



Alfred Sutton Primary School

Behaviour Regulation Policy

POLICY OWNER

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DELEGATION

Full Governing Board

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Alfred Sutton is a trauma-informed school which means that our behaviour policy is based on evidence-based approaches that are found to work with all children including those with Social, Emotional or Mental Health (SEMH) needs. Our policy is based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure.

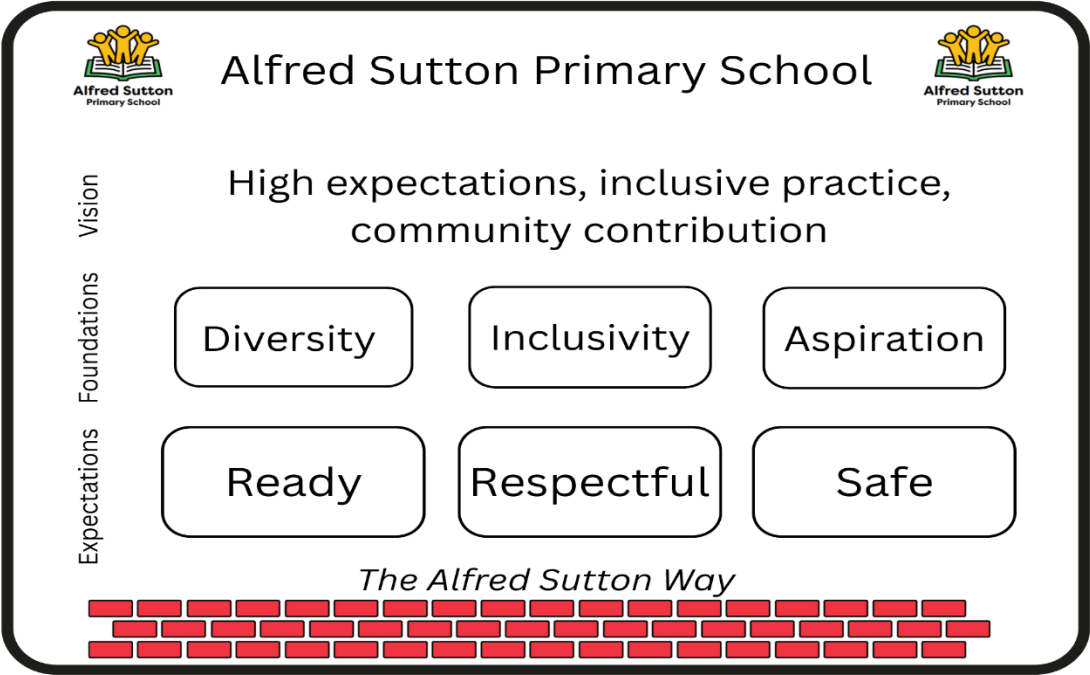
At Alfred Sutton, we believe that good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be treated with kindness and compassion no matter how challenging their behaviour is. We actively teach children how to make the right choices and how to build relationships with others. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that behaviours are driven by emotions and that children need help in learning how to identify and manage their emotions.

The relational approach is based on the belief that children need consequences that teach, rather than punish. Logical consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.

We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Behaviour Regulation Policy is to bring our whole school community together to adhere to some basic key principles and practices:

- To provide a safe, comfortable and caring environment where optimum learning takes place;
- To provide a clear guide for children, staff and parents of expected levels of behaviour;
- To provide a consistent and calm approach;
- All adults take responsibility for behaviour and follow-up personally;
- Adults use consistent language to promote positive behaviour;
- To use restorative approaches;
- We acknowledge that different children have different SEMH needs and we support them accordingly.

VISION AND FOUNDATIONS



FOUNDATIONS

We have three school values which are shared with children and staff through: assemblies, PSHE lessons and in all we do. At Alfred Sutton, we also promote British Values and positive behaviours for Learning.

THE SCHOOL EXPECTATIONS

There are three school expectations which all children are expected to adhere to. They are displayed prominently in every area of the school and reinforced positively at every opportunity. Children are taught what each of these expectations means and how they can follow them in school.

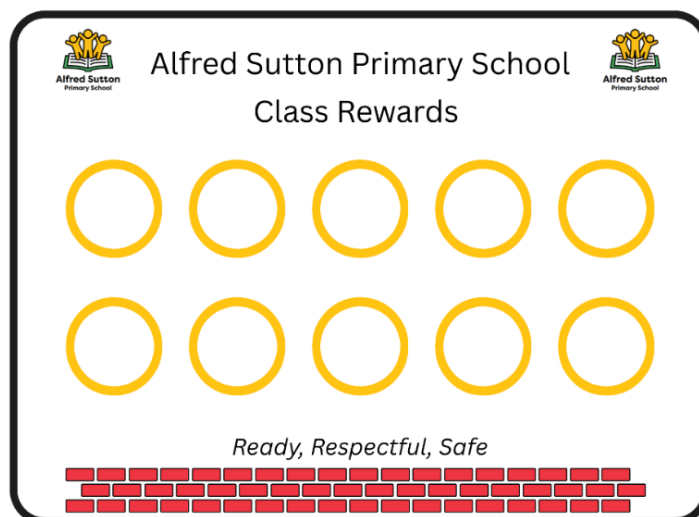
What the expectations mean

Ready	Respectful	Safe
• Come to school on time. • Look at and listen to the person talking. • Follow instructions the first time. • Start work straight away. • Wear the correct uniform. • Line up promptly. • Come to school with the correct equipment. • Show READY straight away when asked.	• Greet adults politely when we arrive each morning. • Thank the adults that we work with at the end of the day when we leave. • Pick up after ourselves and others. • Do things for others because it feels good. • Work hard in lessons. • Notice when others have done something for me. • Hold doors open. • Win gracefully. • Respect other people's opinions. • Look after school property. • Use good table manners. • Use kind words.	• Move calmly around the school and outside. • Use play equipment properly. • Kind hands and feet. • Tell an adult if something is wrong. • Stay in the correct space. • Use technology responsibly. • Wash hands regularly. • Catch and bin coughs and sneezes. • Sit correctly on your chair. • Tell adults about any dangers. • Follow online safety rules.

POSITIVE STRATEGIES TO ACHIEVE ALFRED SUTTON'S SCHOOL FOUNDATIONS

Every class must display a Class Reward poster. Class Rewards can be awarded to individual children, groups of children or the whole class. This allows all children in the class to celebrate the success of other children in the class. When awarding Class Rewards, it is important that the adult awarding the Class Reward uses very specific and clear language so that the whole class understands why the award was given.

When the class reward chart is completed, the class celebrates their collective achievement with a short-agreed class celebration. This may include; an extra story, a class game, additional outdoor time, creative time, choosing a class activity. The treat should be agreed with the class.



Positive messages home are verbal feedback from the teacher/TA to the parents at pick-up time. It is important to let the parents know the specifics of why the child has had a good day e.g. "He didn't give up in his maths lesson." We should be aiming for a ratio of 10 positive messages to parents for each negative message. Remember the 10:1 ratio!



Alfred Sutton Primary School

PRAISE POSTCARD





Well done to

Who has received this 'over and above' note for



Diversity

Inclusivity

Aspiration

Signed: _____

Date: _____

Praise Postcards should be given out to children who consistently behave in an exemplary manner or who do something that really impresses the staff. Praise Postcards can be given for: quality of work, effort put into work, exemplary behaviour, demonstrating the school's values, etc. The idea behind the Praise Postcard is that they raise the bar in terms of what we expect of our children - they should not be awarded for mediocrity. Teachers must log who they have awarded Praise Postcards to on their Class Tracker. Copies of the Praise Postcards are kept in the PPA Room.

Foundation Awards are handed out in the Assembly each Friday. Teachers must choose two children from each class who have demonstrated one (or more) of the school's values that week. In the Foundations Assembly, the class teacher and the two children come to the front of the hall and the class teacher explains to the school the reasons that he/she chose the two children. Teachers must log who they have awarded Foundations Awards to on their Class Tracker.



Alfred Sutton Primary School

FOUNDATIONS CHAMPION AWARD

Awarded to:

Date



Teacher





MASLOW'S HIERARCHY OF NEEDS

For a child to be successful in school, they need to be well fed, sleeping well, feeling safe at home, and have confidence in themselves. Maslow's Hierarchy of Needs is a popular theory which focuses on a series of needs in order to be successful. Abraham Maslow considered there were five needs - physiological, safety, love, esteem and self-actualisation and he put them in the shape of a pyramid. Children in classrooms may be distracted if they have other considerations running through their minds, such as things going on at home, friendships or physical distractions like hunger or tiredness. When children are side tracked by these or any other issues, their own education and accomplishment may be prioritised below their more immediate needs.



Maslow placed these needs in an order from one to be realised for the next to happen. Beginning with foundational aspects of the basic needs - physiological and safety and eventually reaching the top of the pyramid to self-actualisation, which refers to a person reaching their fullest potential as a human being.

Learners are less likely to be successful if their basic needs are not met. Maslow's hierarchy of needs can help focus on what children need, and to identify where there are gaps, for example, breakfast may be provided for children who come to school hungry.

Hierarchy of Need		What Does it Mean?	Strategies To Meet These Needs
1	Physiological	Physiological Needs can include food, water, sleep and warmth. With Maslow these fundamental needs should be met in order that children do not struggle to meet their full potential.	Ensure pupil/parent is aware of the importance of healthy eating and pupil has access to water regularly.
			Ensure the pupil is comfortable in the classroom: can hear well, see clearly and sit in comfort.
			Be vigilant of the rate of tiredness the pupil has and, if need be, liaise with parent.
2	Safety	Safety Needs refer to how secure students feel at home as well as at school.	Ensure pupil is aware of what to do if they feel unsafe at school.
			Ensure the classroom environment encourages team work and a culture of safety and trust.
			Provide clear transitions at the start, middle and end of the day so the pupil is comfortable with what will happen next.
3	Love/Belonging	Love and Belonging Needs link to children's needs for positive relationships and acceptance both at home and at school with teachers and their peers.	Ensure pupils sit next to someone who they know likes or respects them.
			Provide opportunities for pupils to be praised by their peers.
			Provide pupils with well-deserved praise with next steps.
4	Esteem	Esteem Needs are fulfilled when students genuinely feel a sense of achievement and believe that peers see, like and respect them.	Provide opportunities for pupils to succeed and praise in different ways to involve parents and other staff where possible.
			Use encouraging language even if the behaviour is challenging - avoid 'don't' - instead say what you would like.
			Ensure the pupil has a visual record of their success.
5	Self-Actualisation	At this final stage of Maslow's Hierarchy of Needs, the individual is reaching their full potential by using their strengths gained from experiences which have secured the previous levels.	Evaluate the progress the pupil has made as a result of all the above.
			Ensure the pupil can articulate their achievement and share it with their parent.
			Provide pupil with opportunity to celebrate with parent, staff and peers.

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

ACEs are traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as looked after children (LAC), children on the edge of the care system, and previously looked after, traditional behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. Opportunities to build resilience, a pupil's emotional

literacy and positive restorative conversations are constructive steps to build a connection with traumatised pupils.

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity.” (Young Minds, 2018).

ACEs can affect a child's learning and behaviour in the classroom. Children with three or more ACEs are 5x more likely to have attendance issues, 6x times more likely to have behaviour problems, and 3x times more likely to experience academic failure.



Impact of ACEs

Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence;
- An increase in the risk of mental health problems, such as anxiety, depression, and post- traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs;
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Some of the other things exposure to ACEs can impact, are:

- The ability to recognise and manage different emotions;

- The capacity to make and keep healthy friendships and other relationships;
- The ability to manage behaviour in school settings;
- Difficulties coping with emotions safely without causing harm to self or others.

An ACE (or many ACEs compounded) can trigger a survival-mode response, causing a child's stress levels to physically escalate and diminish their ability to utilise adaptive strategies in the face of challenge or unknown.

In the classroom, this may look like a child exhibiting clingy or isolating behaviour, passive/quiet behaviour, frequent somatic symptoms like tummy aches, headaches, or fevers, regressive behaviours like bedwetting or baby talk, aggressive and/or mean behaviours, or "fight or flight" after a teacher gives a direction.

CLASSROOM PLAN

Every teacher uses a range of positive tools to support their class to meet expectations and help them engage in learning.

A toolbox of non-confrontational behaviour management strategies

Strategy	How it works
Use praise	Use praise - it is your most powerful tool! When giving out worksheets, if a child says "Thank you." say "Thank you for using such lovely manners" See how many children will then start saying thank you. Praise the behaviours that you want to see. Make the praise explicitly linked to the behaviour that you see. When students are praised their brains release dopamine - they will want to do it again and again. Make sure that your praise is sincere - children will see straight through false praise.
Giving positive direction	Change instruction language to make it positive. Instead of "Stop speaking when I'm speaking." change it to "Face the front, silent voice, thanks." "Stop running" becomes "Walk quietly on the left, thanks".
Focus on students who are making good choices	Always look for and praise the children who are making the right choices and use specific praise with them. This does not mean that we ignore negative behaviours - keep an eye on them and praise the child when they start making the right choices.
Think about how best to praise individual children	Most children will thrive on public praise. Some might prefer a more subtle approach like: a nod, a smile, a thumbs up.
Expect compliance and act as if you will receive it.	Act with complete confidence that your instructions will be followed. Walking around the class is a good way of displaying confidence (you are sending the message that this is your territory). This is a non-confrontation approach and you should use "thank you" rather than "please". Once you have given the instruction with a "thanks", break eye-contact and move away and praise someone who is following the instruction - this gives the message that you expect the instructions to be followed.

A toolbox of non-confrontational behaviour management strategies

Strategy	How it works
Switch off the spotlight	If a child feels that they are in a threatening situation, their fight or flight response will kick in. If you feel that a situation is becoming confrontational, take a breath and give the appearance that you are moving on to the next thing.
Allow take-up time	Giving take up time will allow children to feel comfortable with complying with your instructions by not focussing on them. Break eye-contact and move away in order to 'turn off the spotlight'. Ignore secondary behaviours and praise children following the instructions.
Repeat instructions privately	Approach the child in a non-threatening way (praise children as you move - this allows take-up time). Quietly repeat the instruction to the child with a "thank you". As soon as they start making positive choices - use specific praise. This gives the message to the child (and the class) that 'You're safe with me.'
Use proximity praise	When a child is off-task, choose another neighbouring child who is following instructions and use specific praise for that child. It is likely that the target child will copy these positive behaviours and give you an opening to acknowledge their new choices.
Refocus with questions	If a child, or group of children, are off-task. Slowly approach them using proximity praise as you go. Ask a question (about hobby, TV show, sports team, etc) once conversation has begun, ask "Is there anything I can do to help with this?". If the answer is yes - great. If the answer is no then say, "Okay great, I will be back in a minute to see how you are getting on."

Alfred Sutton Primary School and Nursery Classroom Plan

	Expected behaviour in school	Possible action in school
	Cleaning up after self Following instructions of any member of staff Following the school expectations of being ready, respectful and safe Listening when others are talking Showing fair play	Specific, genuine praise Class reward Positive message to parents Praise postcard Foundation champion
Low Level Behaviour		
Step 1	Swinging on a chair Accidental damage due to carelessness Arguing with others Ignoring instructions Name calling Pushing in Talking whilst it is time to listen to others Distracting others	Reminder of the expectation Resolution discussion – listening to the child Scripted intervention Ask the child to move seats Teacher to inform parents if needed Reminder: warning moves to step 2
Moderate Behaviour		
Step 2	Persistent step 1 behaviour Deliberately disturbing learning Defacing school books Fighting (pushing, pinching, tripping or barging) leaving learning space without permission Refusal to complete work Running away from an adult Insulting someone's family Throwing objects or using an object with the intention to hurt Arguing with staff	Reminder of the expectation Possible Rabbit class restorative consequence Restorative conversation Reflection sheet Teacher to inform parents
Serious Behaviour		
Step 3	Persistent step 2 behaviour Bringing a vape into school Bringing a phone into school without permission or using inappropriately Planned physical harm to others (hitting, biting, kicking, scratching) Persistent leaving learning space without permission Serious challenge to authority of staff member Stealing Verbal abuse to staff or children	SLT involvement Behaviour recorded on CPOMS Parents contacted Rabbit class restorative consequence with reflection sheet
Step 4	Any hate language, discrimination or abuse related to protected characteristics Extreme violence or dangerous behaviour posing risk to self or others Leaving the school premises without permission	SLT involvement Behaviour recorded on CPOMS Parents contacted Rabbit class restorative consequence with reflection sheet Support from outside agencies such as RISE Possible internal suspension Possible fixed term suspension

Alfred Sutton Primary School Playtime and Lunchtime Plan		
	Expected behaviour in school	Possible action in school
	Cleaning up after self Following instructions of any member of staff Following the school expectations of: ready, respectful and safe. Listening when others are talking Showing fair play	Specific, genuine praise Lunchtime stickers
Low Level Behaviour		
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking back to staff 'Play' fighting/rough play Name calling Accidental damage due to carelessness	Reminder of the expectations Resolution of issue - listening to child Scripted intervention Verbal apology by the child
Moderate Behaviour		
Step 2	Persistent step 1 behaviour Fighting (pushing, pinching, tripping or barging) Running away from an adult Insulting someone's family Swearing at someone Using an object with the intention to hurt	Reminder of expectations Resolution of issue - listening to child Time away from the activity to reset – if needed KS2: Rabbit Class may be used for restorative consequence time where appropriate. Support child to identify: ● what has happened ● who has been affected ● what needs to happen now Behaviour recorded on CPOMS Inform class teacher at the end of lunchtime Parent informed if needed (if two in a week)
Serious Behaviour		
Step 3	Persistent step 2 behaviour Damaging school property Fighting and other intentional harm to others (spitting. biting. kicking. punching. slapping. scratching) Persistent running away from an adult Serious challenge to authority of a member of staff, e.g. refusal to return to class Vandalism e.g writing on walls. breaking toilets. Throwing wet tissues Swearing at or insulting staff/children	SLT involvement Child supported to regulate Restorative follow up completed when the child is regulated Parents informed Behaviour recorded on CPOMS KS2 Rabbit class used for restorative consequence time. Seek advice from external agencies Possible internal suspension

Step 4	Any hate language, discrimination or abuse related to the protected characteristic Bringing a weapon into school Extreme violence or dangerous behaviour Posing a risk to the safety of self and/or others Leaving or trying to leave the school premises without permission Setting off the fire alarm	SLT involvement Child supported to regulate Restorative follow up completed when the child is regulated Parents informed Behaviour recorded on CPOMS KS2 Rabbit class used for restorative consequence time. Seek advice from external agencies Possible internal suspension Possible fixed term suspension
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HEDGEHOG CLASS – SUPPORTED REGULATION SPACE (KS2)

At Alfred Sutton, we understand that some children may find the playground environment overwhelming at times. As part of our commitment to helping children understand and regulate their emotions, children in KS2 have access to **Hedgehog Class** during lunchtime.

Hedgehog Class provides a calm, structured space for children who recognise that they need support to regulate before returning to the playground. Children may choose to access Hedgehog Class if they need a quieter environment, time to reset or support from an adult.

Hedgehog Class is **not a consequence**. It is a supportive space that helps children develop the skills to recognise their own needs and make positive choices.

Children may use Hedgehog Class to:

- take time to regulate;
- use calming strategies;
- talk to an adult;
- access quieter activities;
- prepare themselves to return to lunchtime successfully.

Children are encouraged to return to the playground when they feel ready.

RESTORATIVE FOLLOW UP

If any adult has had to deal with a behaviour incident, they should have a restorative follow-up discussion with the children involved. The focus of these follow-ups is to educate the children about how they can improve their behaviour in school. The children should gain an understanding of: who has been affected by their behaviour, what they can do to 'put things right' and a strategy to do things differently next time the situation arises. The format of the restorative discussion will depend on the child's age and stage.

What have my actions been?
Who has been affected by this?
What was I thinking or feeling at the time?
What should I do to put things right?
How can we do things differently in the future?


Hurt someone

What happened?
?


Something different

Which school rule were you not following?


Was unsafe


Ready


Respectful


Safe


Damaged something


Who has been affected?


Me


My family


Other children

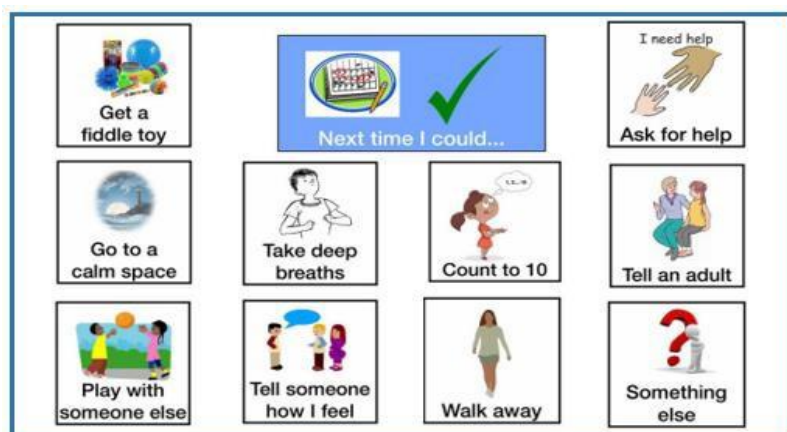
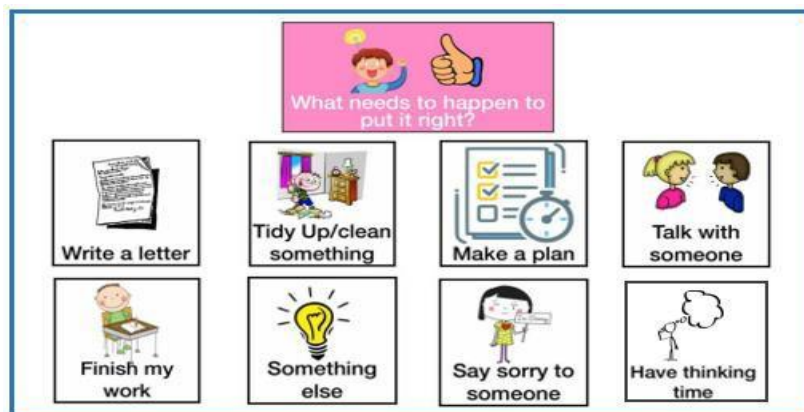

Someone else


A friend


My class


A teacher


Community members



LOGICAL CONSEQUENCES

High standards of behaviour are necessary and expected in order for children to feel safe and to learn. At Alfred Sutton, we understand that children need to be taught how to behave in the same way they are taught other skills. We do not punish children for their behaviour or their emotions but we do teach them how to behave in a more appropriate way. We understand that this is not a quick fix and that it can take time for children to learn and embed new behaviours. Logical consequences help children to develop understanding of cause and effect. Logical consequences at Alfred Sutton may include:

- Temporarily moving the child to a different seat where they are more able to focus on their learning;
- Temporarily moving the child to an alternative learning space e.g. a partner classroom or corridor;
- Informing parents so that they can talk through the issue with the child;
- Making up time for lost learning;
- Reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This may include a verbal apology, repairing damage, helping someone, completing missed learning, or another agreed action.;
- Providing an alternative space (Rabbit Reflection Room) for children to go to at lunchtimes if they are unable to follow the school expectations on the playground.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence. Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred. Consequences will never involve taking away a previously earned privilege or any intervention time. Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.

A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties. If the context is repeatedly problematic (e.g., assembly, playtime, music lessons), the child will work with an adult to ensure subsequent participation can be successful, e.g., having reduced time/supervision/ or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related - consequence must be related to the behaviour.
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

RABBIT REFLECTION ROOM

Following a step 3 or step 4 behaviour (or repeated step 2 behaviours), children may complete their restorative consequence in Rabbit Class. The length of time they spend there is determined based on the severity of the behaviour and on a case-by-case basis. If a child attends Rabbit Reflection Room on three occasions in a single half term, their parents will be contacted. When children attend Rabbit Reflection Room, they will complete a reflection activity either written or verbally. They may also eat their lunch there depending on the length of time they attend the session.

RECORDING BEHAVIOUR INCIDENTS

All step 3 and step 4 behaviour incidents are to be logged on CPOMS. SLT will review all behaviour incidents on a regular basis to ensure that all incidents are properly resolved. If a child is involved in a number of incidents in a single term a meeting will be arranged with their parents to discuss their behaviour.

CHILDREN WITH SIGNIFICANT NEEDS

Some children may find it difficult to follow the school expectations and be disruptive in class or in the playground. If a child's behaviour is disruptive on a regular basis, the class teacher should start by using the strategies outlined by the Inclusion Lead and external agencies such as RISE. Class teachers should keep parents informed about their concerns and the actions that are being taken. If concerns persist, staff should raise this with a member of SMT. If a child's behaviour is causing a concern; agreed targets and strategies will be added to that child's Learning Plan on Edukey and shared with parents. If behaviour is dangerous, a risk assessment will be completed and shared with staff and parents.

If needs persist or behaviour is dangerous or highly disruptive, concerns should be discussed with the SENCO

and the child may be added to the SEN Register. Outside agency support may be requested if appropriate.

SIGNIFICANT INCIDENTS

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour. Significant behaviour incidents may include:

- Physical aggression towards staff
- Serious or repeated aggression towards another child
- Fighting
- Bullying
- Racism or homophobia
- Vandalism/damage to property

Incidents such as these should immediately be reported to a member of SLT who will decide on next steps. Parents will be informed on the same day. Significant incidents will be logged as a Behaviour Incident on CPOMS. Children who frequently display such behaviours may be offered support from our Nurture Team. This support may include ELSA sessions, 1:1 or group work or a place in our nurture group. If children are involved in a significant incident they may be suspended or permanently excluded (see Exclusion Policy). Children may also be referred to an outside agency. Where there are concerns that the child may be at risk of permanent exclusion, advice will be sought from the Local Authority.

PHYSICAL RESTRAINT

Very occasionally a member of staff may need to physically intervene in order to prevent somebody being hurt or property being damaged. See [Restrictive Intervention Policy](#). All instances of physical restraint must be logged on CPOMS – Behaviour incident – physical intervention.

