



***Working Together; Achieving More***

## **Relationships Policy (Behaviour)**

**Head Teacher: Mr L Chamberlain**

|                          |                       |                                             |
|--------------------------|-----------------------|---------------------------------------------|
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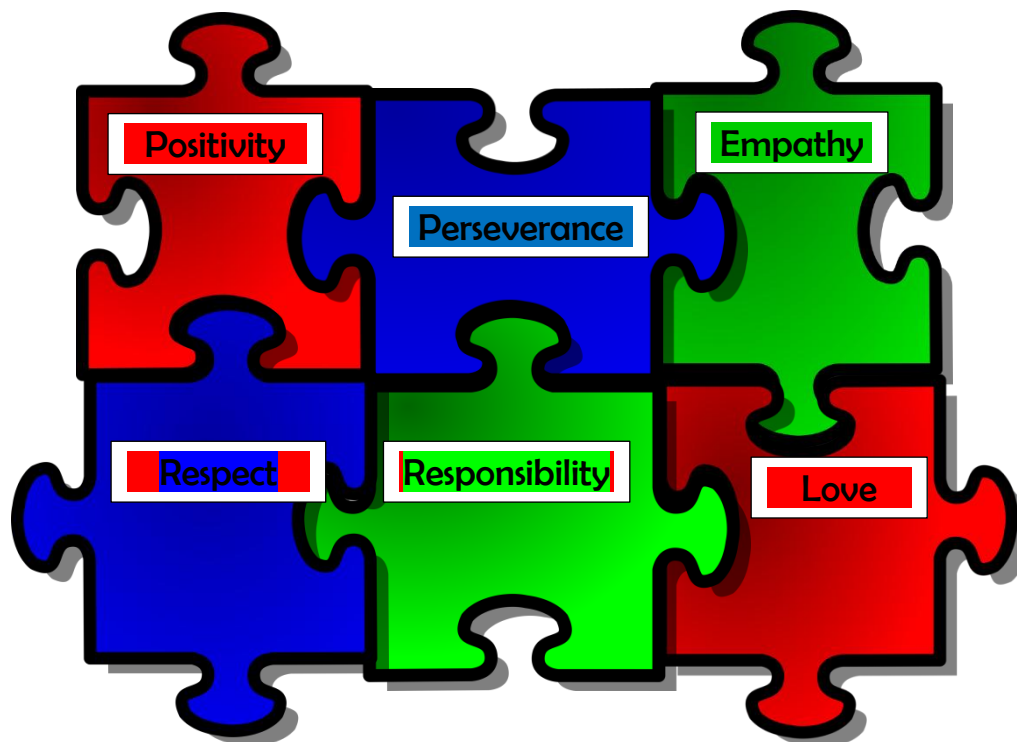
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## Section 1: School Values, Rationale, and Nurture Principles

### 1.1 Our School Values

Our values are at the core of everything we do. They underpin our learning, guide our choices, and help us to build strong, caring relationships. Our school values are:

**Positivity, Perseverance, Empathy, Respect, Responsibility and Love**



### 1.2 Rationale

Positive relationships are the foundation of learning, belonging, and wellbeing. The policy replaces the previous Behaviour Policy to reflect that children flourish when they feel safe, valued, and understood.

- Behaviour is understood developmentally; children's actions are often expressions of underlying feelings and experiences.
- Adults support pupils through relational practice, emotion coaching, and restorative conversations.

### 1.3 Nurture Principles (Nurture UK)

Our approach is informed by **the Six Principles of Nurture**:

- 1) Children's learning is understood developmentally.
- 2) The classroom offers a safe base.
- 3) Nurture is important for the development of wellbeing.
- 4) Language is a vital means of communication.
- 5) All behaviour is communication.
- 6) Transitions are significant in the lives of children.



We recognise that children's actions are often expressions of underlying feelings and experiences. Some children will need extra support to manage and articulate emotions. Our role is to meet those needs through relational practice, emotional coaching, and restorative conversations.

## 1.4 Child-Friendly Principles

The Six Principles of Nurture are written for adults, but it is important that children can also understand and use them in their everyday school life. By creating a child-friendly version, we make sure the principles are clear, meaningful, and accessible for pupils. This helps children to talk about them, remember them, and live them out in their classrooms and across the school.

- 1) **We all learn in different ways and at different times.**  
Everyone grows and learns at their own pace and that is okay.
- 2) **Our classroom is a safe place.**  
We know where things are, we trust adults to help us, and we belong.
- 3) **Caring for each other helps us feel good.**  
Being kind and looking after one another makes school a happy place.
- 4) **Talking and listening helps us understand.**  
We use words to share our feelings, solve problems and show respect.
- 5) **Our behaviour shows how we are feeling.**  
If someone is upset, worried or cross, we try to understand what they need.
- 6) **Changes are important and we prepare for them.**  
Moving to a new class, a new year or a new school can feel big – and adults will help us through it.



## 1.5 Embedding the Six Principles of Nurture at Olton

| Principle                                         | Whole-School Opportunities                                                              | Relational Practice                                                         | Targeted Provision                                                             |
|---------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Safety</b>                                     | PSHE curriculum, online safety, NSPCC visits, external visitors                         | Clear routines, safe base in every classroom, adult presence on playgrounds | Pastoral support, safe spaces, risk reduction plans                            |
| <b>Wellbeing</b>                                  | Growth mindset, healthy lifestyles, SEMH awareness                                      | Daily check-ins, Zones of Regulation, emotion coaching                      | SEMH interventions, mentoring, play therapy                                    |
| <b>Language</b>                                   | Vocabulary-rich curriculum, assemblies, oracy focus                                     | Adults model positive language, restorative conversations                   | Speech & language support, targeted communication groups                       |
| <b>Behaviour (All Behaviour is Communication)</b> | Celebration of values, learning behaviours, Characteristics of Effective Learning       | Restorative practice, reflection, rewards systems                           | Boxall profiling, individualised plans, nurture groups                         |
| <b>Learning (Developmental)</b>                   | Challenging curriculum, resilience building, curriculum adaptations                     | Encouragement, scaffolding, celebrating effort                              | Bespoke learning adaptations, alternative provision (Chameleons/Robins)        |
| <b>Transitions</b>                                | Home - Nursery<br>Nursery - Reception,<br>Year 2 – Year 3, Y6 - Y7 readiness programmes | Preparation, induction programme, visual timetables, staff handovers        | Enhanced transition for vulnerable pupils, setting handover, key adult support |

This framework ensures that nurture is **for all children**, while targeted and specialist support is directed at those who need it most.

## 1.6 Policy Aims

Through our Relationships Policy we aim to support children to become:

- **Confident, independent learners** with resilience and a growth mindset.
- **Responsible citizens** who can manage different situations with empathy and care.
- **Emotionally intelligent young people** with self-awareness, self-regulation, and understanding of their own and others' emotions.
- **Relationship builders** who show respect, kindness, and value diversity.

## **Section 2: Supporting Pupils' Behaviour, Emotional Wellbeing, and Learning**

### **2.1 Supporting Pupils' Emotional and Behavioural Needs**

At Olton Primary, the classroom teacher and teaching team are the first line of support for all pupils.

### **2.2 Classroom-Based Support (Universal)**

- Teachers and Support Staff use:
  - Emotion coaching to help children articulate feelings.
  - Zones of Regulation to identify emotional states and strategies to self-regulate.
  - Restorative conversations and brief reflection opportunities to repair relationships.
- Early support happens in the classroom, helping children develop independence in managing their emotions and behaviour.

### **2.3 Targeted Support (Specialist)**

- When additional support is needed, the Behaviour and Learning Mentor and Family Support Worker Team or The Hive provide targeted intervention and support.
- These are in addition to classroom strategies, not a replacement.
- Examples: nurture groups, mentoring, SEMH-focused sessions, or bespoke behavioural plans.

### **2.4 Staff Empowerment**

- Teachers are provided with training, resources, and guidance to manage behaviour effectively, enabling them to build positive, trusting relationships with pupils, which form the foundation for a supportive and engaging classroom ethos.
- Core tools such as Zones of Regulation and restorative conversations are central to classroom practice, enabling staff to support pupils' emotional regulation, reflect on behaviour, and repair relationships.
- Leadership supports, monitors, and guides, rather than taking responsibility away from the classroom and the teaching team.
- This ensures a consistent, predictable approach that builds secure relationships.

### **2.5 Restorative and Reflective Practice**

- Focus on understanding feelings behind behaviour, restoring relationships, and repairing learning and social connections.
- Reflection opportunities are age-appropriate and usually in-class, so pupils remain part of the learning environment.

## 2.6 Promoting Positive Behaviour

Olton Primary fosters positive behaviour through:

- Modelling respect, kindness, and resilience.
- Clear routines and predictable expectations.
- Celebration of effort, achievements, and adherence to school values.
- Developing a vocabulary for emotions and positive learning behaviours.
- Ensuring all conversations about pupils are conducted in a professional and respectful manner, never in the presence of other children, including during duty times.

## 2.7 Rewards and Recognition

Rewards encourage positive behaviour, reinforce values, and support learning:

- Praise - verbal, public or private recognition.
- Dojo Points - linked to values and learning behaviours; parents can monitor progress.
- School Values Certificates - silver for repeated examples, gold for sustained effort.
- Celebration Assemblies - weekly recognition for achievements and positive attitudes.
- Class-Based Rewards - individual classes may also use additional reward systems, such as table points, prize boxes, or other class-specific incentives. These are at the discretion of the class teacher but reflect the school's values, learning behaviours, and growth mindset principles, ensuring consistency with the wider rewards framework.
- Special Year 6 Rewards - motivational activities post-SATs to foster independence.

## 2.8 Responding to Behaviour / Consequences

Behaviour is addressed with relational, restorative, and proportionate strategies:

1. Verbal reminder - referencing values and expectations.
2. In-class reflection - using Zones of Regulation and emotion coaching to reset.
3. Restorative conversation - to repair relationships and problem-solve.
4. Targeted intervention - where persistent behaviour requires additional support, including individual behaviour plans.

**Serious incidents** (e.g., physical harm, repeated defiance, bullying) are escalated according to policy and may involve leadership, reflection sessions, or fixed-term suspension.

### Support for Vulnerable Pupils

Children with SEND or SEMH needs are supported through bespoke plans, interventions, and nurture approaches.

Boxall profiles and individual behaviour plans guide targeted support, always in partnership with parents.

Support aims to build independence and reinforce in-class strategies rather than replace them.

## **2.9 Bullying and Safeguarding and Exclusions**

- Bullying (including cyberbullying) is never tolerated.
- Staff follow the anti-bullying policy and safeguarding procedures.
- Pupils are taught online safety and responsible behaviour through PSHE and assemblies.
- Parents are engaged in addressing concerns in partnership with the school.

### **Exclusions**

- Exclusions are a last resort, following all internal strategies.
- The Head Teacher (or Deputy in their absence) implements fixed-term suspensions for severe breaches of safety or repeated disruptive behaviour.
- Reintegration meetings ensure pupils understand expectations and have a clear support plan.

## **2.10 Monitoring and Review**

- Behaviour, interventions, and rewards are monitored weekly by teachers and the Behaviour and Learning Mentor.
- Leadership reviews patterns termly to ensure the policy is effective and equitable.
- Governors receive regular updates on the impact and any changes to procedures.

This policy ensures that positive relationships, nurture, and teacher-led support are at the heart of everything we do at Olton Primary.

## **Section 3: Monitoring, Intervention, and Accountability**

### 3.1 Emotion Coaching

At Olton Primary, we recognise that all behaviour is communication. Children's actions often reflect underlying feelings, unmet needs, or developmental challenges. Emotion coaching equips staff to respond to children in ways that help them understand, manage, and express their emotions constructively, without immediately escalating to external interventions.

Purpose:

- To empower teachers to respond to emotional needs within the classroom, reducing reliance on external support.
- To develop children's emotional intelligence: self-awareness, self-regulation, empathy, motivation, and social skills.
- To maintain a safe and nurturing classroom environment where children feel valued and understood.

#### Four Steps of Emotion Coaching

##### 1. Recognise and empathise

- Observe behaviour and emotional cues.
- Show the child that you notice their feelings.
- Example phrases: "I can see you're frustrated," "You look upset, can I help?"

##### 2. Validate and label feelings

- Give children the language to identify their emotions.
- Example phrases: "It's okay to feel angry when that happens," "You seem worried about this task."

##### 3. Set limits on behaviour if needed

- Make clear that feelings are okay, but some behaviours are not.
- Example phrases: "It's okay to feel cross, but it's not okay to hit," "We can talk about your anger, but we do not shout at others."

##### 4. Problem-solve collaboratively

- Support the child to find alternative ways to manage feelings.
- Encourage reflection and planning for next time.
- Example phrases: "What could we do differently next time?" "How can you calm down before trying again?"

#### *Classroom Approaches*

- **Daily routines:** Integrate short check-ins, emotion naming, and reflection opportunities.
- **Zones of Regulation:** Encourage children to identify their emotional state and select strategies to move towards a positive learning state.
- **Restorative conversations:** After incidents, guide children to understand impact, repair relationships, and develop strategies for the future.
- **Language modelling:** Staff use emotion words, descriptive praise, and reflective questioning consistently.

- **Empowerment:** Encourage children to use their toolkits independently to manage emotions, gradually reducing adult intervention.

#### Targeted Use

While emotion coaching is for all children, it can be prioritised for those showing heightened emotional needs, SEND, or lower resilience.

Staff should observe patterns of behaviour and adapt support to the child's developmental stage and emotional capacity.

Regular reflection and planning with colleagues (phase leads, SENDCo) ensures consistency and progression.

#### Monitoring and Support

Teachers document recurring emotional or behavioural patterns in class behaviour logs.

Leadership support is available for guidance, but the expectation is that classroom staff are the primary responders.

Family Support Workers and The Hive provide additional intervention for intensive or complex cases, rather than routine classroom behaviour.

### 3.2 Zones of Regulation

At Olton Primary, the Zones of Regulation is a core tool for developing self-regulation, emotional awareness, and resilience. This systematic, cognitive-behavioural approach categorises emotions and states of alertness into four colour-coded zones:

- **Blue Zone:** Low alertness or down feelings (e.g., sad, tired, bored, sick)
- **Green Zone:** Calm, ready-to-learn state (e.g., happy, focused, content)
- **Yellow Zone:** Heightened emotions with some control (e.g., worried, frustrated, excited, silly)
- **Red Zone:** Extremely heightened emotions or loss of control (e.g., angry, terrified, out of control)

#### Purpose

- To help children recognise, label, and articulate their emotions.
- To support children in selecting appropriate strategies to manage their feelings.
- To guide staff in tailoring learning, support, and interventions based on each child's emotional state.
- To promote resilience and a growth mindset, helping children understand that challenges can be managed positively.

#### Implementation

- Zones are visible in all learning spaces across the school.
- Pupils use their avatars or names to indicate their zone at the start of the day and adjust as needed throughout the school day.

- Staff integrate the zones into teaching, reflection, and restorative conversations, helping children move towards the Green Zone where optimal learning occurs.
- The zones link closely to emotion coaching, enabling staff to recognise feelings, validate them, set boundaries if needed, and problem-solve collaboratively.

#### Skills Developed

- **Self-awareness:** Identifying how they feel and understanding triggers.
- **Self-regulation:** Using strategies to manage emotions and behaviours.
- **Empathy:** Recognising how emotions affect others.
- **Problem-solving:** Developing strategies to cope with challenges or setbacks.

#### Integration with Nurture Principles

- The Zones of Regulation supports all behaviour as communication by helping children express feelings safely.
- It aligns with classroom as a safe base, offering predictable routines and a supportive environment.
- Staff use the zones to empower pupils and maintain consistency across the school day, reducing the need for external intervention for routine emotional support.

### 3.3 Restorative Practice

At Olton Primary, we use a restorative approach to support children in managing their behaviour and resolving conflict. This approach emphasises understanding and learning rather than punishment and provides a consistent framework for addressing behavioural challenges.

#### Key Features

- **Focus on behaviour, not the child:** Children are supported to understand that it is their actions, not their character, that need reflection and adjustment.
- **Regulate - Reflect - Restore - Repair:**
  1. **Regulate:** Help the child manage strong emotions and return to a calm state.
  2. **Reflect:** Encourage the child to think about their actions, why they happened, and the impact on themselves and others.
  3. **Restore:** Guide the child to take responsibility and make amends where possible.
  4. **Repair:** Support rebuilding relationships and reintegrating positively into the classroom or peer group.

#### Implementation

- Staff support children to articulate their feelings, understand the consequences of their actions, and develop strategies for improvement.
- The approach is differentiated according to age, developmental stage, and individual needs, ensuring that every child can engage meaningfully.

- Restorative conversations are embedded in classroom practice and are used alongside emotion coaching and the Zones of Regulation to promote self-regulation and emotional intelligence.
- Staff empowerment: Teachers are the first responders, with guidance and support from leadership or specialist teams only where additional support is required.

#### Benefits

- Encourages children to take responsibility for their actions.
- Promotes empathy and understanding of how behaviour affects others.
- Supports relationship building and social skills.
- Reduces the need for external intervention by equipping children with strategies to self-regulate and resolve conflict.

### 3.4 Whole-School Rules

At Olton Primary, clear expectations help children feel safe, respected, and supported in their learning and relationships. Whole-school rules provide a consistent framework for positive behaviour across classrooms, playgrounds, and all school spaces.

#### Display and Reinforcement

- Each class teacher will display the rules prominently and refer to them regularly to remind pupils of the expected behaviours.
- Staff will model the rules through their own interactions, using consistent language and reinforcing positive choices.
- The rules are integrated into emotion coaching, Zones of Regulation, and restorative conversations to help children understand the impact of their actions on themselves and others.

#### Whole-School Rules

1. **Follow all instructions first time.**
2. **Keep hands, feet, and unkind words to yourself.**
3. **Listen to the person who is meant to be speaking.**
4. **Respect yourself, other people, property, and the environment.**
5. **Call people by their chosen name.**

#### Rationale

These rules support our nurture and relationships approach by:

- Encouraging self-regulation and empathy.
- Promoting positive relationships and a sense of belonging.
- Providing a shared language for discussing behaviour with children, families, and staff.

### 3.5 Curriculum Design

At Olton Primary, we recognise that the quality, challenge, and delivery of the curriculum are important influences on children's behaviour and emotional development. We regularly review curriculum content and teaching approaches to ensure a high-quality, inclusive provision for all pupils.

Our PSHE curriculum is an integral part of teaching children how to understand and manage their emotions, develop healthy relationships, and make responsible decisions. The PSHE programme also explicitly supports the development of character traits such as resilience, empathy, responsibility, and respect. This contributes to pupils' spiritual, moral, social, and cultural (SMSC) development.

In addition to classroom teaching, children encounter visual supports and reminders across the school, including:

- Displays relating to the Zones of Regulation, helping pupils to recognise, label, and regulate their emotions.
- Celebrations of pupils' achievements in demonstrating school values and positive relationships.

Through an integrated curriculum, children develop the skills, knowledge, and strategies to self-regulate, make positive choices, and build caring relationships both inside and outside the classroom.

### 3.6 Values in Action – Certificates

At Olton Primary, our six school values -Positivity, Perseverance, Empathy, Respect, Responsibility, and Love - underpin everything we do. We celebrate pupils who demonstrate these values in their actions and relationships across the school.

Recognition and Celebration

- **Half-term focus:** Each half term, a different value is highlighted and celebrated throughout the school.
- **Silver certificates:** Pupils who demonstrate the focus value in action towards others can earn a Silver Value Certificate.
- **Gold certificates:** Pupils who collect five Silver Certificates will receive a Gold Certificate.
- **Dojo points:** Receiving a Value Certificate is accompanied by 5 Class Dojo points as a further recognition of positive behaviour and character.

Purpose

- Encourages pupils to apply our school values in real-life situations.

- Reinforces positive behaviour, empathy, and relationship-building.
- Provides a visible celebration of achievements, supporting pupil motivation and a sense of belonging.
- Supports the nurture-informed approach, helping children understand the impact of their behaviour on themselves and others.

### **3.7 Rewards for Positive Behaviours**

At Olton Primary, we aim to create a positive learning environment where children are motivated to demonstrate excellent behaviour and attitudes to learning. Consistency across all staff and active parental support are central to the success of our reward system.

#### **Collective Responsibility Rewards – Ongoing**

##### **Class Dojo**

- A digital platform used to promote positive behaviours linked to learning attitudes and social interactions.
- Parents can view their child's achievements via secure log-ins.
- Motivational milestones: 75, 150, 250, 500, 750, 1000 points.
- Staff are expected to award Dojos fairly, consistently, and meaningfully.
- Half-term rewards for 500, 750, and 1000 points may include off-site or special curriculum activities.

##### **Attendance Celebration Assembly**

- Weekly recognition of class attendance totals.
- Staff nominate a pupil for demonstrating excellent learning attitudes or contribution to school life.
- Celebrated in assembly with a certificate.

#### **Individual Pupil Rewards – Ongoing**

- **Praise:** Public or private recognition for effort or achievement.
- **Commendation:** Sent to another teacher, senior leader, or Head Teacher for positive work or behaviour.
- **Class Dojo Messages:** Positive communication to parents.
- **Reward Stickers:** In-class recognition for achievements or positive behaviour.
- **Encouragement:** Written positive and constructive comments in workbooks or diaries.
- **Displays:** Celebrating quality work (of varying developmental stages) publicly.
- **Values Certificates:** Silver certificates for demonstrating values; gold awarded for achieving five silver certificates in an academic year.

##### **Year 6 Motivational Scheme**

- Following SATs, Year 6 pupils may earn additional rewards to develop responsibility and independence in preparation for secondary school.
- Activities may include trips to Jubilee Park, activity centres, or other enrichment experiences.
- Pupils are informed in the Spring term about the criteria for earning these rewards through positive behaviour choices.

### **3.8 Sanctions for Unacceptable Behaviour**

Sanctions aim to restore expected behaviour while minimizing embarrassment and maintaining relationships. The hierarchy of consequences differentiates between minor and severe behaviours:

- Staff will apply sanctions discretely, promoting reflection and restorative practices.
- Zones of Regulation may be used to support pupils in understanding their emotions and managing behaviours at all levels.

### **Pre-emptive Support - The Hive**

At Olton, we aim to pre-empt pupil behaviour to support emotional regulation and minimise disruption to learning. Pupils requiring additional support are supported on the school ground by the Behaviour and Learning Mentor and Family Support Workers, rather than being sent unsupervised to other areas.

The Hive acts as the central hub for staff to coordinate:

- Targeted interventions for pupils
- Emotional regulation and coaching support
- Liaison with families to address ongoing needs

Children are never sent to The Hive unsupervised; staff remain with pupils at all times. This approach ensures safety, promotes relational support, and enables pupils to continue learning effectively while receiving the guidance they need.

### **Reflection Room – Restorative Justice (Stage 4)**

Pupils whose behaviour has escalated to Stage 4 may spend time in the Reflection Room, supported by the Behaviour and Learning Mentor. Here, restorative conversations focus on:

- Understanding the impact of actions on self and others
- Developing strategies for improved behaviour

Parents are informed whenever their child requires time in the Reflection Room.

### **Sanctions - Hierarchical Approach**

### **Level 1 – 2: Low-level behaviours**

1. **Verbal reminder:** Reference whole-school rules.
2. **Class reflection:** Child may be moved within the classroom to reflect and use their **Zones of Regulation toolkit**. Behaviour is logged in the class behaviour book and reviewed fortnightly.

### **Level 2 – 3: Persistent or moderate behaviours**

3. **Buddy class:** Child spends 10 minutes in a paired class with work to complete. Emotional coaching is provided upon return. Behaviour is logged on MyConcern, and parents are informed by the class teacher (in person / phone call).

### **Level 3 – 4: Severe behaviours**

4. **Withdrawal with support:** Child may complete work with the Behaviour and Learning Mentor or a senior member of staff. Restorative practices are implemented, including reflection sheets and supervised reflection during break or lunchtime. Serious classroom incidents, such as inappropriate language or escalation to physical aggression, may be moved directly to Stage 4.

### **Serious Clause - Immediate Stage 4:**

Behaviours that pose risk or are inappropriate for school will move immediately to Stage 4, e.g.:

- Fighting with intent to seriously harm
- Repeated defiance or rudeness to staff
- Spitting, bullying, or cyberbullying
- Racist or homophobic language
- Theft or vandalism

Participation in school clubs, events, or competitions is contingent on adherence to school rules and values. Children demonstrating persistent poor behaviour may be temporarily excluded from these opportunities, with parental consultation.

### **Internal Exclusion**

For deliberate refusal to follow instructions or serious breaches of behaviour rules:

- Pupils may receive an internal exclusion for half a day.
- Work will be completed outside the classroom with adult supervision.
- Logged on MyConcern and parents informed.

## **3.9 Bullying and Cyberbullying**

- Any form of bullying is unacceptable, see Anti-Bullying Policy.
- E-safety is taught through PSHE and ICT lessons, with parental workshops provided bi-annually.
- If cyberbullying occurs outside school but impacts pupils' wellbeing, the school will intervene, liaising with parents and the PCSO.

### **Supporting SEMH Needs**

Olton actively promotes discussion of emotions and mental health:

- Pupils are encouraged to talk to staff if they have concerns.
- Targeted support may include Family Support Worker time or play therapy (two days/week).
- Individual SEMH plans are developed as needed.

### **3.10 Fixed Term Suspension**

The Head Teacher (or Deputy Head Teacher in their absence) oversees fixed term suspensions, used when:

- Behaviour disrupts learning despite internal support strategies
- Behaviour poses emotional or physical risk to others
- Repeated interventions have not improved conduct

*Procedures:*

- Parents are notified immediately
- Pupils complete work off-site
- Reintegration meetings involve the Head Teacher/SLT, Behaviour and Learning Mentor, child, and parents
- Reduced timetables may be used for short-term emotional support if necessary

### **Exceptional Circumstances:**

- Physical assault, racist incidents, cyberbullying, theft, vandalism
- Head Teacher will liaise with Chair of Governors and Local Authority as needed

### **3.11 Physical Intervention**

- Only used as a last resort to protect pupils or staff from harm
- Staff trained in Team Teach apply interventions
- Must be logged on MyConcern and parents informed immediately
- Not used as punishment or replacement for positive behaviour strategies

### **3.12 External Agencies**

Olton works with:

- Educational Psychology Service
- SEMH Team
- CSAWS / Education Welfare
- Health Authority / School Nursing
- Alternative provision (CEDARs, Refresh)
- Youth Offending Service
- Children's Services / Early Help

### **3.13 Recording and Monitoring**

- **Stage 2 behaviours:** logged in class behaviour book, monitored fortnightly
- **Stage 3 and 4 behaviours:** logged on MyConcern
- Behaviour and Learning Mentor meets fortnightly with year groups to track patterns and support staff in implementing strategies
- Persistent behaviours trigger parent meetings and intervention planning

## **Section 4: Roles and Responsibilities – Nurture Approach**

At Olton Primary, we believe that strong relationships between pupils and their class teachers are fundamental to positive behaviour and wellbeing. Our nurture approach empowers the teaching team to be the first line of support, using relational strategies, emotion coaching, and restorative practices to manage behaviour effectively. External support is available where needed but is not a substitute for high-quality teacher-pupil interactions and classroom management.

#### **4.1 Pupils**

Pupils are expected to:

- Take responsibility for their own actions and words.
- Use the Zones of Regulation to identify their emotions and self-regulate using their toolkit.
- Be proud to be members of Olton Primary School and its wider community.
- Understand and follow the whole-school rules, recognising the rewards and consequences for behaviour choices.

#### **4.2 Teachers**

Teachers are the primary facilitators of positive behaviour and wellbeing. Their responsibilities include:

- Maintaining consistently high expectations of behaviour for all pupils.
- Managing behaviours in categories 1, 2, and 3, using restorative conversations and emotion coaching, and seeking advice when necessary.
- Logging behaviours accurately:
  - **Level 1 and 2** behaviours in the class behaviour log.
  - **Level 3 and 4** behaviours on MyConcern.
- Being positive role models at all times, demonstrating care, respect, and empathy.
- Building strong relationships with pupils to understand underlying needs and emotions.
- Using the Zones of Regulation and other strategies to support emotional self-regulation.
- Communicating effectively with parents and carers about behaviour and wellbeing.
- Planning purposeful learning experiences and classroom routines that support emotional, social, and academic development.

#### **4.3 Teaching and Learning Support Assistants and Wraparound Staff**

TLSAs and wraparound staff support the classroom approach by:

- Managing pupil behaviour consistently, using strategies outlined in this policy.
- Modelling positive behaviour and treating all pupils equally with care and respect.
- Listening to children to ensure all parties have a voice.
- Using the Zones of Regulation to help pupils articulate and manage emotions.
- Ensuring parents are informed of behaviour changes or welfare concerns.

- Supporting communication between parents and class teachers at the start and end of the day.
- Discuss pupils in a professional manner, ensuring conversations never take place in front of children, including during duty times.

#### ***4.4 SENDCo and Senior Leadership Team (SLT)***

The SENDCo and SLT:

- Support teachers to identify triggers, antecedents, and strategies for additional support.
- Help pupils use Zones of Regulation to recognise emotions and choose appropriate actions.
- Signpost advice or interventions both in school and via external services where needed.
- Assist in creating targeted Individual Behaviour Plans (IBPs) and monitor progress.
- Liaise with parents and carers to provide a consistent approach across home and school.

#### ***4.5 Head Teacher***

The Head Teacher has overall responsibility for ensuring policy implementation and wellbeing across the school. Key responsibilities include:

- Setting standards and expectations for behaviour.
- Making decisions regarding serious disciplinary matters (e.g., fixed-term ).
- Celebrating success and encouraging personal development.
- Supporting staff and pupils in using strategies such as the Zones of Regulation.

#### ***4.6 Behaviour and Learning Mentor (with Family Support Worker Team)***

The Behaviour and Learning Mentor is a key member of the school's support framework and works alongside the teaching team to promote consistent, positive behaviour. Their responsibilities include:

- Act as the first point of contact for Level 3 and 4 behaviours recorded on MyConcern, supporting staff and pupils.
- Support staff to implement reconnections, restorative approaches, and behaviour plans for pupils experiencing difficulties.
- Monitor weekly behaviour logs and coordinate fortnightly year group meetings to identify trends and reduce low-level behaviours.
- Ensure all staff maintain consistency in behaviour management and communication with parents.
- Direct interventions and additional support across the school to meet pupil needs.
- Oversee reintegration plans, including pupils on reduced timetables, in collaboration with families and the Local Authority.

- Act as a point of contact for parents where children are affected by challenging behaviours or require additional guidance.

What the Behaviour and Learning Mentor does NOT support with:

- Level 1 and 2 behaviours that fall within the teacher's classroom management responsibility.
- Day-to-day routines, lessons, or learning organisation, which remain the responsibility of the class teacher.
- Incidents that can be resolved using Zones of Regulation, restorative conversations, or class-based strategies.
- Decisions regarding minor rewards, sanctions, or positive behaviour recognition that teachers are empowered to manage.

This ensures that teachers retain ownership of everyday behaviour management while the Behaviour and Learning Mentor focuses on higher-level, complex, or escalated situations that require additional support or specialist intervention.

#### ***4.7 Midday Supervisors / Physical Activity Leaders***

- Maintain high expectations of behaviour during lunch and breaks.
- Treat all pupils with care and respect, de-escalating situations using calm, positive language.
- Use Zones of Regulation to support pupils in identifying emotions.
- Reward positive behaviour using Class Dojo and log concerns for follow-up by class teachers.
- Keep discussions about pupils professional, and ensure they never take place in front of children, including during duty times.

#### ***4.8 Parents / Carers***

Parents are expected to:

- Promote and support the school's whole-school rules.
- Encourage children to use the Zones of Regulation to manage their emotions.
- Support the school's rewards and sanctions approach.
- Engage in open, constructive dialogue with staff regarding behaviour and wellbeing.
- Maintain a professional approach in discussions about behaviour, ensuring concerns are raised privately with staff and not in front of children

#### ***4.9 Governors***

The Governing Body ensures that this policy is implemented and reviewed effectively, with oversight from the Head Teacher. Governors receive termly reports on behaviour patterns and the impact of interventions to ensure school-wide consistency and effectiveness.

### **Appendix 1: The Six Principles of Nurture**



Appendix 2: Child Friendly Principles of Nurture



**Appendix 3: Emotion Coaching Script**

|  | Steps | Sample Questions/Scripts |
|--|-------|--------------------------|
|--|-------|--------------------------|

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

#### Appendix 4: Zones of Regulation

|           |            |             |          |
|-----------|------------|-------------|----------|
| Blue Zone | Green Zone | Yellow Zone | Red Zone |
|-----------|------------|-------------|----------|

|                                                                                                                                       |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sad<br>Sick<br>Tired<br>Bored<br>Moving Slowly                                                                                        | Happy<br>Calm<br>Feeling Okay<br>Focused<br>Ready to Learn                                                                                                                                                           | Frustrated<br>Worried<br>Silly/Wiggly<br>Excited<br>Loss of Some Control                                                                                                                                                                                                                                      | Mad/Angry<br>Terrified<br>Yelling/Hitting<br>Elated<br>Out of Control                                                                                                                                   |
| <p>The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.</p> | <p>The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.</p> | <p>The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.</p> | <p>The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.</p> |

### Zones of Regulation Toolbox Strategies

## How can you help yourself?

| The BLUE zone                                                                             | The GREEN zone                                                                                                  | The YELLOW zone                                                                                                  | The RED zone                                                                                                              |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|        |                              |                              |                                      |
| How might you feel?                                                                       | How might you feel?                                                                                             | How might you feel?                                                                                              | How might you feel?                                                                                                       |
| sad<br>tired<br>bored<br>moving slowly                                                    | happy<br>okay<br>focussed<br>ready to learn                                                                     | nervous<br>confused<br>silly<br>not ready to learn                                                               | angry<br>frustrated<br>scared<br>out of control                                                                           |
| What might help you?                                                                      | What might help you?                                                                                            | What might help you?                                                                                             | What might help you?                                                                                                      |
| Talk to someone<br>Stretch<br>Take a brain break<br>Stand<br>Take a walk<br>Close my eyes | The goal of this exercise is to get to the GREEN zone.<br>What can you do to be happy, calm and ready to learn? | Talk to someone<br>Count to 20<br>Take deep breaths<br>Squeeze something<br>Draw a picture<br>Take a brain break | Stop what I'm doing<br>Make sensible choices<br>Take deep breaths<br>Ask for a break<br>Find a safe space<br>Ask for help |

### Appendix 5: Class Dojo Awards

Class Dojo Awards and their values: EYFS

| <b>Award</b>                       | <b>Dojo value</b> |
|------------------------------------|-------------------|
| Senior Leader Award for excellence | 5 points          |
| Home learning                      | 3 points          |
| School Value-Persevering           | 2 points          |
| School Value-Love of learning      | 2 points          |
| School Value-Respect               | 2 points          |
| School Value-Responsibility        | 2 points          |
| School Value-Positivity            | 2 points          |
| School Value- Empathy              | 2 points          |
| Lunchtime Supervisor award         | 2 points          |
| Celebration Assembly Award         | 5 points          |
| Developing Personal Skills award   | 1 point           |

Class Dojo Awards and their values: KS1 and KS2

| <b>Award</b>                           | <b>Dojo value</b> |
|----------------------------------------|-------------------|
| Senior Leader Award for excellence     | 5 points          |
| Reading at home                        | 3 points          |
| Home learning                          | 3 points          |
| School Value-Persevering               | 2 points          |
| School Value-Love of learning          | 2 points          |
| School Value-Respect                   | 2 points          |
| School Value-Responsibility            | 2 points          |
| School Value-Positivity                | 2 points          |
| School Value- Empathy                  | 2 points          |
| Lunchtime Supervisor award             | 2 points          |
| Celebration Assembly Award             | 5 points          |
| (Individual class award to be decided) | 2 points          |

## Appendix 6: Class Dojo Milestones

|                                             |                                                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS-these may vary year upon year.</b>  | 75- Certificate and badge<br>150- Reward from the stationery box<br>250- Hot Chocolate and story/activity with Head/Deputy<br>500- Movie or Bring your own game afternoon<br>750- Extra Forest School session or Special Art workshop<br>1000- Jubilee Park Visit |
| <b>KS1- these may vary year upon year.</b>  | 75- Certificate and badge<br>150- Reward from the stationery box<br>250- Hot Choc and story/activity with Head/Deputy<br>500- Movie or Bring your own game afternoon<br>750- Extra Forest School session or Special Art workshop<br>1000-Jubilee Park Visit       |
| <b>KS2 – these may vary year upon year.</b> | 75- Certificate and badge<br>150- Reward from the stationery box<br>250- Hot Choc and craft activity with Head/ Deputy<br>500- Movie or Stop/Start animation workshop<br>750- Extra Forest School session or Special Art workshop<br>1000- Jubilee Park Visit     |

## Appendix 7: Behaviour Levels and Hierarchy of Consequences

| Level                                  | Description                                                                                | Examples                                                                                                                                              | Staff Response                                                                                                                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1 – Low-Level / Minor</b>     | Minor disruptions that do not significantly impact learning or safety.                     | Talking out of turn, fidgeting, not following a minor instruction, calling out.                                                                       | Verbal reminder, brief reflection in class, use of Zones of Regulation, logged in class behaviour book.                                               |
| <b>Level 2 – Persistent / Moderate</b> | Repeated minor behaviours or moderate disruption affecting learning or relationships.      | Refusal to follow instructions, repeated calling out, minor name-calling, low-level defiance.                                                         | Buddy class time, restorative conversation, parent informed by class teacher, logged on MyConcern.                                                    |
| <b>Level 3 – Severe / Significant</b>  | Behaviours that disrupt learning, safety, or wellbeing; may require targeted intervention. | Persistent defiance, deliberate damage to property, bullying, aggression toward peers, inappropriate language.                                        | Withdrawal with support, restorative practices, Behaviour and Learning Mentor involvement, parent meeting, logged on MyConcern.                       |
| <b>Level 4 – Critical / High Risk</b>  | Behaviours posing serious risk to self, others, or school environment.                     | Fighting with intent to harm, repeated bullying/cyberbullying, racist or homophobic language, theft, vandalism, repeated defiance after intervention. | Immediate Stage 4 intervention, Reflection Room, SLT involvement, fixed-term suspension if needed, logged on MyConcern, parents informed immediately. |

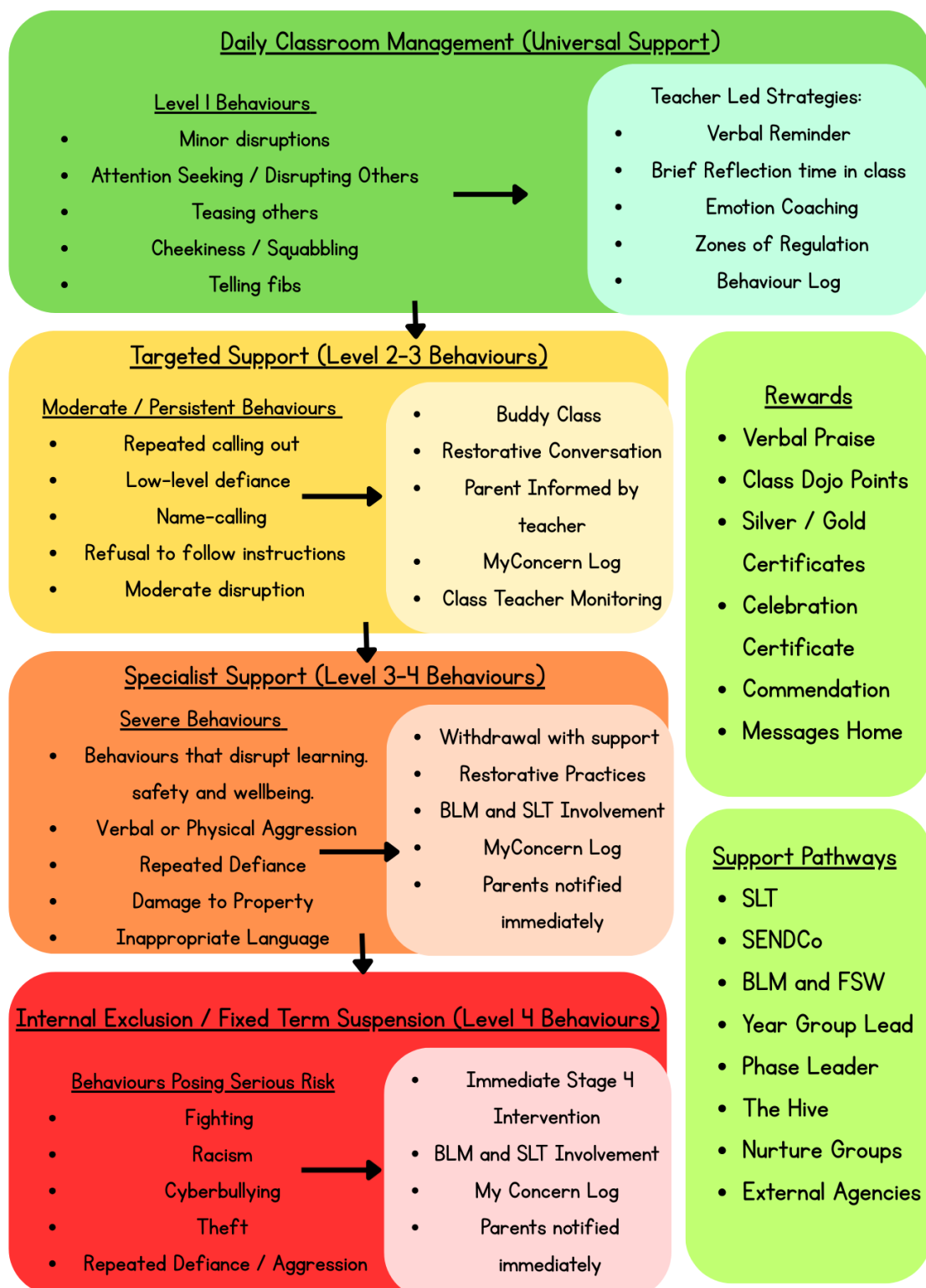
#### Notes for Staff:

- Always consider the developmental stage, SEND, and SEMH needs of the child.
- Document all incidents accurately to ensure consistency in monitoring and support.
- Use professional judgment to escalate or de-escalate behaviour levels where appropriate.
- Refer to this appendix before deciding on sanctions or interventions.

| Level 1 and 2 behaviours                             | Level 3 and 4 behaviours (severe)         |
|------------------------------------------------------|-------------------------------------------|
| Cheekiness                                           | Throwing objects at someone               |
| Squabbling                                           | Rudeness to other adults                  |
| Telling small fibs                                   | Spitting at someone                       |
| Taking things without asking                         | Lying                                     |
| Play fighting                                        | Biting, kicking, or scratching others     |
| Prodding or irritating other children                | Bullying (intentional) S.T.O.P            |
| Refusal to follow instruction (1 <sup>st</sup> time) | Repeatedly refuse to follow instructions  |
| Teasing others                                       | Hitting back                              |
| Pushing in/ not waiting for their turn               | Swearing (heard by staff)                 |
| Interrupting teacher/ other adults                   | Verbal abuse towards staff                |
| Attention seeking/ disrupting others                 | Physical abuse towards staff              |
| Running inside the building                          | Racial or homophobic use of language      |
| Avoiding work/ wasting time                          | Vandalism                                 |
| Being noisy when not appropriate                     | Name calling                              |
|                                                      | Fighting                                  |
|                                                      | Sexual harassment towards another person. |

#### Appendix 8: Hierarchy of Consequences Flow Chart

## Olton Primary Positive Behaviour and Support Pathway



**Appendix 9: Exemplar Reduced Timetable following a fixed term suspension. To be reviewed every week (unless a serious incident occurs)**

|                                                                | Success Criteria for moving up to next level                                                                                                                            | Criteria that will cause X to stay in the current reintegration zone could include...                                                                                   | Criteria that will move X down the reintegration zone could include...                                                                                                                                                                                           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 6<br>8.30-3.00pm<br>(For 5 day period)                   |                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Completing classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Phase 5<br>8.30-2.00pm<br>(For 5 day period)                   | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Completing classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Disrupting learning in the school</li> <li>Refusal to follow instructions given by an adult</li> </ul>                           | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Phase 4<br>8.30-1.15pm<br>(For 5 day period)                   | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Completing classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Disrupting learning in the school</li> <li>Refusal to follow instructions given by an adult</li> </ul>                           | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Phase 3<br>8.30-12.00pm<br>(For 5 day period)                  | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Completing classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Disrupting learning in the school</li> <li>Refusal to follow instructions given by an adult</li> </ul>                           | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Phase 2 return to school<br>8.30-11.00am<br>(For 5 day period) | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Attempting classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Disrupting learning in the school</li> <li>Refusal to follow instructions given by an adult</li> </ul>                           | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Phase 1 return to school<br>8.30-10.25am<br>(For 5 day period) | <ul style="list-style-type: none"> <li>Following instructions</li> <li>Attempting classwork</li> <li>Appropriate behaviour towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>Disrupting learning in the school</li> <li>Refusal to follow instructions given by an adult</li> </ul>                           | <ul style="list-style-type: none"> <li>Running around the school</li> <li>Throwing and kicking items around the school</li> <li>Aggressive behaviour towards adults and other children</li> <li><b>Deliberate Violence towards adults or children</b></li> </ul> |
| Fixed Term Suspension<br>½-5 day period                        |                                                                                                                                                                         |                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |
| Permanent Suspension                                           |                                                                                                                                                                         |                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |

For further information or guidance regarding suspension or advice on bullying, please follow the link below. <https://www.gov.uk/government/publications/school-exclusion>

## Appendix 10: British Values

The broad curriculum at Olton Primary School actively promotes fundamental British Values. These are:

Democracy – Having a say in what happens within school

Democracy plays a prominent part within our school. Pupils have the opportunity to have their voices heard through School Council, Eco-Council, pupil conferencing and questionnaires. Our pupils follow democratic processes to elect School Council representatives, vote for charities to raise money for and be part of the decision making for ways to improve our school. We empower our pupils by giving them the opportunity to make choices about things they believe to be important.

The Rule of Law – Knowing what is right and wrong and understanding there are consequences for actions

The importance of Laws, whether they be those that govern the class, the school or the country are consistently reinforced through all aspects of school life. We involve pupils in setting positive codes of conduct; helping them to make choices and decisions that are acceptable to our school community and beyond. We have clear rewards and sanctions to support our pupils in managing their behaviour and taking responsibility for their actions. We also work with our Community Police Officer, the Fire Service and other authorities to reinforce messages about the importance of following rules and Laws.

Individual Liberty – Having the right to say, do and think as I want

Within school, pupils are actively encouraged to make choices, knowing they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and supported to exercise these safely for example through PSHE lessons, e-safety work.

Mutual Respect and Tolerance of Those With Different Faiths and Beliefs –Knowing that everyone is unique and everyone is respected

One of our school values is 'Respect' and this is reinforced through every aspect of school life. The highly positive relationships between staff and pupils is one of many examples of mutual respect. Olton Primary is proud to have a wide range of faiths represented within our school and diversity is very much celebrated here. We strongly believe that tolerance is gained through knowledge and understanding which empowers the children. Through RE lessons and our assemblies, an understanding of the main world religions and celebrations of particular significance are a focus for all children. We have many languages spoken at our school and our children enjoy learning more about different traditions that are associated with families and countries.

Challenging Stereotypes - inclusion and diversity

Olton Primary School is committed to challenging stereotypes in all aspects of school life. This may be on grounds of race, sexual orientation, faith or gender. Within the planned curriculum, consideration will be given at the planning stages by the subject leader and the class teacher to promoting diversity in its broadest sense. Opportunities will be given for pupils to reflect, discuss and share opinions within the context of our whole school values. All adults in school have the responsibility to challenge attitudes or actions which may discriminate or be deemed as being derogatory towards another group. We endeavour that our pupils and community show respect, tolerance and empathy in order for them to be responsible members of modern British society.

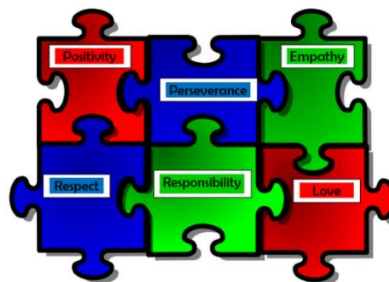
**Appendix 11: Relationships Policy Quick Reference Guide**

# Relationships Policy – Quick Reference Guide

## Whole School Rules

1. Follow all instructions first time.
2. Keep hands, feet, and unkind words to yourself.
3. Listen to the person who is meant to be speaking.
4. Respect yourself, other people, property, and the environment.
5. Call people by their chosen name.

## Our School Values



## Rewards and Recognition

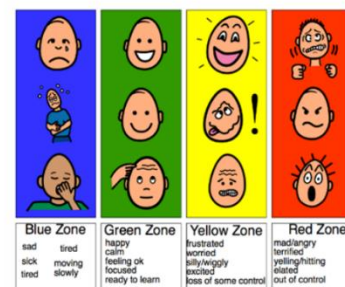
- Dojo Points Linked to school values and learning behaviours.
- Silver and Gold School Values Certificates.
- Celebration Certificates (Weekly Celebration Assembly)
- Individual Pupil Rewards: praise, commendation, messages home, stickers, displays, encouragement.

## Behaviour Response Hierarchy

| Level | Behaviour Example                                                               |
|-------|---------------------------------------------------------------------------------|
| 1     | Low Level Disruption<br><i>Verbal Reminder</i>                                  |
| 2     | Persistent Minor Disruptions<br><i>In-Class Reflection</i>                      |
| 3     | Moderate<br><i>Buddy Class / Targeted Support</i>                               |
| 4     | My Concern – Escalating Behaviours<br><i>Reflection Room / Behaviour Mentor</i> |
| 5     | Serious / Risk / MyConcern<br><i>SLT / Headteacher Involvement</i>              |



## Zones of Regulation



## ZOR Toolkit Strategies

| The BLUE zone                                                                                                     | The GREEN zone                                                                                                                          | The YELLOW zone                                                                                                                          | The RED zone                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| How might you feel?<br>sad<br>tired<br>sick<br>moving slowly                                                      | How might you feel?<br>happy<br>calm<br>focused<br>ready to learn                                                                       | How might you feel?<br>nervous<br>confused<br>slip<br>not ready to learn                                                                 | How might you feel?<br>angry<br>frustrated<br>scared<br>out of control                                                                            |
| What might help you?<br>Talk to someone<br>Stretch<br>Take a brain break<br>Stand<br>Take a walk<br>Close my eyes | What might help you?<br>The goal of this exercise is to get to the GREEN zone.<br>What can you do to be happy, calm and ready to learn? | What might help you?<br>Talk to someone<br>Count to 20<br>Take deep breaths<br>Squeeze something<br>Draw a picture<br>Take a brain break | What might help you?<br>Stop what I'm doing<br>Make sensible choices<br>Take deep breaths<br>Ask for a break<br>Find a safe space<br>Ask for help |

## Six Principles of Nurture



## Child Friendly Principles

