

**Broad Oak  
Primary  
School**



**BEHAVIOUR CURRICULUM & STATEMENT  
OF BEHAVIOUR PRINCIPLES**  
February 2024

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

## Broad Oak Primary School Behaviour Curriculum

*'Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying,' The White Paper 2010.*

*At Broad Oak we want all children and staff be treated as individuals. The Single Equality Act 2010 covers the nine equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In this school we will ensure that at every level, in all of our work and throughout all aspects of school community and its life, all will be treated equally. We will promote and strive for inclusive education through the promotion of our Core Values and British Values and our work towards the Unicef Rights Respecting School Award.*

### Links with other policies

This behaviour policy is to be read in conjunction with:

- Anti-Bullying policy
- E-safety policy
- Peer on Peer Abuse policy
- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling Policy
- SEND and Inclusion policy

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## 1. Aims

a) At Broad Oak Primary School, we aim:

- To develop in children, a sense of self-discipline and an acceptance of responsibility for their own actions
- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To outline the expectations and consequences of expected and unexpected behaviour
- To provide a consistent approach to behaviour management that is applied equally to all pupils
- To ensure there is a mutual respect between all members, and where there is proper concern for the environment
- To keep the nurturing principles at the heart of our daily decision making when responding to unexpected behaviour, remembering that 'all behaviour is a form of communication'
- To define what we consider to be unacceptable behaviour, including bullying and discrimination
- To use the Zones of Regulation (see appendix 11) to support children to understand that they have different levels of alertness and emotional states of well-being. This in turn will support them to explain their emotional vocabulary, recognise emotions in themselves and others, understand how their state affects those around them and increase their awareness of triggers that lead to dysregulation. Children are explicitly taught how to use sensory, calming and thinking tools to support them to regulate their emotion

b) We do this by:

1. Maximising the amount of attention given for expected behaviour choices
2. Valuing and rewarding expected behaviour by 'catching children making the right choices'
3. Striving to influence the behaviour of pupils in positive ways
4. Encouraging the development of a positive self-image, self-management and a consideration for others
5. Normalising experiencing all four of the Zones, providing children with a comprehensive understanding of emotions to that they can recognise emotions within themselves
6. Supporting children to understand the physiological clues that our body gives us when we are triggered or dysregulated
7. Providing children with a toolkit for regulating their emotions
8. Supporting children to change patterns of unexpected behaviour
9. Ensuring consistency in our delivery of managing behaviour
10. Informing the children and parents of the standards of expected behaviour and the consequences for unexpected behaviour
11. Developing a sense of ownership over children's behaviour by supporting them to understand that they make a choice about how they behave and in doing so, develop their ability to manage their own behaviour
12. Developing a consistent 'Language Code' for informing children of their behaviour choices
13. Promoting a positive school ethos where everyone feels happy, safe and secure
14. Understanding that unexpected and unsafe behaviours and changes in behaviour can be a sign that a child is suffering harm or has experienced trauma
15. Understanding the impact of early life experience on children's attachments and therefore their ability to attend to the parameters of daily school life

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)

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- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

### 3. Definitions

**Expected behaviour** can be defined as:

- Respecting yourself
- Respecting others
- Respecting property

**Unexpected behaviour** is doing the opposite of respecting yourself, others and property. It can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespectful attitude towards other children or adults
- Incorrect uniform (this would be responded to sensitively and appropriately)

**Unacceptable or unsafe behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Mobile phones on person
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence or sexual harassment

#### 4. Roles and responsibilities

##### a) The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Head teacher
- Monitoring the policy's effectiveness
- Holding the Head teacher to account for its implementation

##### b) The Head teacher

The Head teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this behaviour curriculum
- Ensuring that the school environment encourages positive, expected behaviour
- Ensuring that staff deal effectively with unexpected, unacceptable and unsafe behaviour
- Monitoring that the behaviour curriculum is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Reviewing the whole school behaviour data provided by the Behaviour Lead half termly.

##### c) Behaviour Lead

The Behaviour Lead is responsible for:

- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Supporting all staff with responding to children's needs on a daily basis
- Designing personalised behaviour systems for individuals whom need additional support to meet the behaviour expectations
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Designing the behaviour system in place in the Resource Provision which runs alongside the whole school system but provides additional support as in line with the children's Social, Emotional and Mental Health needs
- Supporting all staff in managing the Resource Provision's pupils journey to mainstream (see appendix 9)

##### d) Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour curriculum consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Consistently applying and embedding the personalised systems designed by the behaviour lead to support the specific behavioural needs of particular pupils
- Recording behaviour data for individual pupils as requested by the Behaviour Lead
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Working alongside Behaviour Lead to provide appropriate transitions for children attending mainstream classes from Resource Provision

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

e) Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour curriculum and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour curriculum
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unexpected or unacceptable, unsafe behaviour (for example, attending reviews of personalised behaviour systems)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle unexpected behaviours.

f) Pupils

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

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

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

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

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

## 5. School behaviour curriculum

a) Behaviour Expectations

The school expects openness and honesty from everyone and for people to respect and value each other's views and opinions. Where these differ, we work together to resolve differences calmly and constructively.



Children, staff and parents all know the basic expectations of behaviour in and around school. They understand that there are rewards for following these expectations and consequences for not following these expectations.

Our behaviour expectations are:

1. To respect yourself
2. To respect others
3. To respect property

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

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

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

- Behave in a safe and self-controlled way (respect themselves)
- Show respect to members of staff and each other (respect others)
- In class, make it possible for all pupils to learn (respect others)
- Move safely and quietly around the school (respect others)
- Treat the school buildings and school property with respect (respect property)
- Wear the correct uniform at all times (respect themselves)
- Accept consequences when given (respect themselves)
- Develop as responsible citizens and present expected behaviour outside school and online, in the same way that they do in school (what is expected in school is a good moral code to respect themselves, respect others and respect property)

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

## b) The Zones of Regulation

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



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

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

Through the Zones of Regulation, children are supported to:

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

Inclusion Strategy Toolkit (2022)

#### c) Common Language

Children who manage their behaviour and present expected and safe behaviour choices are rewarded with the 'House Point' system and 'Good to be Gold' reward. Children struggling to manage their behaviour and therefore presenting unexpected behaviour are provided with clear behaviour choices and behaviour incentives. Children making mistakes, and therefore making unexpected or unsafe behaviour choices, are responded to fairly and consistently, with the 'Good to be Gold' system. Where children make mistakes, they are supported in understanding what has happened, how they could respond with expected behaviour in future and how to move forwards.

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

1. House Points (see appendix 5)
2. 'Good to be Gold' (see appendix 4)
3. Always badges

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

#### d) Our Core Community Values (see appendix 1)

Attitude  
Behaviour  
Courage  
Determination  
Enthusiasm  
Friendship  
Resilience

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

#### e) Our systems to promote positive behaviour:

### House Point System

Every class is part of a house and children earn House Points for their expected behaviour choices and following the behaviour expectations. Total points are calculated weekly and ranked: first place earns three stars, second place earns two stars and third place earns one star in each Key Stage. Stars are given to House Captains in the weekly whole school assembly to be added to the House Point display.

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Each term the stars are totalled and the house with the most has their house colours tied to the House Points cup:

Pankhurst – Blue  
Paulhan – Yellow  
Williamson – Red

### Visual representation of House Points in class (see appendix 5)

Each class is randomly split into five teams and each team has a pot that they can fill with marbles when they make expected choices and follow the behaviour expectations. These teams are changed half-termly, in order to keep it fair (where classes do not have a total number of children as a multiple of five). When children are noticed making expected choices, they are rewarded with a marble. The marbles in the jars amount to house points. This enables us to reinforce and reward expected behaviours. All staff have a responsibility to 'catch children in a positive light'.

In addition to the competition between houses, there is also a competition between teams in each class, to see which team earns the most House Points. Each Friday, the team with the most house points are rewarded with a prize.

### Common language

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

Attitude - "I noticed the way you were really positive, even though you found that task difficult, put a marble in."

Behaviour - "I noticed the way you managed your behaviour and walked away from a disagreement, put a marble in."

Courage - "I noticed the way you showed great courage, when you told the truth even though it was difficult, put a marble in."

Determination - "I noticed the way you did not give up, you showed great determination, put a marble in."

Enthusiasm - "I noticed the way you were so excited to share your idea then, you were very enthusiastic, put a marble in."

Friendship - "I noticed the way you went to check in on your friend because you could see that they looked upset, put a marble in."

Resilience - "I noticed the way you bounced back, even though you were disappointed that you did not win, put a marble in."

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

If all the children are presenting expected behaviour, they can be rewarded with a 'Class House Point reward'. This means that five house points will be put in each team's pot (no matter what the size of the class is). For a class house point reward, all children should be presenting expected behaviour all together.

The house points are intended to be used to reinforce a positive classroom ethos, making clear to children that everything that they do is of value. All staff can reward all children with house points at all times. House points are not to be used as a consequence, and will therefore not be removed.

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## **Adjustments to the system for the younger pupils**

In Reception the children have one class pot. Once the pot is full, all children will be rewarded with a prize from the prize box at the same time. Where possible, children are to put their marble in the pot immediately.

## **Adjustments to the system for children in the Resource Provision**

The house point system is not used within the Resource Provision; instead, the children have specific behaviour targets, personal to their own development and ability to self-regulate. In the same way that children in the mainstream are rewarded with a prize on Friday if their team has the highest number of house points, children in the resource provision are rewarded with a prize if they earn the target number of behaviour targets.

When children from the Resource Provision access their mainstream classes, they will join a House Point team and be awarded with house points by all staff in accordance with their mainstream peers.

## **'Good to be Gold' system**

The Good to be Gold system will run alongside the House Point system, but this is used to support children in understanding their unexpected or unsafe behaviour choices, to enable them to visually see the consequences of their behaviour.

Each class has a blue folder displayed with a yellow card for each child (see appendix 4). Each child starts every day with three stars – one gold, one silver and one bronze. Having all three stars on a name card is a visual representation that a child is making all the expected behaviour choices.

When children do not manage their behaviour and follow the expectations, there is a simple five step system:

1. Reminder
2. Warning
3. Loss of gold star
4. Loss of silver star
5. Loss of bronze star

## **Good to be Gold Reward for Years 1 – 6**

For children that keep all of their stars all the time, there is a weekly reward, hence 'Good to be Gold'. To attend all of the reward time, children will have kept all of their stars, all week. If a star has been removed from the chart, then ten minutes of the reward time will be spent reflecting upon moving forwards next week. For some children with a reasonable adjustment system in place, they will lose five minutes of reward time for each star removed, rather than ten. For some children with reasonable adjustment systems in place, their accumulated daily stars correlate directly with the amount of minutes spent in reward or reflection.

However, all is not lost if a child does not earn their entire Good to be Gold reward because the child can still earn house points and can therefore still be rewarded for expected behaviour choices.

When stars are removed, this is recorded in the behaviour book, noting the date and time, reason for loss of star and which stars were removed. Parents are to be informed at the end of the day every time a star is removed. The behaviour books are monitored by the Behaviour Lead and the behaviour data is inputted into IRIS for accurate online record keeping.

The Unexpected Behaviour and Consequences sheet explains the low level, medium level and high level behaviours and how this links to the loss of stars (see appendix 2 and 3).

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Stars can be lost as part of a build-up of unexpected behaviours, e.g. first a child loses their gold, if the behaviour continues then they lose their silver and if unexpected behaviour continues then they lose their bronze.

The five-step system can be bypassed at any point if the behaviour is high-level (unacceptable or unsafe), e.g. children can lose gold and silver at the same time, or gold, silver and bronze at the same time (see Appendix 2 & 3).

### **Good to be Gold reward for Reception**

In Reception the chart is used in a similar way, however to account for developmental needs, the children have a different reward. The children are rewarded immediately, as children that have all three stars on their chart will receive a golden star sticker at the end of the day for a more immediate celebration. This is a signal to parents that their child has had a 'Gold' day.

### **Good to be Gold reward for Nursery**

In Nursery, the staff work intensively with parents on developing consistent praise and a common language. The children are supported to understand the importance and value of expected and safe behaviours with constant praise, reassurance and celebrating their achievements.

### **Good to be Gold in the Resource Provision**

The 'Good to be Gold' system looks different in the Resource Provision to provide more opportunities for feedback to the children with SEMH needs. There are five rules in the Resource Provision:

1. I follow instructions
2. I keep myself and others safe
3. I use kind and gentle words
4. I tidy up after myself
5. I look after everyone

After each session, there is a check in, whereby the children are asked how many of the rules they have followed. For each rule followed, pupils earn a point (five points per session). Children also have the opportunity to earn bonus points for positivity, resilience and friendship. The children are working towards a target number of points each day. Should they achieve that target, they earn their 'Good to be Gold' reward at the end of the day. If the children do not earn their target number of points then will have either earned half reward and half reflection, or a full reflection. The children can become dysregulated when they do not earn their full reward, but they are supported to access their reflection time by a member of the Resource Provision team, and this supports co-regulation as the child is supported to work through potentially big feelings.

### **Good to be Gold for children with reasonable adjustments to the whole school system**

Some children require additional support to meet the school's behaviour expectations. For these children, personalised systems are designed to ensure that they have opportunities to succeed. These systems are designed to provide clear boundaries for expected behaviour. Children are supported to take accountability for their behaviour choices and whilst we acknowledge that children cannot always make expected behaviour choices if they are dysregulated, the premise behind the system is that the children are supported through co-regulation and in time this will have a positive impact upon decreasing unexpected behaviour and increasing expected behaviour.

### **House Points and 'Good to be Gold' – Two systems designed to complement each other**

It is important to remember that the two systems run alongside one another, to as best as possible embed a positive classroom ethos, focusing for the most part on the positives. If children lose stars on their 'Good to be Gold' chart, they can still earn House Points for their team. Likewise, if a child makes unexpected behaviour choices and loses their stars during their week, they still can receive their House Point prize should their team win on Friday. This enables us to remind children that 'all is not lost,' that they can still manage their behaviour and experience positive moments during their school day. They may have lost part

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or all of their 'Good to be Gold' reward, or their golden sticker for that day, but they can still put marbles in their jar (or earn behaviour targets in the Resource Provision), thus embedding the positives.

The systems empower all adults to respond to unexpected behaviour in a way that is:

- Consistent
- Proportionate
- Fair
- Based on knowledge of children's needs (and reasonable adjustments)

### **'Always' badges**

Each class discusses the behaviour expectations in an age appropriate way, considering behaviour that the class should always demonstrate, e.g. in Year 1, 'we always line up quietly' and in Year 6, 'we always show respect to people.'

Each class creates a display with a journey of four steps and a character/marker/photograph for each child. These displays can be any theme chosen by the class. All children begin with their marker at the beginning of the path and as they consistently demonstrate following our behaviour expectations and being 'Good to be Gold', their marker can move upwards along the path towards an 'Always' badge.

When a child completes the 'Always' journey, they will receive an Always badge in a special 'Always' assembly, being congratulated for receiving their special award. Once awarded, the 'Always' badge can be worn every day with pride. The child must continue to always demonstrate the behaviour expectations and the Always expectations, or the badge can be removed. If this happens, then the child's marker moves back one space down the display. Once the child moves back to the end of the Always path, the badge is returned to them.

## **6. Responding to misbehaviour from pupils with SEND**

### a) Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with unexpected behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour curriculum. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unexpected behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

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- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separate spaces where pupils can regulate their emotions during a moment of sensory overload (e.g. The Treehouse)
- Agreed systems in place to allow pupils to safely take time away from class by accessing the Bean Bag Rooms in the Resource Provision and The Retreat
- Visual prompts to remind children what to do when they are finding it difficult to regulate their emotions
- Personalised Zones Check-in board (see appendix 10) to support the pupil to express their emotion without speaking

#### b) Adapting consequences for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

**EHCP Team contact details: [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)**

## 7. Responding to behaviour

### a) Classroom management

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

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They will:

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

#### b) Safeguarding

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

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

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

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

#### c) Responding to expected behaviour

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

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

- Positive behaviour will be rewarded with:
  - Non-verbal communication (thumbs up, private acknowledgement between child and adult)
  - Verbal praise and encouragement
  - Award with House Points and stickers
  - Communicating praise to parents via a phone call or via Seesaw
  - Star of the Week Certificate and assembly
  - Taking good work to members of the Senior Leadership Team
  - Moving up the Always board
  - Good to be Gold reward (daily or weekly)
- Targeted individual behaviour support to meet individual needs, including:
  - Child Centred Plans
  - Additional behaviour charts to support children with responding to specific behaviour expectations (e.g. if they need additional support with one specific transition point in the day, see appendix 7)

- Reasonable adjustments made to the 'Good to be Gold' system to enable children that need support with their behaviour to succeed (see appendix 8)
- Personalised provision mapping

d) Responding to unexpected behaviour:

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

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

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

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

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

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

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

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

e) Responding to extreme unexpected or unacceptable, unsafe behaviour

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

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

f) Responding to unsafe behaviour - Positive Handling (see Positive Handling Policy, 2023)

We acknowledge that there are times when behaviour may require staff intervention to ensure the safety of the pupil, pupils and staff and that this may require the use of physical interventions and positive handling.

A number of staff at Broad Oak Primary school are fully trained by TEAM Teach and are skilled in a variety of de-escalation techniques. Staff will only intervene physically as a last resort when:

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

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

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

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

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

g) Responding to unsafe behaviour – Reasonable Force (see Positive Handling Policy, 2023)

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

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

Incidents of reasonable force must:

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

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

h) Responding to unsafe behaviour – Absconding

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

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

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

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

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

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Bullying is, therefore:

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

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

i) Responding to off-site unexpected behaviour

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

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

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

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

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

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

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

j) Responding to online unexpected behaviour

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

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

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

## 8. Recording Behaviour

a) Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including:
  - Loss of stars
  - Resource Provision behaviour data
  - Individual Behaviour data (reasonable adjustment systems)

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

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

The data will be analysed every half term by Lisa Bowers (Behaviour Lead).

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

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

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

#### b) Behaviour book/IRIS

The behaviour book is used to record the children whom lose their star/s. This data is then uploaded on to IRIS by the Behaviour Lead. All behaviour data is stored on IRIS. The behaviour data is reviewed by the Behaviour Lead half termly to make sure that no groups of pupils are being disproportionately impacted by the policy. The half termly behaviour data for the whole school is shared with the Head teacher and the Governors.

#### c) CPOMs

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

#### d) Informing parents

Parents are always informed of unexpected, unacceptable or unsafe behaviour presented in school, verbally, by Seesaw, phone call or letter. In Reception whether children receive a gold star at the end of the day is an additional signal to parents.

#### e) Recording unsafe behaviour

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

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

For children that are exhibiting high-level behaviours and have Positive Handling Plans in place, there will be a regular review of the provision that is being made for the child in school. Parents, carers, and Broad Oak staff will have regular meetings to discuss the parent views, the school staff views and a plan for moving forwards with future actions.

## 9. Serious consequences

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

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

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

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

Removal can be used to:

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

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head teacher or Deputy Head teacher.

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

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

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

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

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

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

### b) Suspensions and Permanent Exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to the exclusions policy for more information (*hyperlink will be inserted once live on school website*)

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

## 10. Supporting pupils following a serious consequence

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

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

## 11. Training

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

01/02/2023 – The Zones of Regulation

11/01/2023 – The Zones of Regulation

04/01/2023 – Understanding and Supporting Emotional Regulation

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

24/03/2022 – Nurture training

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

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

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

11/03/2020 – The Behaviour Curriculum and Reasonable Adjustments

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

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

The needs of the pupils at the school

- Our Behaviour Curriculum and applying the systems
- Recording incidents in the Behaviour book and/or on CPOMs
- How SEND and mental health needs impact behaviour

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

- In the Resource Provision, staff attend two daily briefings per day, once in the morning to prepare for the day ahead and once at the end of the day to ensure that staff feel fully supported in their job role.

Resource Provision staff attend a monthly supervision with an external support agency.

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

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

## **12. Mobile Phones**

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

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

## **13. Monitoring this policy**

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

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

## Appendices

**Appendix 1** - Broad Oak Core Values

**Appendix 2** - Broad Oak written Statement of Behaviour Principles

**Appendix 3** - Unexpected Behaviour and Consequences Chart Y1-6

**Appendix 4** - Unexpected Behaviour and Consequences Chart Reception

**Appendix 5** - Mind map explaining 'Good to be Gold' system for new staff and supply

**Appendix 6** - Mind map explaining House Point system for new staff and supply

**Appendix 7** - Examples of additional behaviour charts to support individual needs in mainstream class

**Appendix 8** - Examples of reasonable adjustments to 'Good to be Gold' chart to support children with high-level of behavioural need

**Appendix 9** - Flow chart to support journey to mainstream for Resource Provision pupils

**Appendix 10** - Example of a 'Zones Check-in' board

**Appendix 11** - The Zones of Regulation glossary

**Appendix 12** - After school club behaviour expectations

Appendix 1 - Broad Oak Core Values

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

## Appendix 2 - Broad Oak written Statement of Behaviour Principles

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

### Appendix 3 - Unexpected Behaviour and Consequences Chart Y1-6

Teachers can follow the five steps to losing gold, silver and bronze stars, or they can bypass consequences and immediately remove the stars they feel best fits the behaviour.

**Attitude Behaviour Courage Determination Enthusiasm Friendship Resilience**

Low Level unexpected behaviours	Consequences
<p><b>*Not following instructions/talking at an inappropriate time</b></p> <p>*Not following the Broad Oak charter</p> <ul style="list-style-type: none"> <li>➤ not respecting others opinions</li> <li>➤ not taking care of school materials</li> <li>➤ not treating others fairly,</li> <li>➤ not participating in activities when given appropriate support to do so</li> <li>➤ not working to the best of our ability</li> </ul> <p>*Name-calling/being unkind</p> <p>*Shouting out/interrupting/disrupting learning</p> <p>*Unexpected noises/gestures/distracting others</p> <p>*Refusing to cooperate</p> <p>*Invading the space of other people</p> <p>*Running/being noisy on the corridors</p> <p>*Scuffling/pushing/play fighting</p> <p>*Throwing objects</p> <p>*Disrespectful attitude</p>	<ol style="list-style-type: none"> <li>1. Reminder of the rules (verbal and visual) –</li> <li>2. <b>Verbal warning</b> “This is your warning...”</li> <li>3. <b>Loss of gold star</b> *Record loss of gold star in ‘Good to be Gold’ book *Inform parents/carers</li> <li>4. <b>Loss of silver star</b> Teacher’s discretion: *go to link class for time out (5/10/15 minutes) OR *Loss of free time – 5 minutes missed from break *Record loss of silver star in ‘Good to be Gold’ book *Inform parents/carers</li> </ol>
Medium Level unexpected behaviours	Consequences
<p><b>Build-up</b> Persistent low level behaviour</p>	<ol style="list-style-type: none"> <li>5. <b>Loss of silver/bronze star</b> – teacher discretion</li> </ol>
<p><b>Individual</b></p> <ul style="list-style-type: none"> <li>*Lying</li> <li>*Tampering with other people’s property</li> <li>*Unsafe behaviour</li> <li>*Intentionally hurting someone</li> <li>*Emotionally/physically hurting someone</li> <li>*Swearing</li> <li>*Openly defiant</li> <li>*Threatening behaviour</li> <li>*Intimidating/sabotaging others</li> </ul>	<p>*Loss of free time: miss part of/full break (this may need to be carried over to the next day)</p> <p>*Record loss of bronze star in ‘Good to be Gold’ book and CPOMs</p> <p>*Inform parents/carers</p> <p>*Inform phase leader</p>
High Level behaviours	Consequences
<ul style="list-style-type: none"> <li>*Fighting</li> <li>*Racism</li> <li>*Assault and physical aggression</li> <li>*Bullying</li> <li>*Leaving/attempting to leave school</li> <li>*Vandalism</li> <li>*Spitting at others</li> <li>*Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Immediate loss of all three stars</b> <i>At Head Teacher’s and Deputy Head Teacher’s discretion:</i></li> <li>*On report to HT/DHT</li> <li>*HT/DHT meeting with parents</li> <li>*Seclusion</li> <li>*Fixed term exclusion</li> <li>*Police</li> </ul>

## Appendix 4 - Unexpected Behaviour and Consequences Chart Reception

Children who maintain all three stars for the day will receive a 'Good to be Gold' sticker at the end of the day as a signal to parents that their child has made the right choices.

This is based on the premise that staff in early years are, laying the foundations for behaviour in school and are teaching children how to make choices and become more aware/responsible for their behaviour.

Action	Consequences
Unexpected behaviours from child	1. Adult speaks to child and explains right choice/wrong choice Adult links explanation to visual symbols or thumbs up/thumbs down
Repeated unexpected behaviours from child	2. No verbal response (if appropriate) from adult, just visual reminder using visuals Right choice behaviour modelling from adult
Repeated unexpected behaviours from child	3. Child loses gold star Adult to explain that they have made the wrong choice three times and now they have not got all of their stars Visual image for the child that they have made a wrong choice, which is embedded through loss of star Child does not receive their gold star at the end of the day Record in behaviour book
Repeated unexpected behaviours from child	4. Child loses silver star Adult to explain that they have made the wrong choice again and now the teacher will speak to their parents/carers at the end of the day about their wrong choices Record in behaviour book
Repeated unexpected behaviours from child	5. Child loses bronze star Time out Parents informed Record in behaviour book Record on CPOMs

Appendix 5 - Mind map explaining 'Good to be Gold' system for new staff and supply

Visual image for consequences to unexpected behaviour

Aim is to reward children that present expected behaviour all the time

All children start the day with three stars

For children that always manage their behaviour they will keep all three stars

If children keep all of their stars all week they will be rewarded with a 'Good to be Gold' reward

Lost stars are recorded in the behaviour book

# Good to be Gold



## Y1 - 6



Common language

Children are supported to understand their behaviour choices through the language of expected and unexpected behaviour

Parents /carers are informed when stars are removed

When making unexpected behaviour choices, there are five steps to losing stars:

- 1) check in (staff member to inform the child of what they are doing wrong)
- 2) Verbal warning
- 3) Loss of gold (lose one third of reward time)
- 4) Loss of silver (lose two thirds of reward time)
- 5) Loss of bronze (lose all reward time)

More serious incidents may result in immediate loss of silver or bronze stars

Visual image for consequences to unexpected behaviour

Aim is to reward children that present expected behaviour all the time

All children start the day with three stars



For children that always manage their behaviour they will keep all three stars

If children keep all of their stars all day they will be rewarded with a gold star sticker at home time

Gold star sticker is a signal to parents of a successful day

# Good to be Gold



## Reception

Common language

Children are supported to understand their behaviour choices through the language of right choice and wrong choice



Lost stars are recorded in the behaviour book

When making wrong choices, there are five steps to losing stars:

- 1) check in (staff member to inform the child of what they are doing wrong)
- 2) Use of right choice/wrong choice symbols as reminder
- 3) Loss of gold
- 4) Loss of silver
- 5) Loss of bronze

Parents/carers are informed when stars are removed

Appendix 6 - Mind map explaining House Point system for new staff and supply

## House Points

Reward expected behaviours

School is split into three houses:  
Williamson  
Pankhurst  
Paulhan

Each class is split into five teams:  
• randomly allocated  
• change every half term

HP collected on Friday by Year 6 house captains

Friday home time - team with the most marbles (HP) goes in the prize box



Common language  
Children are praised using our core values:

- Attitude
- Behaviour
- Courage
- Determination
- Enthusiasm
- Friendship

} Resilience

Only award 1 house point at a time to individuals 1

↓

"All efforts are equal"

To award class efforts, Give out a class house point reward of 5 marbles in each pot 5

Put a marble in your pot!

Marbles cannot be removed from the pots

## Reception House Points

Reward expected behaviours

One class pot  
Once class pot is full, all children are rewarded with a prize



Common language  
Children are praised using the language of right choice




Only award 1 house point at a time to individuals 1

↓

"All efforts are equal"

To award class efforts, Give out a class house point reward of 5 marbles 5

Put a marble in the pot!

Marbles cannot be removed from the pots

**Appendix 7** - Example of an additional behaviour charts to support individual needs (does not yet need reasonable adjustments to whole school 'Good to be Gold' or will run alongside the personalise system for 'Good to be Gold')

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

My behaviour targets

1) I do my work

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

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

2) I keep myself and others safe

I do not bang my fists on the table

I do not hit or kick the lockers

I do not throw or upturn chairs

I do not put my hands on other people

I do not hurt other people

My teacher checks in with me three times a day:

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

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

I can earn up to 15 minutes each day.

**Appendix 8** - Examples of reasonable adjustments to 'Good to be Gold' chart to support children with high-level of behavioural need

My Good to be Gold Chart			15	10	5
Monday	WW WW	STOP	★	★	★
Tuesday	WW WW	THINK	G	S	★
Wednesday	WW WW	BREATHE	G	S	B
Thursday	WW WW	THINK OF THE RIGHT CHOICE	G	S	B
Friday	WW WW	ASK FOR HELP	★	★	★

**Appendix 9 - Flow chart to support journey to mainstream for Resource Provision pupils**

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

Prior to first session in MS	Student transitions to Broad Oak's RP and is full-time in RP. Partnered with a MS class (although no access to MS initially).
	Open conversations in RP with all students about the two different settings at Broad Oak – RP compared to MS (differences and similarities, how and when we get to MS).
	Celebrate other student's achievements in the MS. Clear explanation of individual student's journey to MS (through clear and precise praise). Student sees positive role models.
	Student expresses an interest in going to MS.
	RP teacher checks all behaviour data for appropriate and safe behaviour. Shares with SENCO. RP teacher and SENCO decide whether student is ready to begin MS journey.
	If RP teacher and SENCO agree that the student is ready to start MS journey, RP teacher shares with parents and requests permission to start MS journey.
	With parental permission, RP teacher works in conjunction with student to find a personalized gateway to MS (this is different for every child).
	RP teacher access MS class timetable and ascertains most appropriate opportunities for student to access MS class.
	RP teacher meets with MS teacher to share relevant information. RP teacher reassures MS teacher that the RP student is fully supported 1:1 by RP staff member and the MS teacher does not need to do anything different.
	RP teacher accesses MS planning to make any necessary reasonable adjustments to MS session (further differentiation / provide additional scaffolding).
Student briefly meets MS teacher prior to first session.	
Student experiences success fully supported by RP staff	RP teacher supports student in MS 1:1 for initial sessions.
	RP formulates actions and expectations for support when with this student and shares verbally with RP team in briefing.
	1:1 support shared between RP staff members on a weekly rotation.
	Regular professional conversations between RP teacher and MS teacher.
	Celebrate and share student's successes via bonus points, shared achievements with SLT, MS star of the week certificates, behaviour systems in MS, updates with parents.
	Time in MS increased as and when student is ready.

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

Appendix 10 - Example of a 'Zones Check-in' board





# The **ZONES** of Regulation™ Glossary

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

<b>B) What self-talk are you using now?</b>	Question posed to help pupils to consider and reflection upon the way that they are speaking to themselves in their head. Pupils are encouraged to replace negative thoughts with positive, more adaptive thoughts
<b>Inner critic</b>	Used to describe negative, self-defeating thoughts
<b>Inner coach</b>	Used to describe positive, encouraging thoughts
<b>C) What type of thinking are you using now?</b>	Question posed to help pupils to consider whether they are being flexible in their thinking or being stuck on one idea. Pupils are supported to understand that rigid thinking often leads them to become dysregulated and therefore in the yellow or red zone
<b>Superflex thinking</b>	A flexible thinking pattern where we are able to consider different points of view or ways to do something
<b>Rock Brain thinking</b>	A rigid thinking pattern where we get stuck on an idea and have difficulty considering other options or ways to do something

## Appendix 12 - After school club behaviour expectations

### After School Club – Behaviour expectations

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

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

#### **At Broad Oak Primary School, our behaviour expectations are:**

- 1) To respect yourself
- 2) To respect others
- 3) To respect property

These three behaviour expectations can be further broken down:

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

#### **Behaviour support in After School Club:**

- Staff will support children to access the play activities through the use of positive, supportive and encouraging scripts
- Staff will promote regular and open discussions with pupils and parents/carers around expected behaviour
- Expected behaviour will be rewarded with praise and encouragement
- Unexpected behaviour will be shared with parents/carers on the same day
- If unexpected behaviour continues, After School Leader will contact the Behaviour Lead and a system to support behaviour in After School Club will be created (with a separate reward system from the school systems employed during the day)
- If unexpected behaviour continues or escalates to unsafe or unacceptable behaviour then parents/carers will be contacted to discuss the concern. In some circumstances, the child may lose the right to attend After School Club. This may be for a fixed period of time (e.g. one day) or After School Club Leader and School Business manager / Behaviour Lead / member of SLT may decide that the After School Club is not the appropriate setting for the child
- In a child presents unsafe behaviour and is at serious risk of harming themselves or another pupil then After School Club staff have a duty to use reasonable force to keep everyone safe. Any incident of reasonable force are always used as a last resort and are used in a way that maintains safety and dignity of all concerned. Parents/carers are informed as soon as possible
- Communication between After School Club staff and parents/carers is key. After school staff welcome any suggestions from parents to support the children to continue to access After School Club.