

Claycots Primary School



2023-2024

Positive Behaviour Policy

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Positive Behaviour Policy

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The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. The Positive Behaviour policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

Introduction

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn;
Respectful of themselves and others;
Safe in school***

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.

1. Aims

At Claycots school, we wish to provide a school environment that is safe and stimulating for all pupils. Our expectations are always shared with the children at the beginning of each school year and at regular intervals throughout the year to maintain a calm, secure and happy environment for all. As well as this, we have a Behaviour and Wellbeing Curriculum which links closely to the school behaviour policy, our school values, British Values and the teaching of protected characteristics. These areas are discussed explicitly with the children. We also use these lessons to address any behaviour incidents or common behaviour trends that occur in our school.

Aim of the policy:

- To create a culture of exceptionally good behaviour from all stakeholders, where excellence is a minimum expectation for all



- To develop a behaviour policy, supported and followed by the whole school community – parents, staff, children and the governing body (LGB) – based on a sense of community and shared values
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills
- To support learners to **self-regulate** to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, respect, honesty, strong relationships and empathy for others
- Provide a **consistent approach** to behaviour management
- Outline our system of **consequences for positive and negative behaviours**, reinforcing good behaviour by providing a range of rewards for children of all ages and abilities
- To resolve behavioural issues in a caring and sympathetic manner as they occur, with the expectation of achieving an improvement in behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

3. Definitions

Misbehaviour (low level) is defined as:

- Disruption to learning of others



- Talking during lesson time
- Calling out
- Playground incidents, including rough play
- Hesitant to start or complete classwork
- Name calling or teasing
- Defiance, failure to follow instructions
- Lack of respect to others/staff
- Poor attitude
- Rough Play
- Swearing

Serious misbehaviour (High Level) is defined as:

- Any form of bullying
- Fighting, physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate sexual behaviour, which includes any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism/ damage to school/others property
- Theft
- Dangerous behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous
- Possession of any prohibited items or those that are not age appropriate
 - Prohibited items include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

It is important to note that the above types of behaviours are not an exhaustive list of what behaviours may constitute a breach of Ready, Respectful, Safe.

If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' is observed, parents will be informed, and a formal meeting will be arranged with either the Year Leader or a member of SLT depending on the severity of the behaviour.

4. Bullying

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



- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Types of Bullying

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our schools' approach to preventing and addressing bullying is set out in our [anti-bully policy](#).

5. Roles and Responsibilities

The behaviour of all stakeholders in school is expected to promote the key rules of:

- Ready
- Respectful
- Safe

See page 11 for specific behaviours related to Ready, Respectful, Safe for children.

The Governing Body and the Headteacher:



The Governing Body/Headteacher is responsible for reviewing and approving the written statement of behaviour principles.

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

Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with The Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

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

SLT will:

All Senior Leaders (including anyone paid on the Leadership scale) have ultimate responsibility for the behaviour and safety of the children in the school. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
- Be a daily visible presence around the school, particularly at times of mass movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Share good practice relating to behaviour management
- Support Year Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Communicate with parents when required
- Support, monitor, analyze and work with staff to implement solutions for pupil's attendance
- Support, monitor, analyze and work with staff to implement solutions for behavioural incidents

Year Leaders will:

Year Leaders (including anyone paid on the Middle Leadership scale) are responsible for the behaviour and safety of the children in their Year Group and across the school.

They are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence in the Year Group and around the school to encourage appropriate conduct



- Support staff in dealing with high level incidents of behaviour including communicating with parents
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- With support from the SENCO, ensure that children who require individual intervention or support have the relevant plans in place (PHP/CAP) and that these are shared with the appropriate bodies. (Electronic copies of plans will be recorded in their pupil files and, if appropriate, CPOMS).
- Support and monitor pupil's attendance and raise any concerns with the Attendance Manager
- Record behaviour incidents accurately using our school behaviour reporting system and support year group staff to do so where required
- Support, monitor and analyse any trends in the year group and implement solutions to address behavioural incidents
- Ensure staff training needs are identified and targeted regarding behaviour management and modelling the consistent implementation of the behaviour policy
- Provide a personalised approach for pupils with additional needs
- Ensure that all paperwork in place for pupils is read and understood by all members of the year group team and that it is updated in line with any behavioural changes.
- To lead on ensuring that paperwork for pupils is shared with any staff members that may interact with the child

All Teachers will:

- Reinforce the school rules in their classrooms and ensure children uphold the class pledge
- Be responsible for the behaviour of their class at all times
- Model and implement the behaviour policy consistently at all times
- Be a visible presence in their class and around the school to encourage appropriate conduct
- Plan lessons that engage, challenge and meet the needs of all learners
- To use the recognition board consistently to reinforce whole class expectations and to update the target weekly
- Display and use the Zones of Regulation and give children the opportunity to access this throughout the day
- Share and focus on positive behaviours in and outside of the classroom
- Ensure use of preventative strategies and always attempt to de-escalate, before issuing consequences
- Record behaviour incidents accurately using our school behaviour reporting system
- Implement suggested solutions to address behavioural incidents
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Provide a personalised approach for pupils with additional needs
- Communicate with parents thoroughly regarding both positive and negative behaviours
- Read and understand all documentation in place for pupils in their class and that it is updated in line with any behavioural changes



- Ensuring that paperwork for pupils is shared with any staff members that may interact with the child
-

All Staff will:

- Meet and greet children in the morning
- Implement the behaviour policy consistently
- Model positive behaviours and build relationships
- Show kindness and treat all stakeholders fairly and with respect
- High expectations of pupils' presentation and appearance throughout the day
- Separate the behaviour from the child. Never shout or humiliate and deal with poor behaviour privately
- Recognise that each child is an individual and be aware of their needs
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Challenge negative behaviour in and around the school
- Positively reinforce positive behaviours seen in and around school
- Record behaviour incidents accurately using our school behaviour reporting system
- Read and understand all documentation in place for pupils as required
- Follow up on all behaviours observed and ensure actions taken are in line with our school behaviour policy (Appendix 1). Where staff are unsure of actions refer to reporting behaviour flowchart (Appendix 4)

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules Ready, Respectful & Safe in their own classroom
- Develop a positive relationship with pupils, which will include:
 - Meet and greets
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Parents will:

- Reinforce and support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



- Ensure that their child has good attendance and punctuality
- Inform staff of any medical or other needs that may hinder their child's behaviour
- Ensure that their child attends school in full uniform

Good behaviour requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings, parent workshops and developing positive relationships with school, helps to reinforce good behaviour. Teaching and learning cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

6. Pupil code of conduct

Pupils are expected to:

- Show our school rules, **Ready, Respectful & Safe**, at all times
- Be punctual
- Treat all staff and pupils with respect and show good manners
- Ensure that interactions with staff and their peers are positive
- Follow instructions of school staff
- Respect their own and other people's property and take care of books and equipment
- Walk (not run) within the school buildings
- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action
- Physical violence is not acceptable, neither is retaliation
- Foul, abusive, racist or homophobic language should never be used
- Children should wear the correct school uniform
- Children are expected to attend school and be punctual

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

7. Rules and Expectations

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

Claycots principles for promoting positive, values-based behaviour is built on the notion of **Ready, Respectful, Safe** developed by the behaviour expert Paul Dix.



Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

Alongside the pupil code of conduct the following table is shared with pupils to further highlight expectations, with regards to our school rules.

| Ready | Respectful | Safe |
|--|--|---|
| We arrive to school on time | We hold doors open for adults | We walk in the corridors on the left-hand side |
| We have resources we need for lessons | We use polite language at all times | We act in a calm manner in and around the school |
| We look and listen to the person talking | We take pride in our school environment <ul style="list-style-type: none"> To pick up litter To look after displays To respect all school equipment | We only leave the class with permission, and we wear the appropriate band |
| We follow instructions the first time | We look after the toileting areas | We stay on the playground at lunchtime and playtime |
| We start work straight away | We work hard in lessons | We tell an adult if something is wrong |
| We wear the correct uniform | We notice and thank others for their help | We take care of one another with our words and our actions |
| We line up sensibly | We use people's name | We use kind hands and feet |

Zones of Regulation

Each classroom will display and utilise the **Zones of Regulation**. This teaches the pupils:

- To identify their feelings and learning behaviours
- Understand their feelings in context
- Effective regulation tools
- When and how to use the tools
- Problem solve, with a focus on positive solutions
- Understand how their behaviours influence others' thoughts and feelings

8. Behaviour Routines

Morning, on entry to school:

- TAs on the playground and in corridors to complete meet and greet
- Classroom teachers at classroom door completing meet and greet & morning check in
- All staff encouraging the children to walk sensibly to their classroom, continue morning greet
- Pupils should be set a focused soft start activity to complete up until the end of registration



- Registers to be completed by 9am and morning greetings (I.e. 'good morning Mr/Ms/Miss/Mrs {class teacher's name}) are used when completing the register

Break and Lunchtime Play

- Class teachers lead classes to the playground at the start of break and lunchtime play
- Class teachers to collect from the playground at the end of break and lunchtime play
- All staff on break duty to support in end of breaktime routines:
 - First whistle – stop
 - Second whistle – line up
- Playground equipment monitors are responsible for tidying away
- Staff collecting children at the end of break to be on the playground in a timely manner to support with lining up

Dining Hall

- All bands should be collected from corridor by 10:30am by year group TA, after that time, bands will be removed.
- Please ensure that you are aware of the dining hall seating plan
- All classes to be walked to the dining hall by class teacher
- Children to line up in band order
- Class to be seated first and once settled, table by table to get lunch from the counter
- Children with packed lunch can begin eating straight away
- Once the children have finished eating (majority), CT on duty or year group TA to lead outside sensibly
- Children to focus on eating and keep noise to a minimum
- Staff carrying out a lunch duty to support with supervision in the dinner hall and reinforcing expectations

Transitions

- Clear routines in place to manage classroom transitions e.g. countdowns, timers
- Children to walk around the school in a sensible manner with the expectations to walk on the left

Home time

- Pupils to collect personal belongings in small groups, TAs to support in monitoring the corridor
- Encouraging the children to walk sensibly through the school corridors as pupils exit the building

Home time collection

- KS1 (where applicable), all children remain seated until called by class teacher
- KS2, class teacher to walk children to designated area on playground to be dismissed. Children raise their hand when they see the person collecting them and class teacher to acknowledge the adult.
- Year group adults to support one another at dismissal when needed
- Children that have not been collected to be taken to the office from 3:30pm onwards
- Pupils attending club to be managed by year group adults and taken to the main hall to meet the PE staff. Pupils should not be left unaccompanied.
- Pupils taken to the office must be accompanied by class teacher and stay with the child until they are dismissed to parent/carer



9. Positive and negative consequences

At Claycots we want children to understand that all behaviour has consequences and that some of these are positive and some are sanctions for inappropriate behaviour.

It is our intention to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children and all abilities. In order to achieve this, we understand that consequences must be consistently applied by all adults.

At Claycots we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.

Positive consequences outlined:

Positive behaviours are rewarded through whole school systems which include:

- A House Point system (N.B. adults will award pupils House Points in accordance with the agreed criteria so that pupils are awarded consistently and fairly)
 - Our four houses are Claycots school are:
 - Dorney
 - Thames
 - Bray
 - Jubilee
- House point achievement badges
- A position on class recognition board
- Value badges
- Postcards, text messages or phone calls home and stickers
- Headteacher awards
- Attendance awards
- Behaviour achievement certificate
- Year 6 pupils can become school prefect



Negative consequences:

| <u>Description of Behaviour</u> | <u>Reward</u> |
|--|---|
| Demonstrating the target on the recognition board | Name on recognition board and verbal praise |
| Excellent achievement or effort in a lesson | One house point and verbal praise |
| High level of positive engagement in lesson | One house point and verbal praise |
| 100% attendance for one week | Five house points and verbal praise |
| Completing homework set | Weekly homework – one house point and verbal praise Homework sticker - weekly Homework certificate, termly Homework grid - one house point for each task completed |
| Most improved effort/engagement/behaviour | Verbal praise & Headteacher award |
| Following the school rules consistently | Verbal praise & text message home |
| 100% attendance for one term | Special prize and verbal praise |
| 100% attendance for half of the year | Special prize and verbal praise |
| 100% attendance for the year | Special prize and verbal praise |
| Highest attendance winners | Amazon voucher |
| Most improved attendance | Amazon voucher |
| Consistently demonstrating the school values | Values badge |
| Consistently demonstrating with school rules | Postcard home |
| Excellent role model for behaviour (no incidents throughout the school year) | Behaviour achievement certificate |

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each class follows similar strategies for managing behaviour, however appropriate, personalised class strategies are in place to suit the needs of the class. Each class is treated individually. Children are reminded that they are responsible for their own actions and that breaking rules has consequences.

When children are not following the rules of **Ready, Respectful, Safe** consequences could include:

- Reminder of expectations
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Parent meeting
- Restorative work to be completed alongside parent if required
- Agreeing a behaviour contract
- Loss of privilege with reflection time
- Time out of class with a supporting adult
- Internal Isolation
- Suspension
- Exclusion



See appendix 1 for more information regarding consequences, suspension and exclusion procedures.

When children are not following the rules of Ready, Respectful, Safe, we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Use scripted responses to deescalate
- Once de-escalated, explain the consequence of their actions including the impact on themselves and others

Off-site Behaviour

Claycots pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. If a pupil shows any serious misbehaviour, they would be likely to be removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.

Extremely bad behaviour whilst on residential trips could result in a parent/carer needing to collect their children from the visit.

9. Recording and Reporting Behaviour

Claycots school recognises the importance of recording children's achievements as well as any incidents where the behaviour policy is not followed.

Class teachers record the number of House Points that individual children achieve each week, these are accumulated towards children receiving their achievement badges.

Incidents of misbehaviour are recorded in our school behaviour system and in cases where there is a safeguarding concern, incidents are also recorded on CPOMS. Frequent reports are run in order to allow Leaders to monitor and analyse trends in behaviour across the school.

Positive behaviour is reported to parents in a variety of ways (page 13).

In the first instance, incidents of poor behaviour are communicated to parents informally either by the class teacher or the Year Leader. Where more formal parent meetings are held, these are logged on our behaviour system.

If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this either with the Year Group Leader or a member of SLT. In these cases, a standard letter will be sent following the meeting to outline the key discussion points and actions that the school, parents and child can take to improve the behaviour. This letter is uploaded to our school behaviour system (see Appendix 2 for standard letter).



Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded on our school internal logging system:

- Suspensions
- Exclusions
- Bullying Incidents
- Discriminatory Incidents

10. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. A pupil who makes a malicious allegation will be supported by a staff member who may offer mentoring or support through the use of social stories.

Please refer to our information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Positive Handling (Physical Restraint)

Claycots adopts the Team Teach approach to de-escalation and the positive and safe handling of pupils.

Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff. The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the safe and positive handling of children.

In some circumstances, Team Teach trained staff may use reasonable force to restrain and positively handle a pupil in order to keep them or others safe. In very exceptional circumstances, though, any member of Claycots staff may intervene and use reasonable force if they deem this appropriate to keep the child or other children and adults safe from harm.

Incidents of physical restraint must:

- Always be used as a last resort when de-escalation strategies have been unsuccessful
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a Numbered and Bound book, on our school behaviour system and reported to parents
- Be discussed with the pupil after the event

If a child requires positive handling as an intervention, parents/carers will be informed and the school will implement a bespoke Positive Handling Plan and individual risk assessment for the pupil.



12. Confiscation and Searching Pupils

Any prohibited items or those that are not age appropriate found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13. Pupil Support

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

For those identified with SEN the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENCO and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, and/or others, to identify or support specific needs.

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

See appendix 3 for full information regarding pupil support.

14. Suspensions & Exclusions

Claycots is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions & exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' - <https://www.gov.uk/government/publications/school-exclusion>.

Internal isolations will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil receiving an internal



isolation will not be allowed out to play and must spend lunchtime inside. A letter will be issued to parents, restorative work completed with the child and a reintegration meeting held.

Only the Headteacher (or in their absence a Deputy Headteacher) can suspend or exclude children. A decision to exclude will only be taken when all other possibilities and strategies have been implemented, unless an incident is so serious that it warrants immediate permanent exclusion.

Parents will be informed in writing of any suspensions and exclusions using a Local Authority agreed letter template (See Exclusion Policy)

See appendix 1 for suspension and exclusion process

15. Pupil Transition

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

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

16. Training

Our staff are provided with training on managing behaviour, as part of their induction process. In addition, some staff are trained in the use of the Team Teach approach to de-escalation and positive handling.

Behaviour management also forms part of continuing professional development.

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 1 year. At each review, the policy will be approved by the headteacher.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Radicalisation and Extremism Policy
- Statement of British Values
- E-Safety and ICT Acceptable Use Policy



- Positive Intervention Policy
- Keeping children safe in education 2019
- Equality Act 2010 (mentioned)
- PSHE Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities Policy
- Special educational needs and disability code of practice: 0 to 25 years
- Supporting pupils with Medical Needs and Conditions Policy
- Code of Conduct/ Home School Agreement
- Uniform Policy



Appendix 2

[Letter to parent](#)



Appendix 3

Claycots School Pupil Support





Appendix 1 - Behaviours and consequences

| Type of Behaviour MISBEHAVIOUR | Possible Support ALL STAFF | Sanction IF BEHAVIOURS CONTINUE |
|-----------------------------------|---|--|
| Calling out | <ul style="list-style-type: none"> • Praise the children who are showing positive behaviours. • Remind individual(s) of expectations • Warnings given to the child • Opportunity to be able to speak • To be given a notepad to write thoughts during lesson. • Reminder of previous times where child has followed instructions well | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward |
| Talking during lesson time | <ul style="list-style-type: none"> • Praise the children who are showing positive behaviours. • Whole class reminder of expectations e.g. 'I would be very happy if every could show me <i>'desired behaviour'</i> • Remind individual(s) of expectations • Warnings given to the child • Implement talk partners into lesson time to reduce the risk of irrelevant dialogue • Be curious, does the child need support to engage? | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward |

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| <p>Hesitant to start/complete work</p> | <ul style="list-style-type: none"> • Praise the children who are showing positive behaviours. • Give the whole class clear instructions of what is expected e.g., 'everyone should have started their work, you should be <i>'explicitly what they should be working on'</i>. <i>If you need help please raise your hand'</i> • Give the pupil individual support and offer help where needed • Give pupil(s) tools to be able to continue independently | <ul style="list-style-type: none"> • If not completed, the child to complete the work missed in the classroom at break/ lunch. <ul style="list-style-type: none"> - Within this time, attempt to find the reason for the hesitation and create solutions together • To be given work to take home and complete - inform parent beforehand • If a child consistently does not complete work in class, to meet with parent/carer to discuss alongside child, to develop possible solutions. • For KS2, work can be completed afterschool alongside parent/guardian |
| <p>Defiance, not following adult instructions</p> | <ul style="list-style-type: none"> • Praise the children who are showing positive behaviours. • Explicitly highlight what you would like the pupil(s) to do, giving take up time. • Warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • You may give the child two options (desired by teacher) to give child sense of choice. | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation (reminder of expectations) between member of staff and child so they are given the opportunity to reflect <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward |

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| <p>Showing a lack of respect to others and staff</p> | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Seek to find out the reason behind the behaviour 'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?' • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Highlight to parent lack of respect shown and refer to school rules and actions to be taken going forward |
| <p>Disruption of others learning</p> | <ul style="list-style-type: none"> • Praise of the pupils who are showing positive behaviours. • Remind individual(s) of expectations • Give the pupils warnings with clear instructions and processing time e.g. 'I would like you to be sat in your seat in 1 minute.' • Give pupil the opportunity to let staff know how they are feeling with ZOR. | <ul style="list-style-type: none"> • Move the child from the group to work on his/her own • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations |

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| | <ul style="list-style-type: none"> • Give the opportunity of a 'brain break' e.g. 2 minutes in the calm corner, reading for 2 minutes, assisted walk with member of staff. | <ul style="list-style-type: none"> • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. |
| Name calling or teasing | <ul style="list-style-type: none"> • Remind individual(s) of expectations and required behaviour • Explicitly highlight what you would like the pupil(s) to do, giving take up time. • Warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • You may give the child two options (desired by teacher) to give child sense of choice to de-escalate, in order to discuss name calling | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. |

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| <p>Playground incidents – rough play</p> | <ul style="list-style-type: none"> • Remind individual(s) of expectations and required behaviour • Explicitly highlight what you would like the pupil(s) to do,. • Warning with clear consequence attached • Staff member to talk to children about how the rough play could affect them. | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within this, highlight expectations • Temporary ban from area of play (i.e. football, basketball etc) • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • To ensure that parents are informed (perpetrator and victim) and expectations are reiterated. |
| <p>Deliberate disrespect of the school's rules/Class Charter</p> | <ul style="list-style-type: none"> • Remind individual(s) of expectations and required behaviour • Explicitly highlight what you would like the pupil(s) to do. • Warning with clear consequence attached | <ul style="list-style-type: none"> • Loss of privilege e.g., time missed off break/ lunch use this time to discuss concerns of child's behaviour. Listen to the child and respond as necessary, within |

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| | <ul style="list-style-type: none"> • Staff member to talk to children about importance of following school rules and the purpose of the school rules. | <p>this, highlight expectations</p> <ul style="list-style-type: none"> • Conversation between member of staff and child so they are given the opportunity to reflect, use the Restorative Script to support this reflective conversation - Discuss and document actions for the child to take going forward. • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Communicate with parents behaviour/attitude shown and reminder of whole school agreement • To meet with parent/carer to discuss alongside child, to develop possible solutions. |
| Any form of bullying inc. continual bullying | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Seek to find out the reason behind the behaviour 'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?' • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better | <ul style="list-style-type: none"> • Investigated thoroughly in line with expectations set outlined in Anti-Bully policy • Inform parent/carers of behaviour (both perpetrator and victim) • Internal isolation/suspension (middle leader to consult with a member of SLT) |

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| | <ul style="list-style-type: none"> • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • Pupil given the opportunity to apologise to pupil/ pupils involved. | <ul style="list-style-type: none"> • Restorative work to be completed with pupils/staff involved • Discuss and document actions for the child to take going forward • To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • When appropriate, Restorative work completed between perpetrator and victim. • To liaise with YGL/SLT re. strategies to prevent incidents • To meet with parent/carer to discuss and to feedback actions taken |
| Direct verbal abuse against a peer or staff member | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Seek to find out the reason behind the behaviour 'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?' • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better • If child continues to show behaviour - | <ul style="list-style-type: none"> • Loss of privilege • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Restorative work to be completed with pupils/staff involved <ul style="list-style-type: none"> - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Inform parent/carers of behaviour (both perpetrator and victim) |

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| | <p>warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour.</p> <ul style="list-style-type: none"> • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | |
| Threat of harm | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Explain inappropriateness of this misbehaviour • Child removed from area • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <ul style="list-style-type: none"> • Loss of privilege • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Restorative work to be completed with pupils/staff involved <ul style="list-style-type: none"> - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Communicate with parents behaviour/attitude shown and re-issue of whole school agreement |
| Inappropriate sexual behaviour | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Explain inappropriateness of this misbehaviour • Child removed from area • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <ul style="list-style-type: none"> • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Restorative work to be completed with pupils/staff involved <ul style="list-style-type: none"> - To ensure an apology is given to the victim. This might be verbally, a letter or gesture. • Letter to be sent to parent/carer • Discuss with safeguarding team |
| Persistent incidents of misbehaviour | <ul style="list-style-type: none"> • Remind individual(s) of expectations | <ul style="list-style-type: none"> • Internal isolation/ suspension (middle leader to consult with a member of SLT) |

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| | <ul style="list-style-type: none"> • Seek to find out the reason behind the behaviour 'Has something upset you?' 'Is there something I can help you with?' 'Why are you acting in this way?' • Use of zones of regulation to be used for child to identify how they are feeling • Staff member to remind child of the tools they could use to feel better • If child continues to show behaviour - warnings to be given, clearly highlighting to pupil(s) outcomes of chosen behaviour. • Pupil to be placed on a target card to target specific misbehaviours | <ul style="list-style-type: none"> • Restorative work to be completed with pupils/staff involved <ul style="list-style-type: none"> - Discuss and document actions for the child to take going forward • Letter to be sent to parent/carer from DHT(see appendix) • Opportunity to reflect and create a school agreement with specific targets to meet |
| Vandalism/ damage to school/others property | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Explain inappropriateness of this misbehaviour • Child removed from area • Pupil given the opportunity to apologise for actions shown. | <ul style="list-style-type: none"> • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Opportunity to reflect and create a school agreement with specific targets to meet • Child to restore area (where applicable) • Payment towards damage |
| Theft | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Explain inappropriateness of this misbehaviour • Pupil given the opportunity to | <ul style="list-style-type: none"> • Loss of privilege • Inform parents of incident • Property to be given back/ replaced- • Restorative work to be completed |

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| | apologise to pupil/ pupils/ staff member involved. | - Discuss and document actions for the child to take going forward |
| Any form of behaviour that is dangerous or which has the potential to be dangerous | <ul style="list-style-type: none"> Staff may need to intervene using Team Teach to help de-escalate behaviours and to support the child to be safe/ keep others safe | <ul style="list-style-type: none"> Internal isolation/ suspension (middle leader to consult with a member of SLT) Restorative work to be completed with pupil Opportunity to reflect and create a school agreement with specific targets to meet |
| Racist, sexist, homophobic or discriminatory behaviour | <ul style="list-style-type: none"> Remind individual(s) of expectations Explain inappropriateness of this misbehaviour Communicate with parent/carer Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <ul style="list-style-type: none"> Internal isolation/ suspension (middle leader to consult with a member of SLT) Letter to be sent to parent/carer (see appendix) Restorative work to be completed with pupil. Discuss and document actions for the child to take going forward |
| Possession of any prohibited items or those that are not age appropriate | <ul style="list-style-type: none"> Remind individual(s) of expectations Explain inappropriateness of this misbehaviour Communicate with parent/carer Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <ul style="list-style-type: none"> Internal isolation/ suspension (middle leader to consult with a member of SLT) Restorative work to be completed with pupil. Opportunity to reflect and create a school agreement with specific targets to meet |
| Fighting, physical assault against peer | <ul style="list-style-type: none"> Remind individual(s) of expectations | <ul style="list-style-type: none"> Internal isolation/ suspension (middle |

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| | <ul style="list-style-type: none"> • Staff may need to intervene using Team Teach to help de-escalate behaviours and to support the child to be safe/ keep others safe • Explain inappropriateness of this misbehaviour • Communicate with parent/carer • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <p>leader to consult with a member of SLT)</p> <ul style="list-style-type: none"> • Restorative work to be completed with pupil. • Opportunity to reflect and create a school agreement with specific targets to meet |
| Physical assault against staff member | <ul style="list-style-type: none"> • Remind individual(s) of expectations • Staff may need to intervene using Team Teach to help de-escalate behaviours and to support the child to be safe/ keep others safe • Explain inappropriateness of this misbehaviour • Communicate with parent/carer • Pupil given the opportunity to apologise to pupil/ pupils/ staff member involved. | <ul style="list-style-type: none"> • Internal isolation/ suspension (middle leader to consult with a member of SLT) • Letter to be sent to parent/carer • Restorative work to be completed with pupil. • Opportunity to reflect and create a school agreement with specific targets to meet |
| Malicious allegations | | <ul style="list-style-type: none"> • Headteacher to be informed |

Please note, if you are concerned about the behaviour of a child in your class, ensure consequences outlined are put in place. It is important parent/carers are informed if behaviour is a cause for concern at any stage. Parent meeting form must be completed and saved attached to the relevant behaviour log. In the event of persistent misbehaviour, a letter will be sent to parents/carers from the Deputy Head Teacher for a meeting to be arranged (see appendix 2).

Internal Isolation

- In some cases it may be decided in discussion with SLT that internal isolation is an appropriate sanction
- Parent/carer to be notified and internal isolation letter issued from SLT
- To be completed in Internal Isolation room (BW) / SLT Office (TH)
- Internal isolations to be overseen by a member of the inclusion team
- It is the responsibility of the class teacher to provide work to be completed in the internal isolation.

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| 08:45am | Parent to drop child off to main school office Designated staff member to collect child from office |
| 8.45am-9.00am | Morning introduction with a member of the inclusion team, this will include timetable for the day |
| 9.00am -12.00pm | Morning work to be completed in Internal Isolation room. Morning break and snack will be included during this time (15minutes). Further brain breaks at staff member's discretion. |
| 12.00pm-12.45pm | Lunchtime: Child - eat, activity, movement break, reading. Adult to be relieved for their break by either TA or another member of the Inclusion Team |
| 12.45pm-1.45pm | Afternoon work to be completed in Internal Isolation room. |
| 1.45pm-2.45pm | Restorative/ Reflection work with designated member of staff, alongside staff/children involved incident |
| 2.45pm-3.00pm | Target setting with member of the Inclusion Team, to be reviewed weekly over an agreed period |
| 3.00pm-3.15pm | Targets to be shared with parents alongside class teacher. |

Suspension

- Parent/carer to be notified and suspension letter issued.
- Restorative work to be sent home with child along with any work that will be missed.
- It is the responsibility of the class teacher to provide work to be completed for the duration of the suspension
- Upon return, re-integration meeting to be arranged with: parent, child, student support manager and/ or member of SLT & class teacher

Re-integration meeting check list:

- Greetings.
- Summarise time at home, updates on work set
- Look at reflective/ restorative work and discuss – ask the pupil Restorative Questions
- Create a new 'School Agreement' (if one in place, revise and re-do if needed)- this includes the targets they will be working towards.
- Agreed by everyone.
- Targets discussed and target card to be issued and reviewed on a weekly basis over an agreed period
- Child to return to class with teacher
- Inclusion team to support where applicable

- At least weekly contact with parent to review targets for an agreed period of time –
Class Teacher/ member of inclusion team



{Parent's address}

{Date}

Dear {parent/carer title},

I am writing this letter to address behaviours shown by {child's name}. On {insert date of previous correspondence with parent/carer}, you met with the class teaching team to discuss {child's name} behaviour. He/She has continued to {summarise behaviours displayed}.

It is our duty to ensure the safety of all pupils in our school and that expectations are followed in line with our school behaviour policy. To support {child's name}, as a school we have: {highlight strategies in place}.

We would like to meet with you on {insert date and time} to discuss the ongoing behaviours and explore the next steps.

Please confirm your attendance via email: enquiries@claycots.com or by telephoning the main school office.

Yours Sincerely,

{Signed by DHT}

Pupil Support

- Zones of regulation
- ELSA support
- Restorative justice
- Family Support
- Mental Health Support Team
- Learning Intervention - GROW

Zones of regulation

What are the 'Zones of Regulation'?

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Claycots, we want all of our children to have good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience, so they don't give up so easily when faced with difficulty.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.



We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Learning behaviours

To support the children to understand their actions within each zone, we have now incorporated learning behaviours related to each zone. The use of learning behaviours highlights to the children their access level to learning within each zone. It also allows staff to understand the needs of children, for example, where further support is required. We would like our children to be mindful of their actions and responses to learning within each zone, to then teach strategies to self-regulate in order to be ready to learn.

The **ZONES** of Regulation®

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|---|---|--|--|
|  <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> |  <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p> |  <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> |  <p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p> |
| <ul style="list-style-type: none"> • I have limited motivations • I can listen to an adult to complete an activity • I am trying my best to do the right thing, I need a gentle reminder • I have some good positive learning relationships, but they are not consistent • I am taking slow steps in my learning | <ul style="list-style-type: none"> • I am highly motivated • I can complete my activity independently • I am active in my learning and feel confident to challenge myself • I have a positive learning relationship • I am immersed in my learning | <ul style="list-style-type: none"> • I am motivated by reinforcement, rather than my own 'want' to learn • My concentration is limited • I am distracted by others around me • I am not reaching my full potential • I am taking small steps in my learning | <ul style="list-style-type: none"> • I have lost my motivation • I may be disrupting other children • I am distracted by the classroom and others around me • I am finding my learning too hard or difficult • I am not taking any steps in my learning |

How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Modelling - It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you to feel happy / go into the Green Zone.
- Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in.

Useful websites:

<https://www.zonesofregulation.com/index.html>

<https://www.theotttoolbox.com/?s=zones+of+regulation>

ELSA support

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

At Claycots, key staff members within our inclusion team are ELSA trained. They have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as: games, therapeutic stories, various interventions, role-play with puppets or arts and craft.

In ELSA we aim to provide support for a wide range of emotional needs:

- Recognising emotions and feelings
- Emotional regulation
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement
- Anxiety

How does ELSA work?

Class teacher, parent or on occasion the SENCo, can refer children for ELSA support. Parents who wish to refer their child should talk to the class teacher in the first instance. With the programme aims in mind, we then plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively. Each session lasts from 30 – 45 minutes once a week for at least half a term.

Restorative justice

At Claycots School, we have started to use Restorative Approaches to improve behaviour and build community.

Restorative approaches help develop a happier school where the focus is on learning not conflict. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong, we will do everything we can to help put it right.

Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility, and honesty.

The resource below will help you to understand some of the things your child might come home and talk to you about.

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.



What happened?

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?



Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?



Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?



Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Family support

Our aim is to empower families to reach their full potential. At Claycots, we understand families will face difficulties at some time, and some have multiple complex needs. We are here to support. For further information, please find further details on our school website and/or contact the school.

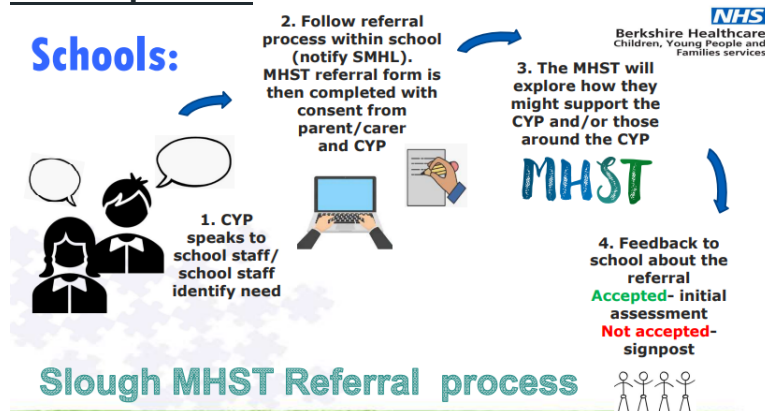
Mental Health Support Team

In 2017, the Government published its [Green Paper for Transforming children and young people's mental health](#), which detailed proposals for expanding access to mental health care for children and young people.

Claycots is a lead school, working with Slough Mental Health support team. They are able to offer support with:

- Mild to moderate mental health presentations
- Behavioural Difficulties (brief parenting support)
- Worry Management
- Anxiety e.g. simple phobia (Dogs, Heights, Separation anxiety)
- Sleep Hygiene
- Panic Management
- Assessing Self Harm and Coping Strategies
- Thought management
- Problem Solving

Referral process:



Learning Intervention – GROW

At Claycots School we are proud to offer a targeted small group learning provision as an intervention for key pupils.

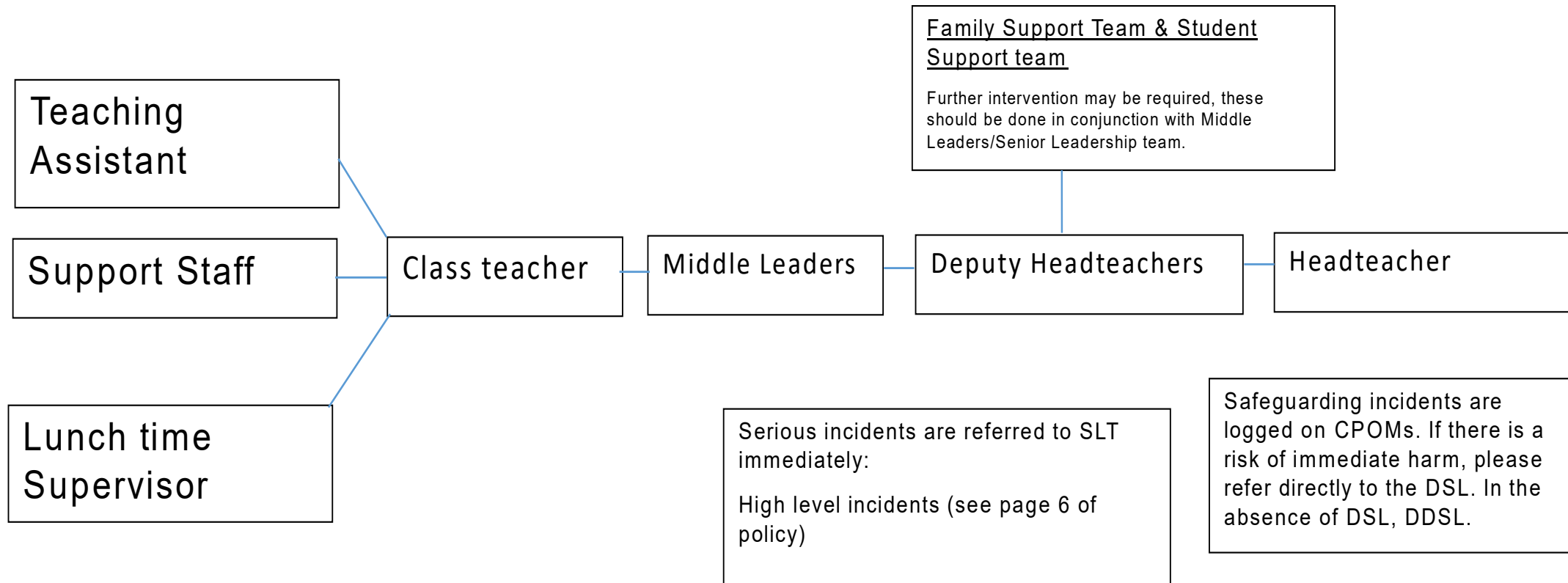
We seek to provide the best outcomes for all children and understand the need for tailored programmes to enable children to thrive. The learning intervention offers support and guidance to remove barriers to learning to promote effective participation, enhance individual learning, raise aspirations, allowing the children to achieve their full potential. In addition, this opportunity allows children to benefit from:

- A catch-up curriculum
- Improved social skills, with a focus on building positive relationships
- Individualised support to manage behaviour

- Strategies to support with self – regulation
- Additional workshops to aid improvement in self-reflection and social skills



Reporting Behaviour Flow Chart



It is the responsibility of the staff member who witnesses the behaviour incident to log on our school behaviour system. If for any reason you are unsure of how to log correctly or would like information regarding consequences and follow up, please see the flow chart above.