feeling at the time?</b></li> <li>3. <b>What have you felt since?</b></li> <li>4. <b>Who has been affected and how did this make them feel?</b></li> <li>5. <b>What should we do to put things right? / How can we do things differently?</b></li> </ol> <ul style="list-style-type: none"> <li>● <b>Reaffirm your commitment:</b> Reaffirm your commitment to building a trusting relationship.</li> <li>● <b>Responsibility:</b> Staff dealing with the initial behaviour will take responsibility for leading Restoration meetings. Key Stage Leads will support when requested.</li> <li>● <b>Flexible forms:</b> These meetings can take different forms – they can be a quick 2-minute conversation with a child at the end of a lesson, or a formal meeting with a Key Stage Lead or other staff member present.</li> <li>● <b>Follow-up consequences:</b> Following this meeting, provide a suitable consequence, as laid out in this policy.</li> <li>● <b>Certainty over severity:</b> Remember, it is not the severity of the sanction; it is the certainty that this follow-up will take place that is important.</li> </ul>
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## Responding to Persistent Behaviour

In cases of persistent behaviour, a consistent and supportive approach is essential. To ensure all staff respond fairly and effectively, a Behaviour Pathway is in place for staff to follow. This pathway outlines a step by step process to manage ongoing behaviour concerns, including initial interventions, parental involvement, and additional support strategies where needed. The aim is to support the child in making positive changes while maintaining a calm and safe learning environment for all. (See appendix 10 for further information).

## Serious Incidents

When further action is needed, phase leaders and senior leaders will stand in support of their colleagues to ensure the situation is handled appropriately. For any of the following serious behaviours, staff must report to phase and senior leaders, starting with the phase leaders:

- Bullying
- Racist, homophobic, or hate incidents
- Violent or aggressive outbursts
- Inappropriate sexualised language or behaviors
- Fighting

- Malicious or seriously inappropriate language directed at others
- Significant or malicious damage to property
- Stealing
- Threatening behavior towards an adult or peer
- Persistent disrespectful behavior towards an adult

When a child needs immediate time away from the playground/classroom due to serious behaviours, they should be removed from the situation and supervised in a designated safe space. A senior leader should be informed as soon as practically possible to help make an immediate decision on the next steps, and the phase leader can be informed to support.

Once the child is ready to return to class, a restorative meeting should be conducted to address the behaviour, set clear expectations and encourage reflection. The leader who supported the decision will decide who is best placed to contact the parents or carers to inform them of the incident and the steps taken. Staff will log all serious behaviour incidents on CPOMS.

### **Pupil Support**

We believe that behaviour is a form of communication driven by a pupil's feelings. Our approach focuses on understanding the reasons behind negative behaviour and changing the circumstances to support positive changes.

### **Therapeutic Approach**

We use a therapeutic approach to support our pupils. This means recognising that behaviour expresses feelings and aiming to understand the underlying reasons for negative behaviour. We design consequences that help pupils learn and understand, rather than just punishing them.

### **Emotion Coaching**

To help pupils manage their emotions, we use Emotion Coaching. This involves teaching that all emotions are valid, but not all behaviours are acceptable. We help pupils understand and manage their emotions in a healthy way.

### **Zones of Regulation**

We use the Zones of Regulation framework to help pupils identify and manage their emotions. The framework categorises emotions into four coloured zones, which we associate with "Go, Stop, Slow, Rest":

- **Blue Zone (Rest):** Low alertness (sad, tired).
- **Green Zone (Go):** Ideal state (calm, focused).
- **Yellow Zone (Slow):** Heightened alertness (excited, anxious).
- **Red Zone (Stop):** Extreme alertness (angry, terrified).

## **Additional Support for Challenging Behaviour**

We understand that some pupils need more support. For those who display more challenging behaviour, we adapt our approach to meet their specific needs without lowering expectations. We implement proactive scaffolds, interventions and individualised strategies. If your child requires additional behavioural support, they will receive help from the class teacher, **TAs, Behaviour Lead, Pastoral and Behaviour Officer, SENCO** or other senior staff.

This support will be documented in plans like:

- SEN Support
- EHCP
- Individual Behaviour Plan
- My Plan (produced with Stockport Inclusion)

These documents may have targets such as:

1. [Name] will raise their hand before speaking 90% of the time during a 30-minute lesson over the next 4 weeks.
2. [Name] will engage in positive play with peers, having no more than one conflict per week for the next 6 weeks.

The plan will also describe strategies that all staff will employ to support your child.

Examples of proactive support strategies	Examples of reactive support strategies
<ol style="list-style-type: none"> <li><b>Identify and Minimise Triggers</b> <ul style="list-style-type: none"> <li>Recognise and reduce potential triggers for disruptive behaviour.</li> </ul> </li> <li><b>Use 'Now and Next' Boards</b> <ul style="list-style-type: none"> <li>Help students understand the sequence of activities with visual aids.</li> </ul> </li> <li><b>Clear and Simple Instructions</b> <ul style="list-style-type: none"> <li>Use straightforward language and short instructions.</li> </ul> </li> <li><b>Pre-Teach New Concepts</b> <ul style="list-style-type: none"> <li>Introduce new material before it is taught to the whole class.</li> </ul> </li> <li><b>Visual Timetables</b> <ul style="list-style-type: none"> <li>Provide a daily schedule using pictures or symbols.</li> </ul> </li> <li><b>Positive Descriptive Praise</b> <ul style="list-style-type: none"> <li>Reinforce good behaviour by describing what the student did well.</li> </ul> </li> <li><b>Offer Choices</b> <ul style="list-style-type: none"> <li>Give students simple options to increase their sense of control.</li> </ul> </li> <li><b>Visual Aids for Self-Regulation</b> <ul style="list-style-type: none"> <li>Use tools like traffic lights or Zones of Regulation to help students manage their emotions.</li> </ul> </li> <li><b>Distraction Techniques</b> <ul style="list-style-type: none"> <li>Redirect attention to a preferred activity when needed.</li> </ul> </li> <li><b>Incorporate Calming Activities</b> <ul style="list-style-type: none"> <li>Include activities like deep breathing or quiet time to help manage stress.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>Ignoring</b> <ul style="list-style-type: none"> <li>Ignore minor inappropriate behaviours.</li> </ul> </li> <li><b>Reminding What is Expected</b> <ul style="list-style-type: none"> <li>Gently remind students of the expected behaviour.</li> </ul> </li> <li><b>Distraction</b> <ul style="list-style-type: none"> <li>Divert attention to another activity to diffuse the situation.</li> </ul> </li> <li><b>Removing a Trigger</b> <ul style="list-style-type: none"> <li>Identify and remove the immediate trigger causing distress.</li> </ul> </li> <li><b>Move to a Calm Space</b> <ul style="list-style-type: none"> <li>Guide the student to a designated calm area.</li> </ul> </li> <li><b>Reassurance</b> <ul style="list-style-type: none"> <li>Provide comforting words to help the student feel safe.</li> </ul> </li> <li><b>Restorative Justice</b> <ul style="list-style-type: none"> <li>Help to understand the impact of behaviour and how to make amends.</li> </ul> </li> <li><b>Supportive Phrases</b> <ul style="list-style-type: none"> <li>Use positive, supportive phrases and avoid negative ones.</li> </ul> </li> <li><b>Change of Face/Place</b> <ul style="list-style-type: none"> <li>Change the person dealing with the situation or move the student to a different location.</li> </ul> </li> <li><b>Offer a Break</b> <ul style="list-style-type: none"> <li>Allow the student to take a short break to cool down.</li> </ul> </li> </ol>

The Behaviour Lead or SENCO - Special Educational Needs Coordinator (if on the SEND register) will regularly check and oversee the support plans for a child. If we identify any unmet needs, the SENCO may refer to external agencies such as Inclusion Service and Primary Jigsaw. This might lead to:

- Observations of your child
- Additional teaching support if needed

## **Special Educational Needs and Disabilities**

### **Recognising the Impact of SEND on Behaviour**

At Woodley Primary School, we understand that a pupil's behaviour may be affected by their special educational needs or disability (SEND). When incidents of misbehaviour occur, we consider whether the pupil's SEND played a role. However, we acknowledge that not every instance of misbehaviour is related to SEND. Each situation is reviewed individually to decide if SEND influenced the behaviour.

### **Legal Duties and Responsibilities**

We balance our legal duties when making decisions about enforcing the behaviour policy, which includes:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil (Equality Act 2010)
- Using our best efforts to meet the needs of pupils with SEND (Children and Families Act 2014)
- Ensuring provisions in an Education, Health and Care (EHC) plan are met and cooperating with the local authority and other bodies.

### **Prevention**

To prevent misbehaviour, we anticipate possible triggers and provide support tailored to each pupil's needs. This includes using visual aids like timetables, being consistent, following routines and offering additional support during transitions.

### **Supporting Children with Additional Needs**

We use various strategies to support children with additional needs, such as:

- Visual aids like timetables and social stories
- Consistent routines and clear instructions
- Timers and emotionally calming strategies
- Short, planned movement breaks
- Adjusting seating plans for better visibility and hearing
- Modifying uniform requirements for sensory issues
- Staff training on conditions like autism
- Use of separation spaces, such as sensory or nurture rooms

### **Adapting Sanctions for Pupils with SEND**

When considering sanctions for pupils with SEND, we assess whether the pupil understood the rule, could have acted differently, or if their SEND contributed to their behaviour. If these factors are present, we may adjust or avoid sanctions to ensure fairness.

## **Bullying**

We take bullying and discrimination very seriously. We have a zero-tolerance policy towards any form of bullying or discrimination, including racism and homophobia. Our goal is to create a safe and welcoming environment for all students.

### **Understanding Bullying**

We use the term "bullying behaviour" instead of labelling individuals as "bullies." This approach helps children understand that they can choose more positive behaviours. Occasionally, children might engage in name-calling or pushing, which, while unacceptable, may not always be considered bullying.

### **What is Bullying?**

We define bullying as:

**Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, which involves a real or perceived power imbalance.**

Bullying is identified by the following characteristics:

- **Hurtful:** Actions or words that cause harm or distress.
- **Intentional:** Deliberate actions to cause harm.
- **Repetition:** It is persistent, ongoing behaviour.
- **Power imbalance:** One party holds an advantage over the other and is one sided, not mutual.

### **Forms of Bullying**

Bullying can take various forms, including verbal, physical and emotional.

### **Relational Conflict vs. Bullying**

While bullying is a serious issue, it is essential to distinguish it from other types of conflict. Sometimes children may have disagreements or conflicts that do not amount to bullying. Recognising the difference allows us to address each situation appropriately.

### **Online Safety**

In today's digital age, online safety is crucial. Cyberbullying—using mobile devices or the internet to upset someone—is treated with the same seriousness as face-to-face bullying. We monitor and record incidents of online bullying in the same way as all other forms of bullying.

*More information can be found in our anti-bullying policy.*



## **Racial Harassment & Harm**

Woodley Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos.

Racial harassment and harm can take many forms, including, but not limited to:

- **Physical Assault:** Any form of physical violence directed towards an individual based on their race or ethnicity.
- **Derogatory Name-Calling, Insults and Racist Jokes:** Using offensive language or jokes aimed at someone's race or ethnicity.
- **Carrying or Distributing Racist Material:** Possessing or sharing racist leaflets, comics, magazines, or other materials.
- **Verbal and Non-Verbal Abuse and Threats:** Using words, gestures, or other forms of communication to threaten or intimidate someone based on their race or ethnicity.
- **Incitement of Others to Behave in a Racist Manner:** Encouraging or persuading others to act in a racist way.
- **Racist Comments in the Course of Discussion in Lessons:** Making racist remarks during classroom discussions or activities.
- **Ridicule an Individual for Cultural Differences:** Mocking or making fun of someone because of their cultural practices or beliefs.
- **Refusal to Cooperate with Others Because of Their Colour, Ethnicity, or Language:** Not working or interacting with someone because of their racial or ethnic background.
- **Accessing/Attempting to Access Racist Material on the Internet:** Looking for or viewing racist content online.

In the event of any behaviour considered to be racist, we will take the most serious steps to address this behaviour. Any pupil found to be engaging in racist behaviour will face disciplinary actions in line with our school's behaviour policy, with a view to prevent this behaviour reoccurring. This may include, but is not limited to:

- Meetings with parents or carers
- Time spent with school staff exploring the impact of racist behaviour
- Temporary or permanent exclusion from school activities or the school itself

## **Child on Child Abuse**

At Woodley, we have a zero-tolerance approach to child-on-child abuse, which includes sexual harassment. The school will ensure that all incidents of child-on-child abuse are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

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

*Please refer to our safeguarding policy and anti-bullying/child-on-child abuse policy for more information.*

### **Malicious Allegations**

At Woodley Primary School, we take all allegations against staff very seriously. Any allegations of abuse will be investigated thoroughly, following the guidelines set out in the Department for Education's document "Keeping Children Safe in Education" and the our school safeguarding policy.

If you have any concerns about a member of staff, including supply teachers or volunteers, or if an allegation is made that a member of staff poses a risk of harm to children, please contact the headteacher immediately. Should the concerns or allegations involve the headteacher, you should contact the chair of governors.

We are committed to ensuring a safe environment for all pupils and staff. Disciplinary action will be taken against any pupil found to have made a malicious allegation against a member of staff.

### **Care and Control**

At Woodley Primary School, we are dedicated to fostering a safe, respectful and nurturing environment for all pupils. Our approach to care and control is guided by our commitment to the rights and dignity of every individual. We emphasise the use of positive behaviour management strategies to encourage and reinforce good behaviour. However, we recognise that there may be situations where additional measures are required.

Care and control measures are implemented only as a last resort when other de-escalation techniques have proven ineffective. In such instances, reasonable force may be used to prevent imminent harm to pupils or staff, maintain a safe and orderly environment, or protect property from significant damage. Our staff are trained to apply the minimum amount of force necessary and for the shortest duration possible to achieve the desired outcome.

We ensure that all incidents involving the use of care and control are promptly and thoroughly documented. This includes a detailed account of the incident, the actions taken, the rationale for using care and control measures and any follow-up actions required. This documentation is reviewed by the senior leadership team to ensure compliance with school policies and to identify any areas for improvement. For any incident that can be described as a 'restraint', the physical intervention reporting form must be used. The use of 'guides' can be recorded on CPOMS.

Furthermore, we are committed to continuous professional development. Members of our staff receive regular Team Teach training on positive behaviour management, the appropriate use of reasonable force and effective recording and reporting procedures. This training equips key staff with the skills and confidence to manage challenging behaviour safely and effectively.

We also believe in maintaining open communication with parents and guardians. Any significant incidents involving care and control measures will be communicated to the parents or guardians of the pupils involved. This ensures transparency and helps build trust within our school community.

*Please see the appendix: physical intervention reporting form.*

## **Suspensions and Exclusions**

At Woodley Primary School, we strive to resolve behaviour issues before considering exclusions. However, continued disruptive behaviour or serious incidents may result in a Fixed Period Exclusion or Permanent Exclusion, which are measures of last resort to help ensure that we make school a safe place for all. The Headteacher makes the final decision on suspensions and exclusions, seeking advice from the Local Authority (LA) as needed. In the absence of the Headteacher, the Deputy Headteacher will handle exclusion matters and also seek advice from the LA. If a child has a social worker or is looked-after, the school will immediately notify the social worker or Virtual School.

### **Fixed Period Suspensions (1 to 5 Days)**

Parents are legally required to supervise their children during exclusions of between one and five days. The school will ensure that all parents of suspended pupils are informed of their responsibilities regarding appropriate supervision. The class teacher will provide adequate and appropriate work for the pupil to complete at home during the suspension. Parents should return completed work and arrange with the teacher to provide more if necessary.

### **Suspension of 6 Days or Longer**

If the suspension is over 5 days in length, the school has a legal duty to arrange suitable full-time education from the sixth day of the suspension, which may be at another school. The arrangements will be notified to parents or carers in writing.

### **Planning for Off-Site Provision**

The Headteacher or class teacher will meet with parents during the first five days of the exclusion to plan the child's continued education. This ensures that the pupil, parent and both schools are in agreement with the arrangements for the child to attend the alternative school.

### **Reasons for Suspension or Exclusion**

The reasons below *may* warrant a suspension or permanent exclusion and can act as a guide to understanding possible examples that the Headteacher can use to determine how to issue exclusion as a sanction:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender reassignment
- Abuse relating to disability

### **Reintegration Meetings**

Following instances of suspension, the Headteacher may arrange a reintegration interview, the form of which should take into account the age and stage of the child involved, as well as any additional needs. During this meeting, consideration will be given to using a Support Plan to formalise targets for the pupil, school and parent to work together to reduce the likelihood of future suspensions.

### **Notification Procedures**

In the event of a suspension or exclusion, the Headteacher or nominated member of staff will notify the parents of all relevant details and procedures without delay. For permanent exclusions or suspensions exceeding five days, the Headteacher will also notify the Education Authority and the Governing Body's Discipline Committee. All procedures will comply with legal requirements.

### **Screening and Searching Pupils, Confiscation of Items**

#### **Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

#### **Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Schools' obligations under the European Convention on Human Rights (ECHR)**

- Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### **Who can search?**

- A member of the school leadership team and any other person who has the authority of the headteacher.

### **Under what circumstances?**

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### **Screening**

- It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

### **Links to Other Policies**

- Anti-Bullying
- Child Protection and Safeguarding
- Equal Opportunities
- Online Safety
- Quality First Teaching
- SEND

# Our School Rules

**Ready**



**Respectful**



**Safe**



**Woodley Primary School**

## Appendix 2: Behaviour Overview for Pupils



WOODLEY PRIMARY SCHOOL

# BEHAVIOUR OVERVIEW

What we want our school to be like:

At Woodley Primary School, we believe everyone is special and important. We celebrate that we are all unique and proud of what makes us different. We want everyone to feel happy, safe and supported. Our CARE values guide us every day:

We CARE about eachother We CARE about our achievements We CARE about the world



How we should behave:

We have three simple rules that everyone is expected to follow:



Ready



Respectful



Safe

What happens when I make the right choice?



Dojo Points



Recognition Board

Badges



Post Cards



Stickers



Phone Home



Certificates

What happens if I make the wrong choice?

Chance



Choice



Cool Down



Consequence





## Appendix 3: Behaviour Overview for Staff



Woodley Primary School

# Behaviour Blueprint

## Our 3 Rules: Be Ready, be respectful and be safe.



### CALM, CONSISTENT ADULT BEHAVIOUR

- Be consistent, considerate and calm.
- Nurture strong, trusting, positive working relationships.
- Build a strong sense of community and responsibility.
- Be relentlessly positive and kind.
- Praise in public and reprimand in private.
- Give first attention to best conduct.



### RELENTLESS ROUTINES

- Wonderful Walking**  
1. Hands by side 2. Walk proud 3. Voices off
- Tremendous Transitions**  
1. Stand 2. Step 3. Settle/sit
- Legendary Lines**  
1. Hands by side 2. One behind other 3. Voices off
- Smart Starts**  
1. Meet and greet 2. Things away 3. Start task
- Give Me 5**  
1. Adult hand up 2. 'Give me 5' 3. Children respond:  
Eyes watching  
Ears listening  
Mouths quiet  
Hands free  
Body still
- Bell/whistle**  
1. Stop 2. Listen 3. Walk



### FIRST ATTENTION FOR BEST CONDUCT

- Dojos
- Recognition board
- Certificates
- Stickers
- Phone calls home
- Verbal praise
- Postcards home
- Showing work to another adult
- Headteacher and Deputy headteacher award stickers

## Behaviour Pathway



### SCRIPTING DIFFICULT CONVERSATIONS

"Just a quick reminder that we need to follow all our school rules, including being [ready/respectful/safe]. You have the chance to make a good choice now. Thank you for listening!"

"I noticed you're not choosing to [be ready/be safe/be respectful] by [noticed behaviour]. If you choose not to follow our school rules again, I will have to ask you to [likely consequence]. [Learner's name], do you remember when you [model of previous good behaviour]? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. I'm glad we had this conversation."

"I noticed you are still not choosing to be [ready/respectful/safe] as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [take some time / go and sit....] for a [five (KS1) / ten (KS2) minute] to cool down. We will need to talk when you return at the end of your [five/ten] minutes."

### BEHAVIOUR STEPS



### RESTORATIVE FOLLOW UP

- What happened?
- What were you feeling at the time?
- What have you felt since?
- Who has been affected and how did this make them feel?
- What should we do to put things right? / How can we do things differently?

## **Appendix 4: Behaviour Curriculum**

At Woodley Primary School, we aim to develop our pupils' character through a dedicated behaviour curriculum. We will introduce and reintroduce the behaviour curriculum during the first week of the Autumn term alongside national curriculum subjects. Pupils will learn and recall the behaviours through explicit teaching methods. At the start of each term, the behaviour curriculum will be revisited to ensure continuous reinforcement. Teachers will model these behaviours and provide ample opportunities for practice, especially during the initial days of the term. Practical applications, like teaching and reinforcing routines such as lining up in various settings, will help solidify these behaviours. The process for teaching behaviour explicitly is as follows:

1. **Identify** the routines you want to see
2. **Communicate** in detail your expectations
3. **Practise** the routines until everyone can do them
4. **Reinforce**, maintain and revisit the routines constantly

### **Overview of Content**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
All Year Groups from Nursery to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

### **Curriculum content**

Know that there are three behaviour expectations in our school, which are underpinned by our school values. These are to:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Know the following examples of our expectations:

<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
Settle down quickly after transitions Bring all your things to school Finish your homework on time Use thinking time and be ready to join in class discussions Show a positive attitude to learning Line up quickly and quietly Be ready to learn Organise and tidy belongings and resources quickly Have snack/toilet visit at playtime and lunchtime where possible	Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others' right to learn Respect school property Be honest Use a calm and polite tone of voice Value differences Follow teacher instruction Avoid talking back	Use kind hands, feet and words Walk sensibly Play safely with equipment Report any unsafe behaviour Encourage others to make safe choices Keep the environment clean and tidy Show respect for school property Be safe and sensible in the toilets Only play in open, supervised areas of the playground Hand phone to the teacher (Y5/6)

## **Our pupils will know our expectations and routines:**

### **Give Me 5**

The "Give Me Five" strategy will be used with all pupils to ensure they focus their full attention on the speaker. The staff member will raise their hand, and all pupils should demonstrate they are ready by:

- Eyes watching
- Ears listening
- Mouths quiet
- Hands free
- Body still

If necessary, the verbal instruction "Give me five" may be used as a reminder.

### **Wonderful Walking**

- Know that we walk around school using Wonderful Walking.
- Know that Wonderful Walking means:
  - Facing forward
  - Walking in a straight line
  - Hands by side, not in pockets
  - Without talking
  - Without leaning on walls whilst waiting
- Know that we use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

### **Confident Contributing**

- Know that we expect all children to contribute in class. Fantastic contributing means:
  - Listening to the class teacher or whoever is speaking
  - Considering my responses before sharing
  - Being prepared to answer and contribute to any question
  - Sharing answers/contributions in a clear voice using full sentences
  - Building on what others have said

### **Smart Starts**

- Know that I arrive on time to school.
- Know that I walk calmly to our classrooms.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley, and water bottle in the box.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

### **Tremendous Transitions**

- Know that when the teacher signals (1) I should stand up.
- Know that when the teacher signals (2) I should move to where I need to be.
- Know that when the teacher signals (3) I should sit down or settle into my place in the line.
- Know that when I am lining up, I should be silent.

### **Using Good Manners**

- Know that I should always say 'please' when I am asking for something.
- Know that I should always say 'thank you' when I receive something or someone does something nice for me.
- Know that I should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.
- Know that I can use sign language to show good manners during silent routines.

### **Playtime Behaviour**

- Know that I must walk from my classroom to the playground using Wonderful Walking.
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be kind, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in my lining up order straight away.
- Know that I must remain in playground zones that are open and supervised.
- Know that I must ask permission before entering school to keep myself safe.
- Know that I must walk back to my classroom using Wonderful Walking.

### **Lunchtime**

- Know that I use Wonderful Walking when walking to the hall.
- Know that I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork when eating.
- Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any rubbish from my table and put my tray in the correct place.
- Know that once I have cleared my tray, I return to my seat and wait until a member of staff raises their hand or uses the tambourine.
- Know that once a member of staff raises their hand or uses the tambourine and I have finished my food, I may be asked to line up quietly.
- Know that I use Wonderful Walking when walking from the dining hall to the playground.

### **Completing Work in Books**

- Know that I should always work on the next available page unless told otherwise.

- Know that I should date every piece of work.
- Know that if I am writing a title, I must underline it with a ruler.
- Know that I should always write neatly and clearly, with joined up handwriting if possible.
- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box.
- Know that in maths I should always leave a one square space between calculations.
- Know that whenever I am drawing lines, I should use a ruler.
- Know how to correct mistakes by drawing a straight line through your work.
- Know that I should take pride in my work and avoid doodling or graffiti.

### **General Classroom Expectations**

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that wherever possible, I should be using the toilet at break and lunchtime to minimise any interruption to learning time but know that I am able to access the toilet at any time.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

## **Appendix 5: Zones of Regulation Guidance**

### **Empowering Emotional Literacy**

At Woodley Primary School, we believe in empowering our pupils with the tools to understand, recognise and manage their emotions effectively. Our use of the Zones of Regulation aligns seamlessly with our Positive Relationships and Behaviour Policy, providing a nurturing environment for emotional growth.

### **The Heart of Zones of Regulation**

The Zones of Regulation is a transformative, whole-school approach that helps children navigate their emotional states. It's not about discipline; it's about understanding and managing their readiness for learning. Our unique common language of "Go (Green), Stop (Red), Rest (Blue) and Slow (Yellow)" makes this concept accessible and relatable for every child.

### **Understanding the Zones:**

- Green Zone (Go): The optimal state for learning. Pupils feel calm, happy and focused – they're ready to tackle the day's challenges.
- Yellow Zone (Slow): A heightened state of alertness. Pupils may feel excited, silly, or slightly anxious but still retain some control.
- Red Zone (Stop): Intense emotions take over. Pupils might feel angry, terrified, or overly excited – it's time to stop and reset.
- Blue Zone (Rest): A low energy state. Pupils might feel sad, tired, or unwell – it's a signal to rest and recharge.

### **Goals of the Zones of Regulation**

Our mission is to guide pupils towards:

- Self-Awareness: Recognising their feelings and levels of alertness.
- Regulation Tools: Developing and utilising effective strategies.
- Situational Application: Knowing when and how to use these tools.
- Problem-Solving: Finding positive solutions to emotional challenges.
- Impact Awareness: Understanding how their behaviours influence others.
- Independent Regulation: Ultimately managing their emotions autonomously.

### **Recognising and Managing Zones**

We help pupils identify which of the four zones they are in and provide strategies for optimal learning:

- Blue Zone: Pupils might feel sad, tired, or bored. Strategies include happy thoughts, talking about feelings, physical activities like running on the spot, or sensory inputs like strong scents and bright lights.
- Green Zone: Pupils feel calm and focused. Strategies to maintain this state include setting daily goals, helping others and staying engaged with classwork.

- Yellow Zone: Pupils might feel excited or slightly anxious. Strategies include deep breathing, using a fidget tool, taking a walk, or engaging in slow movements and soft lighting.
- Red Zone: Pupils might feel out of control or extremely upset. Strategies include deep breathing, assessing the problem's size, physical activities like using exercise equipment and sensory breaks.

### **Staff Modelling**

Our staff model their zones to help pupils recognise their own. For example, "I am in the Yellow Zone because I'm looking forward to something," or "I am in the Green Zone because I enjoyed seeing my family over the weekend." This practice normalises emotional awareness and regulation.

### **Early Years Foundation Stage**

We introduce our youngest learners to the Zones of Regulation through Colour Monster. This helps children label their emotions and develop strategies to manage them, setting a strong foundation for emotional literacy.

## **Tools for Regulation**

### **Zones of Regulation**

#### **Red Zone (STOP)**

Self-regulation involves the skill of recognizing and appropriately managing one's emotions. This means being able to handle both positive and negative emotions effectively. For example, it involves staying calm under pressure, not reacting impulsively when angry, and managing stress.



**STOP**

#### **For the Red Zone (decrease arousal):**

Deep breathing exercises

Problem size assessment: match reaction to the problem

Physical activities: jump on a trampoline, push the wall

Sensory breaks: soft lighting, listen to music, chewy foods

#### **Yellow Zone (SLOW)**

It includes the ability to resist impulsive actions and reactions. Individuals with strong self-regulation can think before acting, make thoughtful decisions, and avoid behaviors that may lead to negative consequences.



**SLOW**

#### **For the Yellow Zone (decrease arousal):**

Talk to parents or friends

Take deep breaths

Physical activities: wall push-ups, go for a walk

Sensory inputs: soft lighting, listen to music, chewy foods

#### **Blue Zone (REST)**

Self-regulation encompasses strategies for coping with stress and anxiety. Techniques like deep breathing, mindfulness, and problem-solving can help individuals regulate their stress levels and maintain emotional balance.



**REST**

#### **For the Blue Zone (increase arousal):**

Think happy thoughts

Talk about your feelings

Physical activities: run on the spot, stretch, jumping jacks

Sensory inputs: strong scents, bright lights, loud music

Comfort actions: ask for a hug, shoulder rub, drink water

#### **Green Zone (Go)**

Self-regulation also relates to self-discipline and the ability to set and achieve goals. People with strong self-regulation skills can delay gratification, stay focused on long-term objectives, and work persistently towards their goals.



**GO**

#### **For the Green Zone (maintaining):**

Stay focused on the teacher

Set and remember daily goals

Positive actions: finish homework, be a good friend, smile



## **Appendix 6: Emotion Coaching Guidance**

Emotion coaching is a method that focuses on helping children understand and manage their emotions, rather than merely modifying their behaviour. This approach recognises that all behaviour is a form of communication and emphasises the importance of addressing the feelings that underlie a child's actions.

The process involves two key elements: empathy and guidance. Empathy requires adults to recognise and label a child's emotions, regardless of their behaviour, to promote emotional self-awareness. This involves acknowledging the child's feelings and helping them to understand and name emotions like "angry" or "sad." Guidance involves engaging the child in problem-solving to support their ability to self-regulate and adopt alternative behaviours. However, it is essential to wait until the child is calm and receptive before initiating this process.

Children in an emotional state, particularly an intense one, are unable to engage with the rational parts of their brain and are often in a survival state of flight or fight. Therefore, they need to be calmed down before they can reason and problem-solve effectively. Empathising with the child helps to calm them and makes them more open to reasoning. This process fosters the development of neural connections in the rational brain, enhancing their ability to manage emotions efficiently.

While it might seem that empathising with children could endorse bad behaviour, emotion coaching also involves setting clear boundaries and limits on acceptable behaviour. The goal is to communicate that while the child's feelings are valid, not all behaviours are acceptable. Emotion coaching teaches children that they are supported, understood and respected, but also that they need to moderate how they express their feelings and desires.

For staff and parents, implementing emotion coaching involves creating a supportive environment where children feel safe to express their emotions, modelling emotional regulation and consistently using language that recognises and validates emotions. It also includes being consistent with rules and consequences to help children understand the distinction between their emotions and their behaviours.

#### 4 Steps to Emotion Coaching

Empathy – ‘All feelings are Ok’	Steps	Sample Questions/Scripts
	1. Recognising the child's feelings and empathising with them	What is/are Child feeling (s)? When have you felt something similar?
	2. Labelling and validating the feelings	Labelling <ul style="list-style-type: none"> <li>• ‘You seem angry to me’</li> <li>• ‘I can see you're feeling angry’</li> <li>• ‘I can tell you are angry...’</li> <li>• ‘The way you are feeling is making you angry...’</li> <li>• ‘You're angry about....’</li> </ul> Validating <ul style="list-style-type: none"> <li>• ‘I'm sorry that happened to you, you must feel very...’</li> <li>• ‘I can see that you get angry when that happens/ when I do this’</li> <li>• ‘I would feel angry if that happened to me’</li> <li>• ‘I would feel angry too’</li> <li>• ‘I understand why you are angry’</li> <li>• ‘It's normal to feel angry about that’</li> <li>• ‘It's OK to feel angry about that’</li> </ul>
Guidance – ‘Not all behaviour is Ok’	3. Set limits on behaviour (if needed)	<ul style="list-style-type: none"> <li>• ‘.....it's not OK to behave like that’</li> <li>• ‘.....that behaviour is not acceptable’</li> <li>• ‘.....the rules are that we do not...’</li> <li>• ‘.....these are the rules that we have to follow’</li> <li>• ‘..... doing that is not OK....’</li> <li>• ‘.....behaving like that is not helpful’</li> </ul>
	4. Problem-solve with the child	<ul style="list-style-type: none"> <li>• ‘What were you trying to achieve by.....’</li> <li>• ‘Let's look together at why we have this rule’</li> <li>• ‘Let's think of what you could have done instead’</li> <li>• ‘Can you think of a different way to deal with your feelings?’</li> <li>• ‘I can help you to think of a different way to cope’</li> <li>• ‘Can you remember feeling this way before and what you did’</li> <li>• ‘Have you thought about doing this instead?’</li> <li>• ‘Try and do this next time you feel like this’</li> <li>• ‘Let's decide what you will do next time you feel like this’</li> <li>• ‘Do you think doing that would be more helpful for you and others?’</li> </ul>

## **Appendix 7: Completing an Individual Behaviour Plan**

A child may require an individual behaviour plan due to persistently not following school rules. This will be completed using the standard 'Individual Support Plan', also used for children with additional needs. In completing this plan, the teacher will consider the following:

Challenging behaviour What does it look like? How often does it happen? How long does it last?	Targets What are we working towards? How do we get there?
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate). What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? <ul style="list-style-type: none"><li>· To get attention</li><li>· To avoid something</li><li>· To get something tangible</li><li>· To meet a sensory need</li></ul>	Any special educational needs (SEN) that may affect behaviour If the pupil has SEN that affects behaviour, the SENCO can be asked to support. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like? <ul style="list-style-type: none"><li>· Phrases to use</li><li>· Rewards, motivators</li></ul>	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? <ul style="list-style-type: none"><li>· What to look out for</li><li>· How to respond (reminders, alternative environment)</li></ul>
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"><li>· What to do and what not to do</li><li>· Phrases to use</li><li>· Calming techniques</li></ul> At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Behaviour plan evaluation and next steps Assess and evaluate how effective the plan is and how this impacts future versions of the plan.  Log all incidents on CPOMS following implementation of a plan, using the tag 'ISP'	

## **Appendix 8: Model Behavior Report**

*If a behaviour report is implemented to reduce persistent breaking of the school rules, this is a model that can be used or adapted:*

Name:			Date:		Total Points
Morning	Break	Morning	Lunch	Afternoon	
Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	Ready <input type="checkbox"/>	
Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	Respectful <input type="checkbox"/>	
Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	Safe <input type="checkbox"/>	
10-12 points		13 - 15 points		15 points achieved for 5 days	
Sticker Additional responsibility in class 10 minutes <i>reading</i>		Sticker Positive call/message home 10 minutes <i>mindfulness colouring</i>		Certificate Positive call/message home 15 minutes <i>special interest time</i>	

## **Appendix 9 : Physical Intervention Reporting Form**

*This is for any physical intervention which can be described as a 'restraint'. Where a 'guide' has been used, this can be recorded within the CPOMS Incident Log.*

<b>Physical Intervention Reporting Form</b>				
Name of Young Person:		DOB:		Year Group:
Date/Time of Incident:				
Location:				
CONTEXT:	Events leading up to the incident. Describe de-escalation strategies used.			
Anxiety (Stage 1)	Behaviours of Student:			
	Staff Response:			
Escalation (Stage 2)	Behaviours of Student:			
	Staff Response:			
Names of other people present: (identify which staff are team teach trained and the date of their training)				
Perceived risk: (reason for physical intervention, be specific)				
Positive Handling Strategy Used				
Standing	Seated	Ground	Guide	Restraint
Single Elbow				
Double Elbow				
Other:				
Duration of physical intervention:				
Date and time line manager notified:				
Parent/Carer notified (date/method):				
Name of injured people:				

Injury sustained:	
RIDDOR form (Yes/No):	
Damage to property:	
DESCRIPTION OF OUTCOME – Recovery and depression (Stages 4 and 5)	
POST-INCIDENT LEARNING – communication and response Listen, Link, Learn (Stage 6)	

Does the student have a 'positive handling', 'My Plan' / 'behaviour management' plan in place to prevent future incidents?

Yes/No

Signed:

Position:

Date and time of report:

For any incident recorded as a restraint, this form must be returned to:

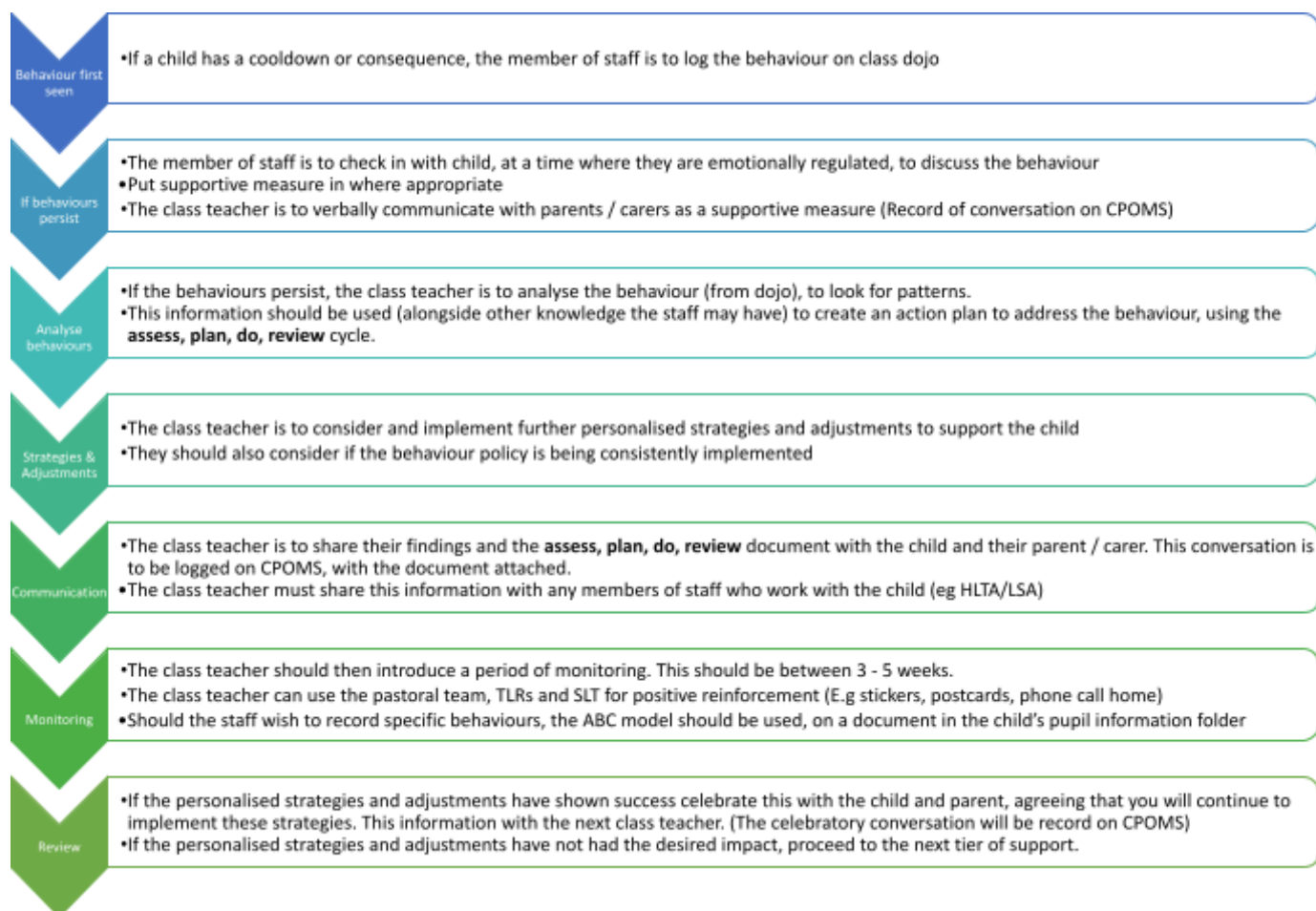
Inclusion Support Officer  
Education Access Service  
Stopford House  
Stockport

Or electronically to:

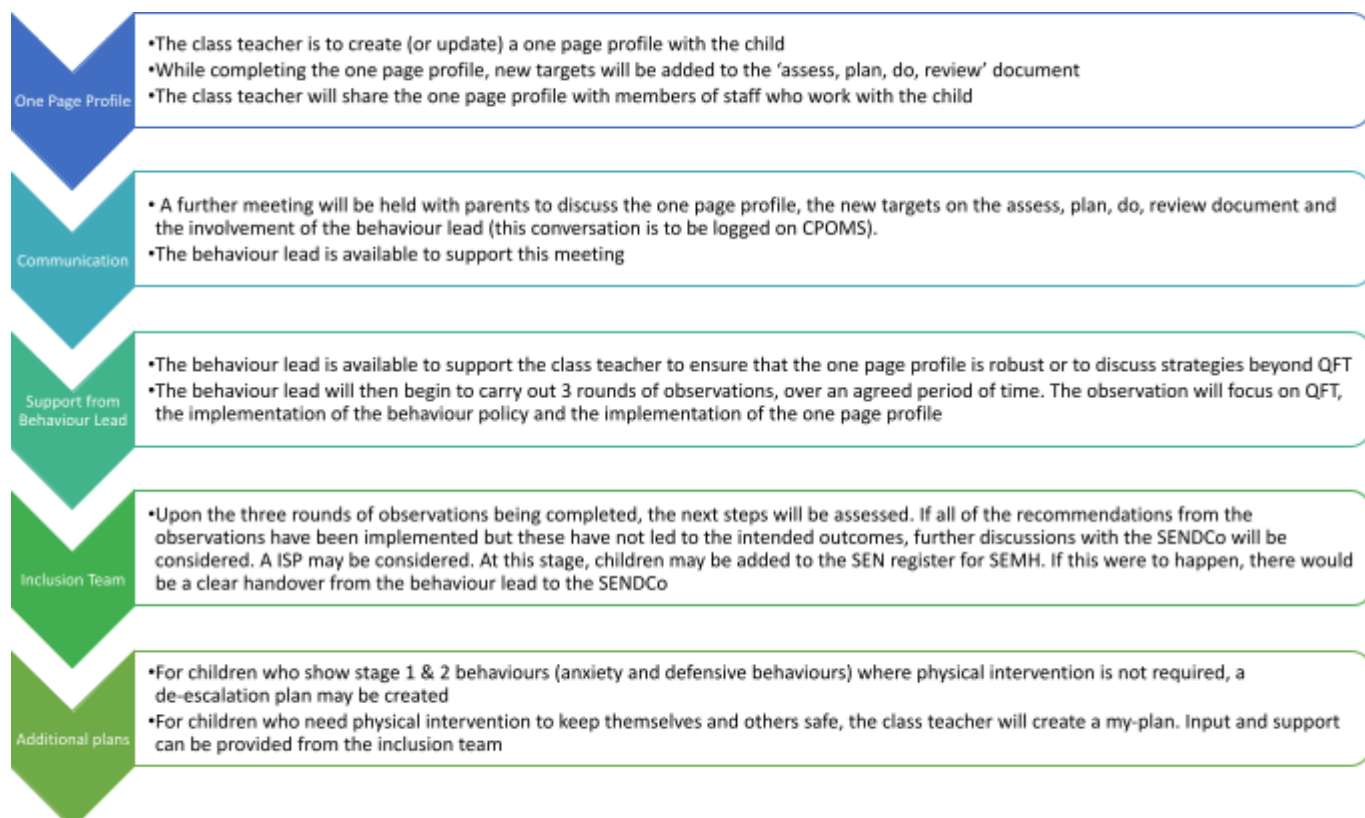
[eas@stockport.gov.uk](mailto:eas@stockport.gov.uk)

## Appendix 10 : Behaviour Pathway

### Initial stages:



### Further stages:



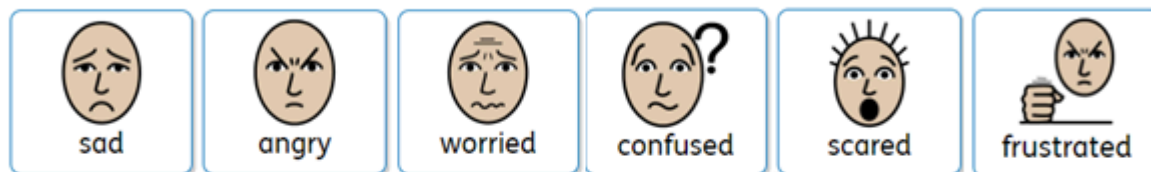
## Listen, Link, Learn

What happened?

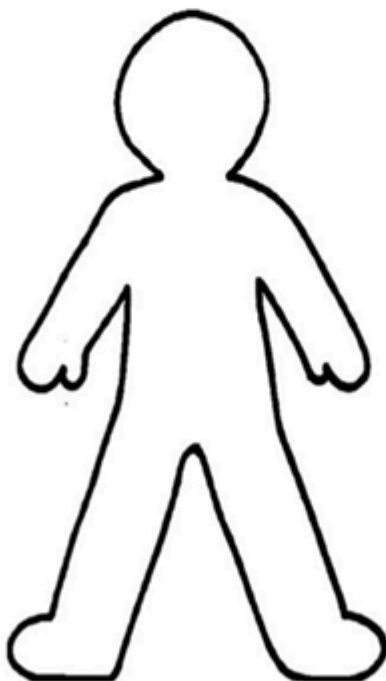
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How were you feeling?



How did your body feel?



What can you do differently next time?

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**Reflection sheet:**

**What happened?**



**How were you  
feeling?**



**How can we make it  
right?**



**What can we do next  
time?**

