

Bearwood Primary and Nursery School



Behaviour Policy

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1) Purpose and Intent

At Bearwood Primary and Nursery School we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher based on mutual respect. As a school we adopt a Trauma Informed approach when supporting pupil behaviour which helps us to live our **Bearwood Belief of 'Learning, Enjoying, Succeeding Together'**

The aims of this behaviour policy are to support the following outcomes:

- To create a safe and calm environment where all children feel secure and happy.
- To encourage all children to be self-disciplined and to have high expectations of themselves
- For pupils to take responsibility for their actions and maintain high levels of self-control
- To nurture high, personal self-esteem and to take pride in their school, achievements and environment.
- To ensure behaviour demonstrates respect for all and recognises the value and contribution of others.
- To promote fairness and to show care and concern towards others.
- To develop skills and positive attitudes beyond the primary years in preparation for the next stage in education

2) Bearwood Rules and Behaviours for Learning

At Bearwood Primary and Nursery School we have **three rules** that underpin the behaviour we expect to see in school from all staff and children.



We expect to hear the language of Ready, Respectful, Safe being used by children and staff.

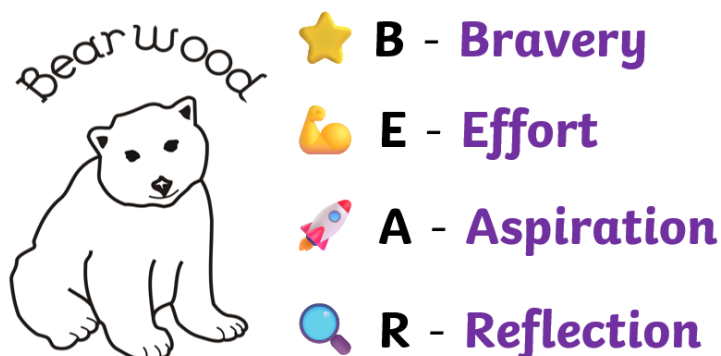
READY to learn – arrive at school on time, equipment ready, uniform looking smart, work hard, good listening and follow the 4B's.

RESPECTFUL – friendly and polite, listen when others speak, take turns, help others and look after the property of our friends and the school.

SAFE – use kind hands, feet and words to help keep us and others safe, move around school in a safe manner, listen and follow instructions, use equipment safely and tell an adult if you feel unsafe.

Bearwood 'BEAR' Learning Behaviours

These Behaviours for Learning are displayed in every classroom. This ensures that all staff can identify and praise children when they demonstrate any of these learning behaviours effectively in the classroom. We expect all children to behave respectfully and within the school's vision and values where we reward children for expected behaviours.



3) Leadership & Management

Roles and responsibilities

All stakeholders play a part in creating a culture and ethos to meet the aims set out above. Only working together will achieve a calm and purposeful learning environment.

Governors

- The governing body must ensure that this policy is designed to promote good behaviour and used consistently.
- To hold senior leaders to account to ensure that there is a clear impact from the policy.
- Analyse and question exclusions data, including numbers and repeat exclusions.
- Consider consistent use of behaviour policy, register and coding, interventions to support those at risk of suspension/Permanent Exclusion, repeat suspensions, variation in data and rolling averages, timing of Permanent exclusion (and possibility of off-rolling), understanding characteristics of excluded pupils and use and effectiveness of Alternative provision.

Headteacher and Leadership

- Support all staff and pupils to reach the aims of this policy.
- Create a safe and nurturing culture across the school.
- Organise or deliver CPD to support the use of positive behaviour strategies.
- Be visible and the available person for staff, pupils and parents.
- Report behaviour data to governors.
- Forge links with relevant external partners.
- Support the SENCO with referrals to outside agencies.

Teachers and school staff:

- Create a safe and nurturing environment built on mutual respect.
- Report concerns to parents and SLT in a timely fashion and include the SENCO or pastoral team when needed.
- Organise and hold both formal and informal meetings with parents about behaviour.
- Be the emotionally available adult to support pupils in their class.
- Adhere to the behaviour policy when giving praise and issuing consequences.
- Log relevant behaviours on Bromcom and give rewards/consequences according to this policy.

Parents:

- Inform the school of any circumstance that may affect behaviour of their child.
- Speak to the teacher or a member of SLT if they are concerned about the behaviour of another pupil.
- To approach the school, rather than another parent, when concerned about the behaviour of their child.
- Show an interest in all that their child does in school and continue to educate their child at home on social expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make their child aware of appropriate behaviour in all situations and to be aware of the school rules and expectations (see also Home School Agreement).

Pupils:

- With the teacher create class a charter/rules underpinned by the school's vision and values.
- Adhere to the charter and accept their actions.
- Support their peers to live and breathe the vision and values.
- Raise concerns or ideas about how to improve behaviour with the school council or their teacher.
- Transition around the school in a calm and purposeful manor (assembly, getting coats etc).

Pupil Responsibilities

As part of the “Bearwood Brilliance Award”, we encourage children to have Little Leader roles and responsibilities including: School Council Representatives, Office Angels, Reading Champions and Eco team among others. Line managers (staff) will ensure that responsibilities are planned and that the work carried out contributes to the school as a whole.

Monitoring and Evaluation of behaviour

The senior leadership team monitors behaviour on a regular basis by communicating with class teachers and other staff, carrying out observations and learning walks and analysing behaviour events. Evaluations of behaviour events are also carried out termly, in order to adapt practice where necessary. This monitoring and evaluation ensures that the graduated response has been followed, that school and home, work together to support behaviour and understand patterns of behaviour. A breakdown of logged behaviour incidents will be provided to the governors on termly basis.

4) School systems and social norms – A consistent approach

Expectations and Responsibilities – Consistent minimum expectations

	Consistent minimum expectations		
	Leaders	Staff	Pupils
At the start of the day	Pupils should be welcomed into school. This includes the SLT being visible at the gate.	Pupils should be welcomed into the classroom.	Pupils will welcome each other appropriately and respectfully.
On arrival	SLT will ensure that staff are fully briefed for the day so that they can be organised and prepared.	Adults will be organised for the day’s teaching and learning in advance of pupils arriving.	Pupils walk calmly straight into the classroom. They put belongings away and start their early morning activity.
End of playtimes / end of lunch time	SLT will be a visible presence across the school at transition times. SLT will celebrate staff, leaders and learners whose effort goes above and beyond expectations.	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.	Pupils will line up quietly and walk into class without talking. All pupils will return to their class at the end of playtime.
Transition	Leaders will support staff in managing learners with more complex or entrenched negative behaviours. Leaders will regularly review provision for learners who fall beyond the range of written policies.	Teachers will reiterate expectations to pupils at each transition. All staff, including MDS are proactive in responding to incidents, following this policy. Adults speak respectfully to children.	Pupils are expected to walk calmly in the corridors without talking. Pupils eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Pupils ensure they have cleared their space when they have finished eating. Pupils will act in a way that keeps themselves and others safe at all times. Pupils speak respectfully to staff. All pupils will return to their class at the end of lunch.
Toilets		Adults will make sure they monitor use of toilets to ensure pupils do not go in groups.	Pupils will ask before going to the toilet and will only go with permission. They will behave safely and sensibly in the toilets.

Lesson time		Adults will make their expectations clear, both with the learning outcomes they expect and the learning behaviours they expect to see. They will make reasonable adjustments for pupils as appropriate.	Pupils will work quietly enough that others are not disturbed. They will actively listen to instructions and follow them appropriately. They will follow all requests to keep themselves and others safe, including staying with their class.
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Class Behaviour Charters

Classes agree a Class Behaviour Charter that all children and teaching staff sign at the start of the academic year. This outlines our three rules of '**ready, respectful, safe**' and will set out what these three rules mean and look like at Bearwood. The BEAR Behaviours for Learning are also referenced. (See Appendix 2 for linked values).

Teachers will routinely talk to pupils about the school expectations, celebrations, consequences and behaviour policy, especially at the start of each short term as part of our Behaviour Lessons (see below). The children will also be reminded of these whenever it becomes necessary during the day, week or term.

All classes must display the class charter - behaviour expectations, the house point system, a recognition board and the consequences system as per this policy. The children should be reminded of these regularly and be able to say and explain the expectations of '**ready, respectful, safe**' and linked learning behaviour values.

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition "Celebrations"
- Ready - Respectful - Safe	- Daily meet and greet and say goodbye - Persistently catching children doing the right thing and great behaviour - Calm and caring - Unity from all in identifying and reminding children who are failing to meet expectations. - Accompanying children to/from the playground at transition points throughout the day; transitions around the school. - Praising in public, coaching / reminding in private - Consistent use of language e.g. wonderful walking, super sitting, show me ready	- Verbal praise - Stickers - House points - Recognition boards - Phone call / message home - Notes home - Sharing good work in class with other adults - SLT praise - Weekly Certificates (2 children chosen each week) - VIP awards - Class rewards – e.g. marbles in a jar.

Relentless Routines – Teaching Behaviour

At Bearwood we take the time to teach behaviour at the start of each short term. We believe children should be clear on what we are expecting of them before we expect it. We use lesson plans to ensure all children are being taught the routines and expectations consistently. We are 'relentless with our routines'. Please see Bearwood's 'How to guide – Expectations and Behaviour' document for further information.

Praise and Rewards at Bearwood Primary and Nursery School

We recognise that one of most important aspects of our learning environment is the recognition and positive rewards received as this encourages good behaviour. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and amongst peers. All praise and reward offered is linked to the vision and values and aims to encourage intrinsic motivation.

These systems operate in Years 1-6 with EYFS and year 1 operating a more immediate gratification approach (see Appendix 1 – EYFS Policy). Year 1 is expected to transition to this system with the judgement of the class teacher and in line with the needs of the cohort. All praise is focused on the vision, values and associated learning behaviours (see appendix 2) and can be in the form of:

Whole School House Point system	All pupils are assigned a House from the start of their Bearwood Journey. House points are given for meeting the school behaviour rules and demonstrating the school’s learning behaviours (EYFS – y6) At the end of each half term the winning house will receive a reward which may include; a movie afternoon, non-school uniform day, a bring a toy afternoon or special picnic. A weekly tally of house points is displayed in the school hall, shared with pupils in assembly and parents via our celebration ‘Marvellous Monday’ newsletters.						
Individual house points	Although pupils contribute to the team house reward, we recognise that individual effort needs recognition therefore pupils will receive merit badges as below. These will be monitored by class teachers and shared in an assembly. The aim is for all children to reach ‘Gold’ by the end of the school year. Any children going above and beyond the Gold standard will have an opportunity to achieve the Platinum award – this is very rare but allows all gold pupils to have something to aim for. <table><tr><td>Bronze</td><td>Silver</td><td>Gold</td></tr><tr><td>50</td><td>100</td><td>150</td></tr></table>	Bronze	Silver	Gold	50	100	150
Bronze	Silver	Gold					
50	100	150					
Whole Class Recognition boards	The class will agree on a shared target/s linked to the vision, values and learning behaviours. For example, a class may need to focus on following instructions. When this is observed by teacher the child’s name will be added to the ‘board’. The target, reward and length of target will be determined by the class and class teacher (e.g. the target can change for different lessons dependent on the needs of the class at the time).						

In addition to these, our school recognises that encouraging and praising positive behaviour will promote a caring atmosphere and ethos for all to work in. It is important to provide praise at every possible opportunity. All adults can choose to use the following to support our school behaviour expectations and linked values:

- Praise from adults and each other
- Stickers
- A message home on Marvellous Me or via a Post Card
- Class points, e.g. marbles in a jar, working towards a class treat – this could be linked to the recognition board.

Bearwood Learning Behaviour Certificates

Each week, class teachers select 2 children for displaying '**ready, respectful, safe**' or excellent '**BEAR**' learning behaviours that week. These names are then published the following week in a 'Marvellous Monday' newsletter sent out on Mondays and celebrated within class assemblies.

VIPs

Children who go above and beyond consistently may be selected by their class teacher to be a VIP. VIPs are announced in celebration assemblies (currently on Fridays) where they are given a VIP rosette to wear for the following week and attend a party to celebrate their achievements.

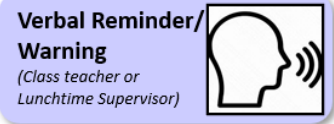
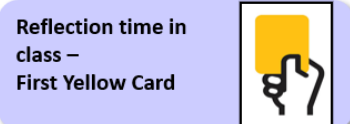
Strategies for supporting positive behaviour - Consequences

At Bearwood we use a graduated response to ensure the right support is used to support those children who are unable to meet the behaviour expectations. All teaching and non-teaching staff respond to disruption of learning in a predictable, prompt and assertive manner aiming to deter, prevent or improve the behaviour. Following a trauma informed approach, staff should ask themselves 'What has caused this behaviour?' and follow the below procedures to ensure that pupil can remain in the right zone for learning.

In addition, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment, to the Senior Leadership Team the same day that it is discovered and log this on My Concern and the Hamwic incident form.

When a pupil is not following the school expectations for behaviour, the following actions will be followed by all adults to support the pupil (See Appendix 4 for classroom display poster).

PLEASE NOTE: Whole class reminders of the READY expectations will have already been given at the start of lessons and when gaining the attention of all pupils. Children are reminded of class charter (ready, respectful, safe) and READY expectations and are supported to correct behaviour through discussion and dialogue as well as use of praise and PACE.

Stages of behaviour management	Each lesson is a fresh start	Behaviour examples (Must be taken within context)
Verbal Reminder/Warning 	A reminder of expectations delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Please ensure that you think carefully about your next step.' Children may be moved within the classroom for the duration of the lesson or until regulated.	
First yellow card - Time Out in class  <i>The teacher to decide if 5 minute is to be made up at break due to the loss of learning</i> Lunchtime / Playtime Changing game or moving to another area of the playground.	'Reflection time' in class up to 5 minutes. Each classroom to have reflection space set up. This may be linked to the Zones of Regulation. <u>(For some children 5 minutes in another classroom at this level may be suitable – based on needs of pupil)</u> A child may be told: <i>'You seem to be in the yellow zone, this is not the best zone for learning. Therefore, you will need to take 5 minutes to get ready for learning.'</i> Or <i>'You have not met the expectations of being ready as you are talking to other pupils. Therefore, you have been given this yellow card to help you get back to the correct learning zone by taking time to reflect on what needs to change.'</i>	• Inappropriate interruption • Distracting others • Disruptive noises • Unkind Remarks • Deliberately annoying others • Answering an adult back • Wandering around room at the wrong time • Rough play • Unsafe hands and feet • Vandalism that can be fixed by the child. • Doodling when not expected. • Misuse of school equipment • Inciting others to misbehave. • Telling lies
Second yellow card – a removal from class  Lunchtime / Playtime Time out – up to 10 minutes with the adult issuing the time out – The class teacher must be informed	'Reflection time' out in partner class for up to 10 minutes. Pupil to make up learning time in playtime and parent notified.	Persistent Low-Level Behaviour (continuation of above) • Refusal to work / follow instructions • Improper use of the toilets / cloakroom areas • Rudeness towards adults
Repair 	This might be a quick chat at breaktime or a more formal meeting. If a child has missed learning and needs to 'pay back' the learning then this can be orchestrated by the adult.	
Red Card – (serious) a removal from class	Child sent to SLT Incident to be recorded on Bromcom by class teacher or adults involved and parents notified.	Persistent Moderate level Behaviour • Leaving the classroom without permission • Deliberately hurting another pupil either physically or emotionally

Removal from class – Red card <i>(SLT involved)</i> 	A red card can be issued without the escalation (see below). Reflection sheet completed and shared with SLT. If needed – SLT called on radio.	• Throwing or kicking objects that could cause harm • Vandalism – requiring adult intervention. • Going into out of bounds areas • Using serious threatening behaviour • Total refusal to follow instructions and do what is asked • Aggression towards adults • Stealing • Swearing (including offensive hand gestures) • Bullying – anti-bullying policy to be implemented immediately. • Racist or homophobic language or actions.
Extremely serious	SLT called immediately using the radio SLT to speak to parents on the phone Event recorded on Bromcom	• Serious violence with intent to cause harm against pupil or staff. • Sexual assault or abuse • Supplying or carrying an illegal drug • Carrying an offensive weapon • Repeated bullying • Severe damage or destruction of classroom or learning space. • Leaving the school building without permission.

Removal from class

Removal (red card) is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (**for time longer than 15 minutes a member of SLT must be informed as this is categorised an internal exclusion**). This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As a school, we collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents are informed on the same day if their child has been removed from the classroom.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response or kept in at break time for support with learning.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Restorative Conversations

If pupils reach the red card, a restorative conversation is carried out. This may happen during the lunchtime with SLT/Pupil Engagement Officer or in the case of a suspension it may also be held during a reintegration meeting with parent/carers. It is important that this conversation is held with the adult involved or supported by an adult if it is

between pupils, so that there is a strong connection made. Some incidents need to be resolved with a restorative approach. When appropriate, this is often the process to meet everyone's needs.

This process takes the form of 5 questions:

1. What happened?

Listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

3. How did this make people feel?

The pupil might have been unaware of how other people reacted to their behaviour.

4. What should we do to put things right?

It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up.

5. How can we do things differently in the future?

Help the pupil recognise when their behaviour pattern begins.

With younger pupils or pupils that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation as it does not necessarily reflect an understanding of the behaviour and isn't always helpful. Although actions have outcomes (consequences), pupils are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

A folder of 'Red Card' restorative work is kept in the SLT office. SLT will monitor the content of all folders to review any patterns or concerns.

Playground/lunch time expectations

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, Lunchtime staff will consistently 'catch pupils being good' and share this with them (e.g. use of House Points). In the playground we have the same high expectations of behaviour that we do in the classroom. Pupils will be supervised by members of the school's lunch time team. They will support children through the same PACE strategies used in the classroom. MDS staff are encouraged to hand out praise, stickers and house points in line with the whole school rewards system.

Behaviour incidents should be managed at lunch time in line with the policy, with the same stepped approach.

Action	Explanation
Warning	The staff member reminds pupil of the school learning goals and expectations.
Yellow Card	Changing game or moving to another area of the playground.
Second Yellow Card	Time out – up to 10 minutes with the adult issuing the time out – <i>The class teacher must be informed</i>
Red card	Send to a member of SLT – this may include physical violence, swearing, racism or homophobic behaviour and could be classed as Child on child Abuse. See main list on p8/9.

Monitoring consequences

A 'red card' reflections folder is held by SLT to record conversations and 'repair' outcomes for children to review or be reminded of if there is a recurrence of a behaviour. Where pupils miss time from their playtime or lunchtime as a consequence, staff record this information on Bromcom. This information is collated half termly by the Behaviour Lead (HT) and identifies patterns and trends each term. The HT oversees this data. Where pupils miss a lunchtime as a consequence with the SLT/Pupil Engagement Officer they will record this information. SLT regularly monitor these trackers to see patterns and trends.

MyConcern is used to track all severe behaviour incidents, including incidents of racial or prejudicial language and child-on-child abuse. All incidents are monitored by the SLT, including the Headteacher who is the Designated Safeguarding Lead. Parents are informed of any incidents of severe behaviour and a meeting may be called to explore further.

Where pupils have an individual Behaviour Response Plan, their behaviour is monitored closely and a spot check of their behaviour is conducted once a term. From this, a record is kept of the number of incidents, potential triggers and a behaviour risk assessment is adapted based on these behaviours. The HT monitors and reviews this half termly with class teacher and SENCO. Parents are invited to a review meeting once a term to ensure that the BRP is reflective of the current needs and behaviours of the child.

School trips

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our behaviour policy and would become a health and safety risk. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by SLT and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour. Where possible, where the risk is deemed high, we will work with the family to enable them to support the pupil as a 1:1 and to follow a thorough risk assessment.

Power to discipline beyond the school gate (including online)

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Any incidents of inappropriate online behaviour in school will be managed as above, in line with any incident of unsafe behaviour. It will be made clear to the pupil that this is in breach of the school rules. Where incidents of inappropriate online behaviour have happened outside of school, parents will be informed.

We expect that when our pupils are working off-site, they maintain the same standards of behaviour. Positive behaviour will be rewarded as it is in school. Where pupils are not following the school rules, this will be managed as above in a way that is practical to the offsite setting. Consideration also needs to be taken of any risk assessments, which may mean that additional site-specific rules must also be followed.

Mobile Phones

At Bearwood Primary and Nursery School we do the maximum to safeguard everyone on the school's premises.

Children may only bring mobile phones to school in EXCEPTIONAL circumstances. Parents/carers must have completed and returned a request form, outlining the exceptional circumstances, prior to the phone coming into school. This will be authorised only at the discretion of the Headteacher. See Bearwood Pupil Mobile Phone Policy for further information.

5) Behaviour Curriculum

Positive Behaviour should be taught to all pupils, so that they understand what behaviour is and what is prohibited. This requires positive reinforcement when expectations are met as well as support and encouragement with a clear and consistent approach.

Relentless Routines – Teaching Behaviour

At Bearwood we take the time to teach behaviour at the start of each short term. We believe children should be clear on what we are expecting of them before we expect it. We use lesson plans to ensure all children are being taught the routines and expectations consistently. We are 'relentless with our routines'. Please see Bearwood's 'How to guide – Expectations and Behaviour' document for further information.

Bearwood has adopted a Behaviour curriculum which is based on Trauma informed approach with relationships and self-regulating being at the heart. For pupils and staff to connect each week, thirty minutes will be dedicated to developing relationships and connections; this is done through planned 'Your Time' activities following the interests of the children.

Through assemblies, curriculum subjects and targeted support, pupils are taught the skills explicitly linked to the school's values – BEAR learning behaviours and 'ready, respectful, safe' rules. These are age and stage appropriate to ensure that the right skills are always taught at the right time through direct teaching and modelling of expected behaviours.

We believe that certainty quells anxiety and creates a safe environment where learning thrives:

- When children escalate, we need to take them back to the original behaviour before dealing with the secondary behaviour.
- Display consistently clearly on the walls of the classroom.
- Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
- Use phone calls and positive messages home to reinforce the positive certainty.
- Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
- Have a clear tariff for appropriate and inappropriate behaviour.
- Ensure the response is appropriate to the behaviour.

PSHE and Safety Curriculum

To support our behaviour curriculum, our PSHE and Safety Curriculum is planned in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2020; providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour, keeping themselves safe and the nature of child on child abuse. The PSHE and Safety Curriculum has a clear progression of behaviour skills appropriate to the age and stage of the children.

Stormbreak

All children at our school have the opportunity to take part in Stormbreak activities throughout their school day. This a programme designed to bring movement into a child's health and well-being, developing the skills of Resilience, Relationships, Self-care, Self-worth/ efficacy, Optimism and hope. Managing emotions and behaviours are addressed through these activities and help children to establish their own self-regulation strategies. All staff are trained in conducting Stormbreak sessions.

Zones of Regulation

"Self-regulation is the ability to control your urges and impulses and change your behaviour if needed."

All children have access to a 'Zones of Regulation' chart in their classrooms to help the children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in. All staff and pupils use the Zones of Regulation language consistently across the school to create a supportive environment for developing self-regulation. The Zones help children recognise and understand their emotions and triggers in a non-judgmental way. All zones—including Red and Yellow—are normal and expected. The approach is a supportive tool, not a disciplinary measure, and staff guide pupils in using strategies appropriate to each zone. See Appendix 1.

6) Pupil Support and interventions

The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages pupils to behave in appropriate and less challenging ways. Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

• Time to think • Fiddle toys • Individual work stations • Supportive seating arrangements • Time alone in another part of the class • Use of a calm/sensory box • Use of a quiet room • Adaptation to learning tasks to allow success • Time out of class with a known adult	Interventions with a Teaching Assistant • ELSA intervention • Big Empathy Draw (trained Trauma Informed practitioner) • Sand tray Therapy (trained Trauma Informed practitioner) • Use of Emotion Cards (trained Trauma Informed practitioner) • Individual / Group Zones of Regulation learning • Hamish & Milo – Emotional Wellbeing Intervention • Lego therapy
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Where a pupil receives additional support through intervention, this is closely monitored by the adult delivering the intervention, the class teacher and the Inclusion Lead. Then, adaptations and alterations can be made so that the intervention best supports the needs that the pupil is communicating through their behaviour.

The key to the success of these interventions is the relationships built between the pupil and the adult, so the child feels open and safe to explore their feelings. Pupils can be suggested for interventions by the class teacher, by outside agencies or by parents. Before a pupil undertakes an intervention, the adult delivering the intervention can talk to the SENCO to ensure that class based support has been fully explored and that the pupil's needs match the aims and outcomes of the intervention.

Individual Tracking Charts – Zones of Regulation

Some children may benefit from an individual tracking chart in place which is reviewed daily by the child's class teacher and SLT to help support them to recognise their own zones of regulation and follow the school's expectations throughout the school day. This way it links to a whole school strategy we use and allows the children who need to use it to recognise emotions along with the behaviours. Data from this can then be used to support the child further with making positive behaviour choices.

7) Expectations and Reasonable Adjustments For Pupils With SEND

We value the uniqueness and diversity of our school community and are committed to inclusive, fair, and non-discriminatory practice, in line with the Equality Act 2010. Everyone is a learner and we make provision for developing the emotional learning of all, but most particularly for our most vulnerable and challenging pupils. No member of staff will discriminate against any of the protected characteristics. For pupils with SEND, this includes a duty to make reasonable adjustments to policies and practices.

Our school adjusts its expectations for our pupils in accordance with their developmental capabilities and experiences. This sometimes involves removing vulnerable and dysregulated pupils in a kind and non-judgmental way from situations they are not managing well. Staff work collaboratively to assess situations and respond with care, involving parents and carers throughout. Although we have a clear process of rewards and responses to unsafe, disruptive or disrespectful behaviour, we also recognise that our approach needs to reflect a differentiated and developmentally appropriate response to individual behaviour.

Pupils with EHCPs may have specific behavioural targets monitored by the SENCO and reviewed regularly. Pupils with an EHCP have an Annual Review where progress against behaviour targets is discussed, the support they receive is

assessed and can be adapted accordingly. Parents can also request to meet with the class teacher and/or the SENCO at any time if they have any concerns around their child's behaviour and the support they are receiving.

Where we identify that pupil behaviour and support is not improving, then we will consult with professionals at Longspee Outreach. Through observation, discussion, and pupil/parent/staff voice, specific targets and support are put in place to ensure that the needs of the pupil are being met. The lead person for liaison with most external agencies is the SENCo (e.g. Early help Services; LA SEN team; Educational Psychology; Outreach and Health). The Headteacher is the lead person for liaison in relation to Suspension and Exclusion. The aim of this will always be to give school and/or parents the skills and understanding to then best support the child. Referrals are made based on need and in consultation with parents/carers.

In some cases, Alternative Provision may be considered, where a pupil's needs cannot be met within the school. This decision will always be made in consultation with parents and the Local Authority and following a clear criteria for Alternative Provision. The Local Authority have approved Alternative Provisions so can make the best decision as to which provision can meet the needs of the individual pupil if deemed appropriate.

Our aim is to provide personalised support and equip pupils with strategies to overcome barriers and thrive.

Targeted Individual Behaviour Response Plans / Behaviour Risk Assessments

When needed, we may need to undertake a risk assessment where behaviours are deemed to be risky or unsafe. This is shared with all staff who need to be aware and is monitored so that it accurately reflects the behaviour of the pupil. These risk assessments are in place to ensure the safety of the child and the children / adults they are in contact with. The behaviour lead (HT) or SENCO will communicate their intentions with the child's parents.

Where a child is displaying continued negative behaviours (e.g. disruptive or physical) they will be placed on a 'Behaviour Response Plan'. After an initial risk assessment, the behaviour lead (HT) or SENCO will meet with the child's parents to discuss the triggers and outward behaviours that have been observed. Together they will create a plan that clearly states what the response should be at each stage of the child's behaviour cycle (e.g. anxiety, escalation, crisis, recovery and follow up). This will be reviewed with the child, parents and behaviour lead (HT) or SENCO each term following a spot check risk assessment of the low, medium and high risk behaviours. A child will remain on a behaviour response plan until the risk of their behaviours are minimal and through consultation with parents.

Training

Staff receive a range of training, including:

- Providing initial training and regular update training for Teachers, Teaching Assistants and Midday Lunchtime Supervisors to ensure staff understand emotional behaviour, triggers and have strategies to manage it.
- Dedicated staff meeting time to discuss ongoing concerns and issues and problem solve together.
- Providing more specialist training as appropriate to support the management of challenging behaviours (eg ASD, ADHD)
- Accessing Outreach Support for teachers who are managing pupils with very challenging behaviours
- Advice and access to other agencies via the Inclusion Lead or the Behaviour Support team at HAMWIC.
- Team Around the Child (TAC) / Team Around The Family (TAF) multi agency meetings for coordinated response and support
- Behaviour Response Plans shared with ALL staff

8) Pupil Transition and Development

When pupils join the school and at the beginning of every academic year, families and carers are asked to sign a home school agreement which outlines the behaviour expectations of the school. By signing the agreement, parents and carers are agreeing to support their child in following the school's expectations of safety and respect, and the school are agreeing to support the child and family in achieving this.

We aim to be an inclusive school and as such will use the strategies outlined in this policy to best support each individual with regulating their behaviour. However, the school will use Fixed Term Suspensions to maintain the health and safety of all our school community.

Parent Support and Concerns

If parents have concerns over their child's behaviour in school or how they are being supported, they should initially talk to the class teacher. Where needed, the class teacher may also ask the SENCO to meet with parents as well for further advice and support. If parents wish to discuss things further, they can also ask to speak to the DHT. If parents have significant concerns, they can ask to speak to the Headteacher.

If parents have concerns over how their child's behaviour is supported in school, they should follow the procedures set out in the school's Complaints Policy.

Where parents would like support with their child's behaviour at home and how this is impacting in school, they should initially talk to the class teacher. They may then ask the SENCO to meet with the parents to signpost parents to support.

Internal Exclusion

As an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspension or exclusion to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

An internal suspension takes place within the school and means removing a pupil from their class to another 'learning space' away from peers. The pupil is supervised by a teaching assistant and is in close proximity to a member of the Senior Leadership Team. This will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents and carers will be informed appropriately about the behaviours relating to and the decision regarding any internal suspension. Work will be provided for the pupil to complete in parity with their peers for the period they are working out of class.

External Suspension / Fixed Term Suspension

This is considerably more severe than an internal suspension, where a pupil is asked to stay at home for an agreed period of time. Issuing a suspension will be a last resort and is at the discretion of the Headteacher. The decision whether to externally suspend a pupil will be carefully considered by the Headteacher and may be issued for, but not limited to, the reasons below:

• Sexist / racist / homophobic comments • Repeated swearing • Significant physical aggression towards a peer • Repeated/significant verbal aggression towards a peer • Repeated/significant rudeness towards an adult • Deliberate damage to school property	• Leaving the class unattended resulting in a lack of safety • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour
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A pupil can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension, the Headteacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the pupil to complete at home. The pupil is not permitted to be in public areas in school hours during this time.

At Bearwood Primary and Nursery School we use contact during suspension with daily pastoral contact on return, personalised rewards and positive report cards, ensuring children are helped to catch up on what they've missed. This may also include mentoring and regular parental communication as measures for successful reintegration.

Following a suspension, there will be a reintegration meeting involving a member of the senior leadership team, pupil and parent/carer. The purpose of the meeting is to work in partnership with the school and families, in order to assist the pupil with improvement in their behaviour.

Specific behavioural targets will be set for the pupil and agreed with the parent/carer and captured through a review of the pupil's Behaviour Response Plan (BRP) or the need to capture individual needs via a new BRP.

The Governors will review promptly all external suspensions from the school. This will be reported on in the head teacher's report to Governors.

Part-Time Timetables

The 2020 DfE 'School Attendance Guidance for maintained schools, academies, independent schools and local authorities' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. The use of a reduced timetable for a child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, post-exclusion etc.
- As part of an in-school support package. School, parent/carer and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome

An adapted timetable means an agreement made with the pupil, parent or carer, where the Local Authority and Hamwic Education Trust are informed. The number of hours spent in education is reduced for a time-limited period of generally no more than six-eight weeks depending on the individual pupil. Weekly reviews will be in place to monitor the impact and aim towards increasing the provision to work towards a full-time timetable.

Offsite direction

Alternative Provision should be based on children's needs in order to improve behaviour. It should only be used where outreach and in-school provision has been unsuccessful or in the best interests of the pupil. The school is responsible for making sure the Alternative Provision is safe and of high quality by communicating regularly with the parents, child and alternative setting. A drawn-up plan for Alternative Provision is needed which shares the rationale, time scale and expected outcome.

The Governing Body must monitor the Alternative Provision pupils are placed in and keep these under review at meetings to which parents are invited. Meeting may also include other agencies, e.g. CAMHs. A managed move is used to initiate a permanent transfer to another school.

Managed moves should be:

- voluntary and agreed by all parties
- in the pupils' best interests
- in consultation with the LA if an EHCP is in place
- a planned intervention, showing the other steps that have been taken prior to exploring a move
- preceded by information sharing between new and current school, including attainment data, academic potential, a risk assessment and effective risk management strategies, an effective integration strategy

As a school, we explore managed moves within the Hamwic Education Trust schools first and then engage with the Local Authority if Trust schools cannot or do not provide the best interest for the child.

9) Child on Child Abuse

Child-on-child abuse can include bullying including cyberbullying, abuse in intimate personal relationships between peers, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual

violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting and initiation/hazing type violence and rituals. *Keeping Children Safe in Education, 2025*.

Staff working alongside our pupils maintain an attitude of 'it could happen here' and will investigate any allegations of child-on-child abuse seriously, following the school's safeguarding procedures outlined in our Safeguarding Policy.

Any incidences of bullying will be dealt with following the Anti-Bullying Policy.

10) Use of Force and Powers to Search

Searching For and Confiscation of Inappropriate Items

We follow the DfE Guidance 'Searching, Screening and Confiscation – Advice for Schools – July 2022'.

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, as identified in the guidance. At Bearwood no search must be carried out without an assessment of the risks and precautions taken to reduce them. A search should never be carried out without another person present and whenever possible should have the prior consent of the Headteacher.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. At Bearwood, confiscated items should be kept in the care of the teacher or in the school office as appropriate. They will usually be returned at the end of the school day but may be kept for a longer (reasonable) period of time or until the item is collected by a parent or carer.

Power to Use Reasonable Force

The use of reasonable force or positive handling is used as a last resort; the more effective strategy is to use PACE in the first instance. However, all members of school staff can exercise their right to use reasonable force. Department for Education Guidance (2013) explains that the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. In some exceptional circumstances members of staff may need to exercise their legal obligation to ensure that all pupils are safe. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Positive handling refers to a graduated approach that moves towards the control of extreme behaviour by adopting the least intrusive intervention for the shortest period to achieve the aim. It is one of the most efficient methods of training on how to support a pupil whilst protecting them and remaining compliant with legislation. Any use of force will be 'reasonable in the circumstances', meaning no more force will be used than necessary. Any use of force must be reported immediately to the Headteacher; the parents informed and the relevant form completed with details of the incident.

Where possible only staff who are certified will carry out any therapeutic holds. Currently we have three members of staff who are SecuriCare trained which is renewed every 3 years, we aim to use these members of staff if positive handling or reasonable force is needed, and they will be added to any linked risk assessment.

11) Evaluating the Policy

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?

- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do pupils actively use the school values / learning behaviours to make positive choices rather than just use them to reflect on behaviours after negative choices?

Appendix 1 – EYFS Behaviour Management

In our Early Years setting, every child is seen, valued, and supported. We focus on positive relationships, emotional safety, and learning through play. Behaviour is viewed as communication: children show us what they need through their actions. Our role is to guide, coach, and celebrate progress.

Our Key Behaviour Rules:

We talk about three simple values every day:

- **Ready** – I am prepared to learn, play, and listen.
- **Respectful** – I use kind hands, kind words, and take turns.
- **Safe** – I look after myself, my friends, and our classroom.

These values are woven into routines, modelling, stories, and praise.

Daily Starting Point: The Proud Cloud

- Every child begins each day on the Proud Cloud.
- This shows that we are proud of every child and believe each one can have a wonderful day.
- Starting fresh each day teaches forgiveness, resilience, and growth.

Language we use: “You’re on our Proud Cloud because we believe in you!”

Aiming High: Sparkling Sunshine

Children can move from the Proud Cloud to the Sparkling Sunshine when they show:

- Fantastic behaviour choices.
- Kindness and helping others.
- Perseverance in learning or play.
- Our key values: Ready, Respectful, Safe.

We aim for every child to ‘sparkle’ at different points throughout the day. Staff look for a wide range of success moments—small steps count!

Language we use: “That was so kind and respectful—let’s move you to the Sparkling Sunshine!”

Whole-Class Celebration: Marble Jar

When every child in the class is on the Sparkling Sunshine at the same time, the class earns one marble in the class jar. We set a target number of marbles to work toward a class treat (e.g., extra outdoor play, story picnic, dance party). Targets may be weekly, fortnightly, or half-termly—adjusted to suit the class. This builds teamwork: We shine brighter together!

Celebrating Individual Success

When a child reaches the Sparkling Sunshine, we may celebrate with:

- Verbal praise (specific and linked to values).
- A sticker or small token.
- A quick celebration during circle time.
- A note, photo, or message home (where used).

We celebrate effort as much as outcome.

Responding to Unhelpful Choices

Even with support, children sometimes make choices that are not safe, respectful, or ready for learning. When this happens we respond calmly and consistently.

Step 1: Calm Area & Reflection

The child is offered time in our Calm Area with an adult. Together we:

- Pause, breathe, and settle.
- Use self-regulation tools (breathing, sensory objects, visuals).
- Check in using the Zones of Regulation colours.
- Talk briefly about what happened and what we need next.

Step 2: Restore & Return

We guide the child to repair (e.g., saying sorry in a meaningful way, helping tidy something, rejoining play kindly) and then return to learning.

Step 3: Additional Support

If unhelpful choices continue or behaviour affects safety or learning, a member of the Senior Leadership Team (SLT) will support. Parents/carers will be informed where appropriate so we can work together.

Restorative Conversation Prompts (Adult–Child)

Short, simple language:

1. What happened?
2. How are you feeling? (Point to Zones colours if helpful.)
3. Who was affected?
4. What can we do to make it better?
5. What will you try next time?

Supporting Self-Regulation: Zones of Regulation

We use the Zones of Regulation framework to help children identify and manage feelings:



Children learn strategies (deep breaths, movement breaks, asking for help, calm corner tools) linked to each Zone. Adults model this language throughout the day.

Working with Families

Home–school partnership strengthens behaviour learning. Families can help by:

- Asking: “Were you on the Proud Cloud or Sparkling Sunshine today? Tell me about it!”
- Using the values language: Ready, Respectful, Safe.
- Practising calm-down strategies at home (breathing, counting, sensory tools).
- Sharing proud moments from home—we love to celebrate them in class!

Inclusion & Individual Needs

Some children may need personalised supports (visual timetables, extra regulation breaks, social stories, alternative goals). Movement to Sparkling Sunshine can be flexibly adapted so all children experience success.

Communication with Parents & Carers

We aim to communicate:

- Informally at pick-up/drop-off for quick celebrations.
- Via class app/diary for photos or messages.
- Promptly if behaviour concerns escalate or safety is affected.

Monitoring & Review

Staff reflect weekly on what's working. The system is reviewed termly (or sooner) to ensure it remains fair, inclusive, and motivating. Feedback from families and children is welcome.

Appendix 2 – Bearwood Rules / BEAR Learning Behaviours linked to values and praise

See below values and reasons for praise linked to the Bearwood rules of 'Ready, Respectful, Safe' aiming for all children to achieve our Bearwood Belief of 'Learning, Enjoying, Succeeding Together.



Rules	Linked Values / Reason for Praise
Ready	Arrive at school on time, equipment ready, uniform looking smart, work hard, good listening and follow the 4B's. BEAR Learning behaviours: Bravery, Effort, Aspiration, Reflective
Respectful	Respect, kindness, empathy, generosity, looking after the environment – our friends property and of the school, tolerance, understanding of others and making the school a better place to be. Friendly and polite, listen when others speak, take turns, help others.
Safe	Use kind hands, feet and words to help keep us and others safe, move around school in a safe manner, listen and follow instructions, use equipment safely and tell an adult if you feel unsafe.



- ★ **B** - Bravery
- 💪 **E** - Effort
- 🚀 **A** - Aspiration
- 🔍 **R** - Reflection

Bravery	We take risks and try new things with confidence. Learning: We embrace challenges and discover new thing. We bounce back and learn from mistakes. Enjoying: We feel excited when we try something new and overcome challenges. Succeeding Together: We support each other in being brave learners and taking risks.
Effort	We stay motivated and keep going even when things are tough. Learning: We work hard, stay focused and never give up. We keep a positive attitude. Enjoying: We celebrate the progress we make and feel proud when we see how much we've grown. Succeeding Together: We encourage each other to do our best.
Aspiration	We dream big and want to do our very best. Learning: We think for ourselves, try to solve problems and aim to get better every day. We ask questions and want to know more. Enjoying: We feel proud when we reach our goals and enjoy the journey of learning Succeeding Together: We help each other aim high and celebrate everyone's achievements.
Reflection	We think carefully about our learning and how to improve. Learning: We understand what helps us learn best. We use what we've learned to improve. Enjoying: We notice how far we've come and celebrate growth. Succeeding Together: We learn from each other's experiences.



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion

Appendix 4 – Consequences flow chart

Children behave well at Bearwood. We are **ready, respectful and safe**, we help each other to make the right choices, we are responsible for our own actions and confident to stand up when the wrong choice has been made.

