2025-26 v4

Behaviour handbook 2025-26

Policy and procedures for supporting behaviour, including bullying and physical intervention.

Agreed by GB: June 2025 (reviewed by Browne Jacobson LLP June 2025)

Review Due Summer 2026

This guidance should be read alongside the following:
Safeguarding policy, RSHE policy and Special Educational Needs and/or Disabilities policy

Contents

Guiding Principles 4
Roles and Responsibilities 5
Behaviour Expectations 5
Behaviour Outside of School 6
Supporting Pupils with Special Educational Needs and/or Disabilities (SEND) 6
Key Strategies and Responsibilities 6
Staff Responsibilities 6
Parents' Role in Supporting Behaviour 7
Encouraging Positive Choices 7
Golden Rules 7
Rewards System 8
Unacceptable Behaviour 8
Emotional Regulation, Safety and Behaviour Support 9
Child-on-Child Harassment 9
Consequences and Restorative Practice 9
Serious breach of the behaviour policy 10
Decision making, to be used as guidance. 10
Anti-bullying guidance 11
Pupil Voice 12
Use of physical intervention and reasonable force 12
When physical intervention may be necessary 13
Team Teach and Risk Management 13
Staff Guidance and Reporting 13
Power to Search 13
Key Safeguards and Procedures: 14
Staff Training 14
Links 15
Behaviour Curriculum Overview 15
Support for Staff 15
Monitoring and evaluation 15
Flow chart for use of physical intervention 16
Flow chart for antibullying procedures 17
Behaviour Procedures at a glance 18

Appendix 1 19
A1. Guidance for staff 19
Recognising, Acknowledging and Praising Behaviour 20
Behaviour tokens (Stars), 'positive points' 20
Zones of Regulation & Colour Monster displays 20
Managing Unwanted or Unsafe Behaviour 21
Core Principles 21
Intervention Process 21
Apply a proportionate consequence: 22
Behaviour Support Charts 22
Class Teacher Behaviour Support Chart 22
Monitoring and Escalation 22
Headteacher Behaviour Support Chart 23
Distressed Behaviour Management 23
Key De-escalation Principles 23
Serious Misbehaviour: Investigation & Sanctions 24
Investigation Process 24
Possible Consequences 24
Communication & Follow-Up 25
Preventative Measures 25
Classroom layout and organisation: 25
Display: 25
Communication: 25
Strategies to motivate good behaviour 26
Supporting Pupils with Special Educational Needs and/or Disabilities (SEND) 27
Recognising Behaviour as Communication 27
Responding to Distressed Behaviour 28
Unstructured Times & Transitions 28
Appendix 2 29
A2. Strategies & Scripts 29
Conflict Resolution: 3-Step Strategy 30
Scripts, showing our values 30
Scripts – PACE 31
Scripts - Zones of Regulation (connect) 32
Strategies 32

Early Years, colour monster scripts (pre-Zones of Regulation) 33
Scripts – Assertive Discipline and the Language of Choice 34
Positive Behaviour Scripts (Positive Noticing) 35
Scripts – communicating with parents 36
Stages of distress and support (cycle of anger) 37
In the event of a serious incident 38
Scripts – for adults when using physical intervention 39
Non-Physical Crisis Intervention Techniques 40
Emotional Coaching prompts 41
Glossary 42
Appendix 3 43
A3. templates 43
Behaviour Think Sheet 44
Bullying Pupil who has experienced bullying behaviour reporting Form 45
Behaviour Concerns Identification Sheet 46
Class Teacher Behaviour Support Chart 47
After school/ specialist clubs Behaviour Support Chart 48
AHT/Year Leader Behaviour Support Chart 49
Headteacher/ deputy headteacher Behaviour Support Chart 50
Triangulation Sheet (behaviour and bullying incidents) 51
Incident reporting form: Use of Physical Restraint or intervention 52
Risk assessment & Team Teach Plan for individual pupil, distressed behaviour 54
Risk Rating 55
Physical intervention debrief 56
Golden rules posters 57
Anti bullying Charter 58
Behaviour policy at a glance 59
for visiting teachers 59

Behaviour Principles & Policy

'What you accept becomes acceptable'[1]

Guiding Principles

At Fielding Primary School, we are committed to creating a safe, respectful, and inclusive learning environment for all pupils, staff, and visitors. Our behaviour policy is rooted in our **values-based ethos**, centred on **respect, responsibility, reflection, and empathy**.

We believe:

- Every pupil has the right to learn.
- Every teacher has the right to teach.
- All members of our community are expected to model our core values in their behaviour and interactions.

This policy is written in line with the DfE's *Behaviour in Schools Guidance (2024)* and *Use of Reasonable Force in Schools (2025).* The **Equality Act 2010 and The Education and Inspections Act 2006**, ensuring fairness, inclusion, and high expectations for all.

Good behaviour underpins effective teaching and learning. A well-planned curriculum, clear routines, and consistent expectations help pupils thrive. Behaviour expectations are: **taught**, **modelled**, and **rewarded**.

Behaviour that falls short of what is acceptable and expected, (is unsafe or unacceptable), will be sanctioned via the application of appropriate consequences.

Our approach is based on the following principles:

- **Unconditional positive regard** for all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn **free from the disruption of others**
- Use of **core values** to guide choices and reflection.
- Emphasis on **choice language** to promote self-regulation and avoid labelling.
- Recognition and reward for positive behaviour.
- **Consequences** for unsafe or unacceptable behaviour, including suspension or exclusion when necessary.
- A **consistent, calm, and assertive** approach to behaviour management.

[1] Tom Bennett, Running the Room Companion, 2021

Roles and Responsibilities

- **The governing board** is responsible for ensuring the school has **a clear and effectiv**e behaviour policy that promotes good conduct and discipline. It provides a written statement of principles to guide the headteacher, monitors the policy's implementation, and ensures it aligns with safeguarding and inclusion duties.
- **All staff** are responsible for knowing and consistently applying the behaviour policy across all settings (classroom, playground, clubs, trips, etc.).
- The **Headteacher**, supported by the **Deputy Headteacher** and leadership team, oversees the implementation and review of the policy.
- **Pupils** are expected to follow the policy with guidance from staff.
- The Headteacher and Deputy may use discretion to adapt the policy in individual cases.

Behaviour Expectations

We expect all pupils to demonstrate our core values—**respect, responsibility, reflection, and empathy**—in their behaviour towards peers, staff, and the school environment

- Pupils are expected to behave respectfully and responsibly towards others and the school environment.
- Self-regulation is encouraged through the use of the **Zones of Regulation** and other emotional literacy tools.
- Pupils know that **all** behaviour results in a consequence.

We promote good behaviour through:

- Unconditional positive regard for every pupil
- Clear routines and effective classroom management
- A calm, consistent, and fair approach
- Modelling and explaining the behaviours we expect
- Encouraging reflection through our core values
- Providing reasons for sanctions to support understanding
- Using 'BrainBreaks' and 'Reflection Time' to create a positive learning climate.

Unacceptable and/or unsafe behaviour

The following behaviours are not tolerated and will be addressed in line with our behaviour policy:

- Ignoring reasonable instructions
- Rudeness, answering back, or aggression
- Unkind or derogatory remarks
- Damaging property or stealing
- Physical aggression (biting, spitting, hitting, kicking)
- Swearing or using racist language
- Bullying or harassment, including those linked to protected characteristics under the Equality Act 2010
- Inappropriate touching of others
- Inappropriate online behaviour
- Dishonesty or lying

Behaviour Outside of School

Our behaviour expectations do not stop at the school gates. We expect pupils to uphold the same standards when they are on **school trips, travelling to and from school, wearing school uniform in public, or taking part in online activities** linked to school. If a pupil's behaviour outside of school affects the safety, wellbeing, or reputation of others in the school community, we may take appropriate action in line with our behaviour procedures

Supporting Pupils with Special Educational Needs and/or Disabilities (SEND)

We recognise that some pupils with SEND may display distressed behaviour as a form of communication, often due to difficulties in expressing needs, emotional regulation, or anxiety. These behaviours are not always intentional and should be understood within the context of each pupil's individual profile. We also recognise that not all unacceptable or dangerous behaviour stems from a pupils SEND.

Our approach is rooted in empathy, early intervention, and proactive support, in line with the SEND Code of Practice: 0 to 25 Years and the Equality Act 2010, which require schools to make reasonable adjustments to support pupils with additional needs.

Key Strategies and Responsibilities

- **Individual Support Plans**: All pupils with SEND, including those in the ARP, have personalised learning plans and some pupils have risk assessments, as needed. These are regularly reviewed and must be followed by all staff.
- **Emotional Coaching & De-escalation**: Staff use emotional coaching scripts and Team Teach de-escalation techniques to support regulation and reduce anxiety. Physical intervention is used only as a last resort to ensure safety.
- **Visual Supports**: Use of visual schedules, social stories, and cues is encouraged to support understanding, transitions, and expectations.
- **Consistency**: Staff must ensure that covering teachers are aware of key strategies and adaptations to maintain consistency.
- **Proactive Teaching:** Regulation strategies are taught through stories, role play, and scenario-based learning, with particular attention to pupils who have experienced Adverse Childhood Experiences (ACEs).

Staff Responsibilities

All staff working with pupils with SEND are expected to:

- Know each pupil's needs by reviewing their learning plans and pupil passports.
- Understand and apply strategies for known triggers (e.g. movement breaks for ADHD).
- Keep plans and Team Teach risk assessments up to date.
- Communicate key strategies to all relevant staff.
- Promote inclusion and emotional literacy through the curriculum and daily interactions.

This approach aligns with the DfE's guidance on Supporting SEND , which emphasises the importance of understanding individual needs, building positive relationships, and ensuring inclusive practice.

Parents' Role in Supporting Behaviour

Promoting positive behaviour is a shared responsibility between school and home. We value strong partnerships with parents and carers to help create a consistent and supportive environment for all pupils.

Behaviour rewards and consequences are recorded on Bromcom and visible to parents via the My Child at School (MCAS) app. This ensures transparency and enables parents to stay informed and engaged in their child's development. In some cases, an adult from school may make a telephone call to parents to discuss a child's behaviour in more depth.

We ask parents to:

- Support the school's behaviour policy and expectations.
- Check MCAS daily.
- Reinforce positive behaviour and emotional regulation strategies at home.
- Communicate openly with staff about any concerns or relevant changes in their child's behaviour or wellbeing.

If parents have concerns about behaviour:

1. Contact the class teacher in the first instance.
2. If unresolved, speak with the Year Leader or Assistant Head teacher.
3. Further concerns should be directed to the Deputy Headteacher or Headteacher..

Encouraging Positive Choices

Teachers and other adults 'create the weather' in their classrooms and beyond. We promote positive behaviour through clear expectations, consistent routines, and positive recognition of pupils who follow our golden rules, demonstrate our school values and the fundamental British values.

Golden Rules

Our rules are embedded across all phases and reflect our core values:

Nursery & Reception (including ARP pupils):

- I am kind and helpful *(Respect, Empathy)*
- I stay calm *(Reflection)*
- I always have a go *(Resilience)*

Key Stage 1 & 2 (including ARP pupils):

- I treat everyone with respect *(Respect)*
- I use the Zones of Regulation *(Reflection)*
- I welcome and include everyone *(Tolerance, Empathy)*
- I learn from my mistakes *(Resilience, Reflection, Empathy)*

Rewards System

We use a consistent, whole-school reward system to celebrate positive behaviour and reinforce our values. Pupils belong to one of four constellations: **Hercules, Cygnus, Pegasus, Orion**.

Tokens (positive points) contribute to:

- Individual certificates
- Termly constellation rewards
- Weekly **Values Ambassador** awards

Only the rewards outlined in this policy should be used, unless otherwise agreed as part of a pupil's behaviour support plan.

Token Allocation:

- **Daily positive choices** (e.g. staying green/self-regulation): 1 blue token
- **Values Ambassador** (2 pupils/week): 5 blue tokens
- **Teacher's Star of the Week**: 5 blue tokens
- **Recommended Reading Awards**:
  - Bronze: 5 tokens
  - Silver: 10 tokens
  - Gold: 15 tokens
  - Platinum: 25 tokens
- **ARP pupils**: Dojo points linked to regulation and positive behaviour
- **Values Baccalaureate**:
  - Bronze: 5 large, coloured tokens
  - Silver: 10 large, coloured tokens
  - Gold: 15 large, coloured tokens
  - Platinum: 25 large, coloured tokens

This approach supports the development of self-regulation, resilience, and empathy, and aligns with the DfE's guidance on behaviour and personal development.

Unacceptable Behaviour

Our approach to managing unacceptable behaviour is guided by the nature and context of the behaviour, as well as the individual needs of the pupil. We recognise that pupils feel safest and most secure when clear boundaries are in place and consistent strategies are applied to support them. While we prioritise a therapeutic and inclusive approach, we also recognise the importance of maintaining a safe and supportive learning environment for all. Dangerous or harmful behaviour towards others will not be tolerated and will result in appropriate consequences. Such behaviour must not compromise the learning, safety, or welfare of other pupils or staff.

We are committed to upholding the Equality Act 2010. All disciplinary measures are applied fairly and proportionately, with reasonable adjustments made for pupils with SEND or other protected characteristics to ensure that responses are non-discriminatory and inclusive

When pupils are dysregulated, staff will use **regulation scripts** and adopt a *"connect before correct"* approach. This means that adults will first acknowledge and connect with the pupil's emotional state before addressing the behaviour. This approach helps pupils—especially those still developing emotional awareness—feel understood and supported, creating a foundation for meaningful behavioural learning.

However, **unacceptable or dangerous behaviour will always be addressed and consequences applied**, regardless of its severity. Consequences may be applied **once the pupil is calm and able to reflect** on the incident, ensuring that the response is both effective and respectful of the pupil's emotional state.

Emotional Regulation, Safety and Behaviour Support

We believe that when pupils feel a sense of connection, they experience belonging and significance, the key foundations for positive behaviour. Often, this sense of connection alone is enough to reduce or eliminate unwanted behaviours.

We adopt a therapeutic approach to behaviour, incorporating strategies such as *wondering out loud*, the **PACE model** (Playfulness, Acceptance, Curiosity, Empathy), and the Zones of Regulation. These tools support both co-regulation and the development of self-regulation skills.

All pupils are taught mindfulness through the **MindUP curriculum**, part of our **Inner Curriculum,** which helps them build awareness of their thoughts and feelings. We actively encourage the use of the **Zones of Regulation**, along with regulation scripts and techniques, to help pupils manage their emotions constructively. Pupils learn to:

- Recognise and understand their emotional states,
- Identify which "zone" they are in,
- Apply strategies to move toward a more regulated state.

When pupils can recognise their emotions and self-regulate effectively, we view this as a positive and successful response to behaviour.

Child-on-Child Harassment

Bullying, sexual harassment, racism, and any other forms of harassment or violence are not tolerated under any circumstances. We recognise that some pupils may not yet be emotionally aware of behaviours that constitute harassment, including sexual harassment. All incidents in this category will be addressed in line with this behaviour policy and our safeguarding policy.

Consequences and Restorative Practice

We understand that not all behaviour can be managed through self-regulation strategies alone. Inappropriate, dangerous, or harmful behaviour will be sanctioned appropriately. Consequences may include:

- Completion of a think sheet or behaviour identification sheet,
- Loss of break time in 5-minute increments, up to a total of 15 minutes,
- Communication with parents via MCAS by class teachers or year leaders.

Where possible, consequences in the form of sanctions and interventions are delivered in a quiet, non-public, and low-key manner to protect the dignity of the child.

Serious breach of the behaviour policy

For more serious or repeated incidents, further measures may include:

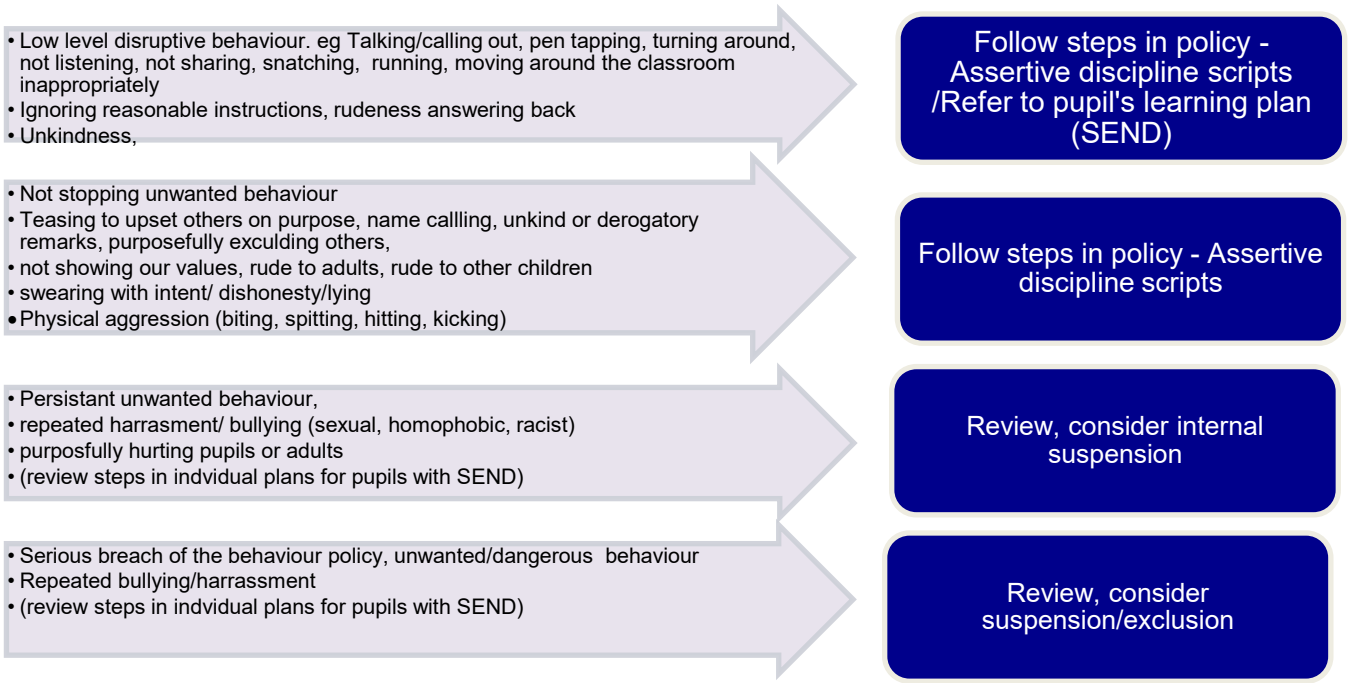
- Internal exclusion,
- Suspension
- Permanent exclusion

A serious breach of the behaviour policy *is when a pupil acts in a way that causes significant disruption or concern in school. This includes intentionally hurting others physically or emotionally, damaging property, refusing to follow instructions, stealing, using technology inappropriately, or behaving in a way that puts themselves or others at risk. These behaviours go beyond everyday mistakes and require a serious response to keep everyone safe and learning.*

Decision making, to be used as guidance.

Decisions will be made in line with statutory guidance on suspensions and permanent exclusions (DfE, 2024). The impact on pupils with protected characteristics with be considered

This decision-making guidance chart will be used alongside LA guidance:



Anti-bullying guidance

We do not tolerate any form of discrimination, harassment, or victimisation based on protected characteristics under the Equality Act 2010 this includes bullying in any form—whether in person or online. All incidents of bullying, intimidation, or harassment are taken seriously and addressed promptly to prevent recurrence.

Our approach is both **reactive and proactive**. We aim to prevent bullying by fostering a warm, respectful, and inclusive school culture. Through our **Values-Based Education**, **RSHE curriculum**, and the **No Outsiders** programme, we teach pupils to celebrate diversity, resolve conflict peacefully, and treat others with kindness and respect.

This policy aligns with the Department for Education's guidance on **Preventing and Tackling Bullying**[2] and supports our duties under the **Equality Act 2010**[3]

Definition of Bullying
Bullying is defined as **repeated, intentional behaviour** that causes physical or emotional harm, often involving an imbalance of power. It can take many forms, including:

- **Physical**: hitting, kicking, spitting, damaging belongings
- **Emotional**: exclusion, humiliation, teasing
- **Verbal**: name-calling, threats, spreading rumours
- **Homophobic**: abuse based on actual or perceived sexuality
- **Racist**: abuse based on ethnicity, nationality, or faith
- **Sexual**: inappropriate language, gestures, or contact
- **Online (cyberbullying)**: harmful messages, images, or posts shared digitally

Prevention
We prevent bullying by:

- Embedding our **core values** and British values across the curriculum
- Teaching **RSHE**, **No Outsiders**, and **circle time** activities
- Promoting **positive behaviour** through clear routines, praise, and reflection
- Using 'Brain Breaks'' and **'Reflection Time'** to support emotional regulation
- Training **Anti-Bullying Ambassadors**, **Peer Mediators**, and **Playground Friends** (Years 2–6) to support peers and promote kindness

Ambassadors are trained through the **Diana Award** and lead school-wide anti-bullying initiatives.

Reporting Bullying
Pupils can report concerns by:

- Speaking to a trusted adult
- Using the class **worry box**

[2] Preventing bullying - GOV.UK
[3] Preventing and Tackling Bullying - GOV.UK

- Emailing: **worrybox@fielding.ealing.sch.uk**
- Speaking to an **Anti-Bullying Ambassador**

Parents should report concerns to the **class teacher** in the first instance.

Response to Bullying
All reports are investigated and followed up using our **Anti-Bullying Procedure**. Support is provided for both the pupil affected and the pupil displaying bullying behaviour to prevent recurrence.
Bullying outside of school (e.g. online or during travel) will also be addressed if it impacts pupils' wellbeing or safety.

Key Contacts
- **Designated Safeguarding Lead**: Clare Haines (Deputy Head)
- **Deputy DSL**: Peter Dunmall (Headteacher)
- **Clubs & Childcare DSL**: Karen Esprit
- **Nursery DSL**: Tracy Cherry
- **Safeguarding Governor**: Frank Hardy
- **Chairs of Governors**: Alisa Voznaya, Carl Pheasey

Pupil Voice

At Fielding Primary School, we believe that pupils should play an active role in shaping the culture and expectations of their school. Our termly Parliament Assemblies bring together mixed-age pupil groups representing every child from Years 1 to 6. These assemblies provide a structured forum for pupils to share their views, reflect on the effectiveness of our behaviour systems, and contribute to ongoing improvements. Behaviour is a standing agenda item at least once a year, ensuring that pupil perspectives inform our approach to promoting respect, responsibility, reflection, and empathy across the school.

Use of physical intervention and reasonable force

Physical intervention is always a last resort. In most situations, de-escalation and diffusion techniques—including those taught through Team Teach—are the most appropriate and effective ways to manage behaviour that poses a risk to health and safety.

This section is aligned with:

Use of Reasonable Force in Schools (DfE, updated 2025)

Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)

Behaviour in Schools (DfE, 2023)

Positive Environments Where Children Can Flourish (Ofsted, 2018)

When physical intervention may be necessary

Staff may use **reasonable, proportionate, and necessary** force to:

- Prevent harm to a pupil or others
- Remove a pupil from a situation where they are endangering themselves or others
- Stop a fight or physical assault
- Prevent serious disruption during school events or trips
- Prevent self-injury during episodes of distressed behaviour

Force must never be used as a punishment, and staff must avoid actions likely to cause injury, such as:

- Hitting, kicking, or tripping
- Twisting limbs or restricting airways
- Holding a pupil face-down (except in exceptional, life-threatening circumstances)

Team Teach and Risk Management

Where possible, Team Teach strategies will be used by trained staff. These techniques aim to reduce risk and prioritise safety. As Team Teach founder George Matthews notes, minor injuries such as bruising may occur unintentionally and are not considered a failure of the approach.

For pupils with known risks of distressed behaviour, a risk assessment and Team Teach plan will be in place. Staff must ensure these are followed and updated regularly.

Staff Guidance and Reporting

Staff must:

- Always act in the **best interest** of the child
- Use the **minimum force necessary**
- Seek help from trained staff unless the situation is urgent
- Avoid escalating the situation

If physical intervention is used:

- Complete an **incident report**
- Seek **first aid** if anyone is injured
- Log the incident via the **Ealing Incident Form**
- **Log on Bromcom as an outcome**

Staff should always ask themselves:
“What would I want someone to do in this situation if this were my child?”

Power to Search

Under **Section 550ZA and 550ZB of the Education Act 1996,** and in line with the **DfE’s Searching, Screening and Confiscation Guidance,** only the Headteacher, Deputy

Headteacher, and Assistant Headteachers at Fielding Primary School are authorised to conduct a search of a pupil or their possessions.

Searches may be carried out if there are reasonable grounds to suspect a pupil is in possession of a prohibited item, including:

- Weapons
- Controlled drugs or alcohol
- Stolen items
- Fireworks
- Tobacco or vapes
- Pornographic images
- Any item likely to cause injury or commit an offence

Key Safeguards and Procedures:

- Two adults must always be present during a search: the authorised staff member and a witness.
- The searching adult must be of the same sex as the pupil, and the witness should also be of the same sex where reasonably practicable.
- Searches may only take place on school premises or where the staff member has lawful control of the pupil (e.g. on a school trip).
- Only outer clothing (e.g. coats, hats, shoes) may be removed. Pupils cannot be asked to remove clothing worn next to the skin.
- Pupils' possessions (e.g. bags) may only be searched in the presence of the pupil and another member of staff.
- Reasonable force may only be used when searching for prohibited items listed in law—not for items banned solely under school rules.
- Electronic devices may be searched if there is a safeguarding concern. Harmful data may be deleted in line with statutory guidance.
- Parents will be informed of any search and its outcome, and a record will be kept in line with safeguarding and behaviour procedures.

These procedures ensure that searches are conducted lawfully, proportionately, and with respect for pupils' dignity and rights.

Staff Training

All staff receive training in behaviour management, supported by resources from Beacon Behaviour Support (crisis management) and Beacon House (trauma-informed practice).

Key staff—including the Headteacher, Deputy Headteacher, SENDCO, Childcare Manager, Leader of Play, and ARP staff—are trained in Team Teach de-escalation and positive handling techniques. This training is refreshed every three years.

Additional staff may also receive Team Teach training where identified through a risk assessment, ensuring appropriate support is in place for pupils with specific needs.

Links

https://beaconschoolsupport.co.uk/members/

https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training

https://www.TeamTeach.co.uk/login-register/

https://beaconhouse.org.uk/resources/

Behaviour Curriculum Overview

Pupils learn to apply our core values—**respect, responsibility, reflection, and empathy**—through our **Inner Curriculum**, **assembly programme**, and **No Outsiders** lessons. These values are explicitly taught, modelled, and reinforced across the school day to help pupils understand the impact of their behaviour and develop strong social and emotional skills.

Our **RSHE curriculum**, including personal development in the Early Years, supports pupils in building healthy relationships, understanding diversity, and becoming kind, inclusive friends. **Anti-bullying education** is embedded within RSHE and online safety lessons in computing, ensuring pupils are equipped to recognise and respond to unkind or unsafe behaviour.

MindUP techniques are practised regularly in every class to support emotional regulation and wellbeing. Alongside this, pupils are taught to recognise and manage their emotions using the **Zones of Regulation**, helping them to self-regulate and make positive behaviour choices.

This proactive and inclusive approach ensures that behaviour expectations are clearly understood, consistently applied, and rooted in empathy and respect, creating a calm and purposeful learning environment for all.

Support for Staff

Staff wellbeing is a priority. Access to confidential support is available through our **Employee Assistance Programme**, funded by the school:

- www.workplaceoptions.com
- **Username**: Ealing
- **Password**: Available on request

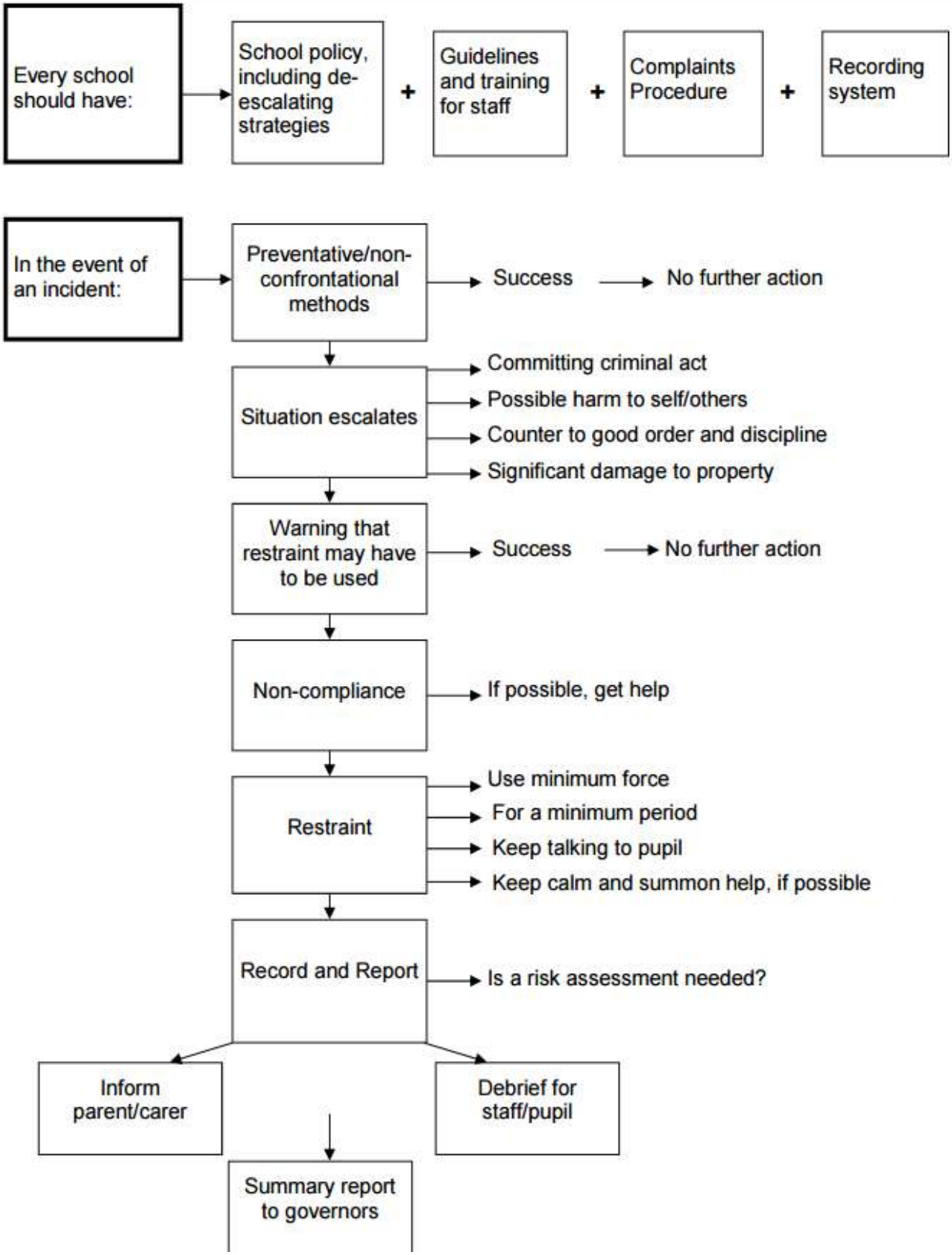
Education Support, supporting teachers and education staff, the only UK charity dedicated to supporting the mental health and wellbeing of teachers and education staff in schools, https://www.educationsupport.org.uk/. 08000 562 561

Monitoring and evaluation

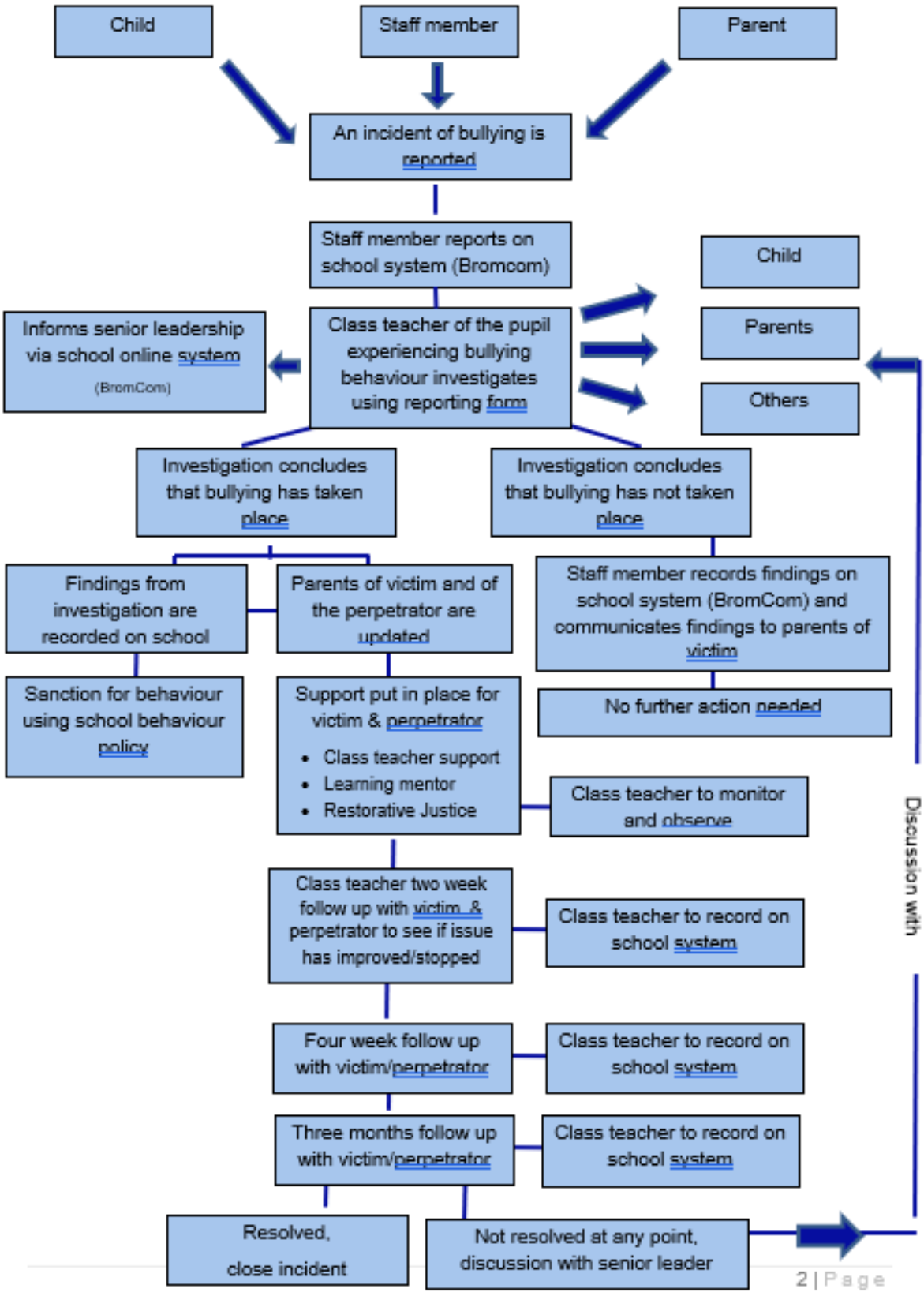
Behaviour data is monitored every 30 school days by the DHT to

- Identify patterns or disproportionality (e.g. by SEND, ethnicity, gender).
- Inform staff training and policy review.
- Ensure compliance with the Public Sector Equality Duty.

Flow chart for use of physical intervention



Flow chart for antibullying procedures



Behaviour Procedures at a glance

'What you accept, becomes acceptable.'

All negative behaviour should be acted on. Connect, then correct.

Recognise positive choices with praise – 'Prevent'

Is the child following rules and/or displaying good learning behaviours?

Yes

Step 1
Use positive praise: 'I am pleased with you because...' Recognise their use of core values.

Step 2
Positive behaviour continues throughout the day.

Step 3
The child receives a positive point (blue token) for making positive choices (colours in star in reading record.)

Step 4
Stars are added up weekly.
Winning constellations are rewarded termly.
Individual certificates awarded when thresholds met.

No

Is the behaviour violent or aggressive?

Yes

Ensure other children in the class (or playground) are safe, evacuate area if necessary.

Use de-escalation scripts.

If de- escalation scripts do not work. call for another adult to help. Defuse.

Sanction pupil for violence. If needed, seek first aid for victim.

If situation continues to escalate phonecall to the Deputy head or head (or TiC) for support.

Once out of crisis stage, appropriate sanctions to be applied.

Incident recorded on Bromcom/MCAS.
Inform parents by telephone.

If needed, complete restraint and Ealing Incident forms.

No

Step 1
Verbal reminder of expectations. Use ZOR scripts, connect with the emotion. Give opportunity to regulate.

Self- Regulation opportunity

Step 2
Name the behaviour, use scripts - give a verbal reminder of the golden rules. Give take up time.

Self- Regulation opportunity

Playground /ASC/BC

Classroom

Step 3 Apply Conseqence

'Time Out' 5 minutes.

Step 3 Consequence
Pupil completes a Think Sheet.
5-15 mins break lost, loses token 'positive point' for the day.

Restorative conversation

Record
Incident recorded on Bromcom
Parents informed via MCAS,
(If there are victims their parents should also be informed)

It is the responsibility of the class teacher to keep parents informed if a child's behaviour is cause for concern. This may be through informal meetings at the end of the day, or for a more serious concern, formal meetings which may be attended by the Year Leader/ SENDCO/Deputy head/ Headteacher.

Appendix 1

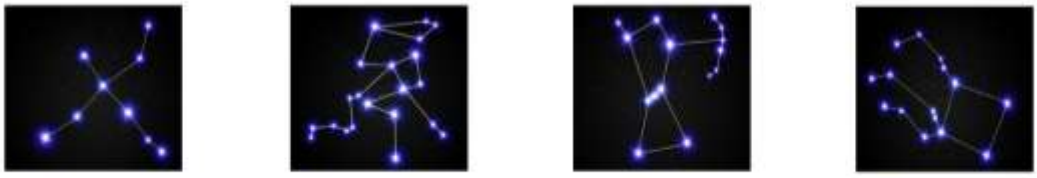
A1. Guidance for staff

Recognising, Acknowledging and Praising Behaviour

Staff Guidance: Zones, Rewards & Displays

Behaviour tokens (Stars), 'positive points'

- Every pupil from Reception to Year 6 belongs to one of our four constellation house teams. Orion, Pegasus, Cygnus or Hercules. Siblings are placed in the same team.



- **Zones of Regulation** must be clearly displayed in all classrooms and shared spaces. Some staff will carry a mini version on their lanyard.
- Pupils are taught that all emotional zones are valid, including the red zone. The focus is on recognising feelings, making positive choices, and managing behaviour constructively.
- **Daily star tokens** (blue) are awarded for positive choices, including self-regulation. Pupils record these in their reading planners.
- **Certificates** are awarded in phase assemblies:
  - Bronze: 50 stars
  - Silver: 100 stars
  - Gold: 150 stars
  - Platinum: 250 stars
- **Year 6 Star Leaders** count weekly class tokens. Constellations earn points (4–1) based on totals, represented by coloured tokens in the KS2 library.
- **Termly rewards** are given to the constellation with the highest total.
- **ARP pupils** earn Dojo points, with a focus on reinforcing self-regulation and positive behaviour.

Zones of Regulation & Colour Monster displays

Printable

Other Rewards

- **Values Ambassador Certificate**: Awarded weekly to 2 pupils per class for demonstrating the school's value of the month (5 blue tokens).
- **Teacher's Star of the Week**: Awarded weekly to 1 pupil per class for academic achievement (5 blue tokens).
- **Recommended Reading Awards**: Certificates and tokens are awarded for completing books from year group reading lists.
- **School Representation Patches**: Earned for participation in academic, sporting, or musical events.
- **Values Baccalaureate**: Pupils earn patches and constellation-coloured tokens for completing each of the four levels.
- **Positive Notes Home**: Can be recorded on Bromcom to celebrate achievements.
- **All reward certificates** must be logged on **Bromcom**.
- **Lunchtime,** star table

Early Years (Nursery & Reception)

- **Nursery & Reception** use *The Colour Monster* to introduce emotional regulation, transitioning to the **Zones of Regulation** in Key Stage 1.
- **Golden Rules** are reinforced through discussion and positive reinforcement.
- **Reception pupils** join constellation teams and collect tokens. A termly constellation treat is awarded to the team with the most tokens.
- **Nursery pupils** earn class tokens for demonstrating school values.
- Praise and behaviour reminders are structured around the three core values—**respect, empathy, resilience, with the addition of reflection in the Reception Year**—with one focus value each half term.

Managing Unwanted or Unsafe Behaviour

Core Principles

- Our aim is compliance through self-regulation, not control.
- All inappropriate behaviour must be addressed using agreed scripts (see Part 3). Unchecked behaviour becomes accepted behaviour.
- Respond to primary behaviour only—avoid being drawn into secondary behaviours.
- Consequences must be consistent, followed through, and recorded on Bromcom.
- Use "connect before correct": support emotional regulation before applying consequences.

Intervention Process

Initial Response

Use emotional regulation scripts and empathy to help pupils label and manage emotions. Strategies may include:

- PACE
- Mindful breathing (MindUP)
- Forward-looking strategies

- Attention shifting
- Cognitive reframing
- The Meta Moment

If Behaviour Persists

Apply a proportionate consequence:

- Loss of up to **15 minutes of break/lunch** (in 5-minute increments)
- Complete a **Think Sheet** with adult support
- Record incident on **Bromcom** (triggers MCAS notification)
- Inform parents of any victim(s) and log a **pastoral note**
- **Do not send pupils out of class**—every adult is empowered to manage behaviour

Important Notes

- Each day is a **fresh start**
- Dangerous behaviour may bypass regulation steps and require immediate action
- Refer to **Bromcom guidance and video** for logging incidents
- Cover staff and specialist teachers should feed back to class teachers at the end of each session, this should include if any consequences have been applied.

Behaviour Support Charts

Class Teacher Behaviour Support Chart

Initiated after 5 Think Sheets in 30 school days or for persistent low-level disruption:

- Meet with parents using the Behaviour Issues Identification Sheet
- Implement chart for 1 week (extend if needed)
- Review daily and weekly; escalate to Year Leader or AHT if no improvement
- Personalise targets and share with parents
- Inform the Deputy Headteacher (DHT) when chart is started and ended (log on Bromcom)

Monitoring and Escalation

- **DHT and AHTs** monitor behaviour daily to identify patterns and intervene early
- Every 30 school days, the DHT reviews:
    - Improvements and impact of interventions
    - Repeated incidents or patterns
    - Staff training needs

Next steps may include:

- Adjusting targets or extending support charts
- Providing staff training or mentoring support
- Escalating to **Assistant Headteacher Support Chart**
- Involving the **SENDCO** for external support or referrals

Headteacher Behaviour Support Chart

Used for serious or persistent concerns:

- Pupil checks in **daily or twice daily** with the Headteacher or DHT
- Reviewed weekly with class teacher and/or leadership
- Parents are updated and involved in review meetings as needed.

Distressed Behaviour Management

Some pupils may become dysregulated and enter a state of distress (often referred to as the cycle of anger). In these moments, they require time and support to co-regulate. We follow the Firebreak Process:

1. Respond – Ensure safety
2. Deal with emotions
3. Resolve – Support reflection
4. Repair – Restore relationships

Refer to appendix for the full Cycle of Anger model.

Key De-escalation Principles

1. Regulate yourself first (use a Meta-Moment if needed)
2. Remove perceived threats (people or objects)
3. Clear the audience (move class if necessary)
4. Limit adult presence (use scripts if needed)
5. Allow personal space
6. Use calm, intentional body language
7. Speak less
8. Use simple, safety-focused language
9. Match tone with empathy
10. Change the setting or adult if needed
11. Distract using humour, curiosity, or interests (PACE)

If de-escalation fails and safety is at risk, physical intervention may be necessary (see physical intervention section).

Serious Misbehaviour: Investigation & Sanctions

Definition:

Serious misbehaviour refers to any deliberate action by a pupil that significantly undermines the safety, order, or integrity of the school environment. This includes, but is not limited to:

Harm to Others
Any intentional act causing physical or emotional harm to another person, including bullying, aggression, or intimidation.
Persistent Defiance
Repeated refusal to follow instructions or comply with school rules, despite clear guidance and support.
Disruption of Learning
Behaviour that deliberately interrupts teaching, learning, or school activities, affecting the education of others.
Damage to Property
Vandalism or intentional damage to school property, displays, or the belongings of others.
Theft or Dishonesty
Stealing or engaging in serious dishonesty that undermines trust and safety within the school community.
Inappropriate Use of Technology
Accessing, sharing, or creating inappropriate content using school devices or networks.
Dangerous or Risky Behaviour
Actions that pose a risk to the safety of the pupil or others, such as bringing prohibited items to school or leaving the premises without permission.
Serious Breach of School Values
Any behaviour that significantly contradicts the school's core values, such as respect, responsibility, and kindness.

Investigation Process

- The supervising adult investigates and records pupil responses using a Triangulation Sheet (see appendix).
- If unclear, consult with the class teacher, Year Leader, or AHT for further investigation.
- If serious, arrange a parent meeting and escalate to DHT or HT for sanctions/consequence decisions.

Possible Consequences

- Internal suspension from class (half-day blocks)
- Internal suspension from break/lunch (for set days)
- Suspension from school (decision by HT in consultation with DHT and SENDCO where relevant.)
- Permanent exclusion (decision by HT, in consultation with DHT and SENDCO where relevant.)

In the absence of HT the person acting up can take these decisions, in these circumstances reasonable attempts must be made to contact the HT before a decision is made).

Communication & Follow-Up

Class teacher or Year Leader:

- Calls parents of the pupil and any victim(s)
- Logs incident and actions on Bromcom (and MyConcern if includes any form of harassment)
- Completes a pastoral note for any victim(s)
- Drafts a Behaviour Support Chart for the pupil
- Refers the victim for additional support if needed (e.g. Learning Mentor)
- Where bullying involved, class teacher carries out check-in as per anti-bullying flow chart and records on Myconcern.

Preventative Measures

Classroom layout and organisation:

- organised for easy movement without pupils bumping into each other;
- a designated reflective thinking zone resourced appropriately – sand timer, reflection sheets, calming images, amygdala glitter bottle;
- clear sight lines for pupils and adults;
- well thought out seating plans – displayed and changed on a regular basis;
- clearly labelled and accessible resources.

Display:

- Positive behaviour/ unwanted behaviour chart to be displayed
- class rules/charter discussed explicitly with pupils, clearly displayed and taught.
- conflict resolution poster displayed clearly so children can refer to it to hold conflict resolution conversations with peers;
- school values display;
- KS2, RULER, KS1 Zones of Regulation, EY Colour Monsters clearly displayed;
- token collection system clearly displayed and looked after by the class;
- easy to find and labelled worry box.

Communication:

- use of non-verbal cues and signals- shared explicitly with pupils and clearly displayed. Clear stop and gaining attention signals;
- remind pupils to be tracking the speaker;
- use silence, as a clear signal that you are ready to move on;
- decide how you are going to get the attention of your class, communicate this to them and stick to it. Do not use multiple methods, share this with cover teachers.

Strategies to motivate good behaviour

Teachers can:	Do this by:
Develop good relationships	• Be punctual, greet pupils at the door, make them feel welcome (saying good morning, checking on them throughout the day etc.) • Value every pupil in the class equally • Show interest, make time • Catch pupils making good choices • Pupils can show other members of staff good work • Give time to talk through problems and investigate incidents
Involve pupils in helping each other	• Playground friends/peer mediators/anti bullying ambassadors • Talk partners • Conflict resolution
Show respect and expect respect to be shown	• Using and modelling the core value of respect • Being polite, insisting on good manners • Value their efforts • Listen, be fair and be seen to be fair • Be consistent and do what you say (follow through)
Act in a calm manner and use positive language	• Model empathy and respect • Take pupils away from stressful situations (use of the glitter bottle or calming down strategies) • Anticipate and prevent problems • Use positive instructions • Use descriptive and genuine praise • Use individual, quiet, close talk when a pupil needs redirecting • Avoid using a raised voice

We recognise and acknowledge pupils for… by saying 'thank you'	Positive classroom and playground behaviours pupils can demonstrate:
The way they treat others	• Showing our school values • Wait for another to stop speaking before they do • Take turns and wait patiently for their turn • Sharing • Keeping hands and feet to themselves • Look after their own and others' belongings • Being polite • Being honest • Treating other people kindly and with respect • Being aware of their feelings by using the value of empathy
Academic achievements	• Staying on task and persevering • Showing resilience • Making clear progress from start points

Pupil behaviours	• Entering the classroom in a calm and orderly way • Settling straight away • Managing feelings e.g., anger by using calming down strategies • Respecting and looking after our school equipment, playground and building • Following the school/classroom/playground rules • Listening to & following instructions • Using and demonstrating the core school values of: respect, empathy, resilience and reflection.

Supporting Pupils with Special Educational Needs and/or Disabilities (SEND)

Pupils with SEND may display distressed or unwanted behaviour as a form of communication. This behaviour is often linked to difficulties in emotional regulation, anxiety, sensory needs, or unmet communication needs. It is not always intentional and should be understood in the context of each pupil's individual profile.

Under the Equality Act 2010, schools have a legal duty to make reasonable adjustments to ensure pupils with SEND are not disadvantaged. The DfE's Behaviour in Schools Guidance (2024) reinforces that behaviour policies must be applied with flexibility and sensitivity to individual needs

Staff Expectations

All staff are responsible for:

- Knowing each pupil's needs by reviewing learning plans, pupil passports, Team Teach plans and risk assessments.
- Using personalised strategies, including understanding triggers and effective responses (e.g. movement breaks for ADHD).
- Maintaining consistency, especially when pupils are taught by cover staff—key strategies must be shared.
- Teaching regulation strategies through stories, role play, social stories, and scenario-based learning.
- Using visual supports such as timetables, now/next boards, and social stories to aid understanding and reduce anxiety.
- Preparing pupils for change, including transitions, changes in routine, or unfamiliar adults.

Recognising Behaviour as Communication

Common behaviours and possible meanings:

- Work avoidance: May indicate confusion or fear of failure.
- Seeking adult attention: May reflect a need for reassurance or connection.
- Calling out: May be a way to feel noticed or secure.
- Leaving the room: May signal anxiety or overwhelm.

- Physical behaviours (e.g. hitting, biting): May stem from sensory needs or emotional distress.

Responding to Distressed Behaviour

When a pupil with SEND shows signs of distress:

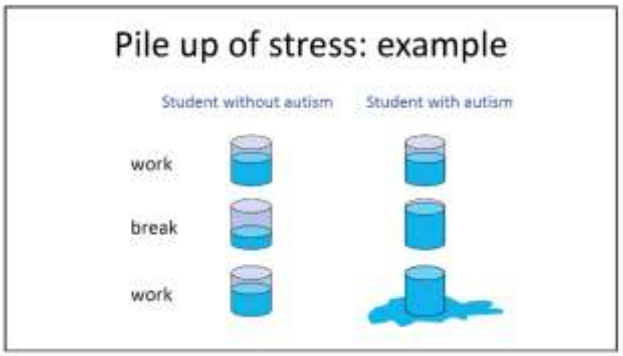
1. De-escalate using PACE, emotional coaching scripts and calm, empathetic responses.
2. Ensure safety for the pupil and others—move to a safe space if needed.
3. Check for existing plans (e.g. Team Teach, risk assessments/learning plan).
4. Review past strategies and identify patterns or triggers.
5. Consult the SENDCO or ARP Lead for advice and support.
6. Update plans only in consultation with the SENDCO/ARP Lead.
7. Communicate with families and all relevant staff to ensure a consistent approach.

Unstructured Times & Transitions

Breaks, lunchtimes, and transitions can be challenging for pupils with SEND, particularly those with social communication or sensory needs. These times should be:

- Proactively supported by teaching assistants and key adults.
- Used to prepare pupils for the next part of the day and practise regulation strategies.
- Carefully managed to avoid overloading pupils' "stress buckets."

Calm Box



Stress Bucket

Appendix 2

A2. Strategies & Scripts

Conflict Resolution: 3-Step Strategy

All pupils are taught to resolve conflict using a structured, pupil-led approach:

1. Each pupil shares:
    - What happened
    - How it made them feel
    - What they would like to happen next
2. No interruptions; pupils take turns and maintain eye contact.
3. Adults facilitate, not lead—intervene only if resolution isn't reached.

This process is taught through Circle Time and reinforced regularly.

Scripts, showing our values

Thank you Clare, you showed the value of respect when you held open the door for your friends.

You tried really hard to throw the ball into the net Terry, even though you found it tricky, you showed the value of resilience.

I really like the way you have edited your writing Corinne , you showed the value of reflection today.

Kristien, you were really helpful when Jamie couldn't tie his shoelace, you showed the value of empathy.

Amanda, you really made Sean feel welcome when he joined our school. You showed the values of empathy and respect.

Jason, you showed the value of reflection when you used your calming down kit to self-regulate. This means you can carry on with your day.

Sdeem, you were a good friend to Sadie when she was feeling sad, you showed the value of empathy.

Thank you Ben and Omar, by helping to tidy the dining room, you showed the value of respect.

Scripts – PACE

PACE stands for **Playfulness, Acceptance, Curiosity, and Empathy**, and it's a therapeutic approach developed by Dr. Dan Hughes to support emotional regulation and connection.

Context: The pupil is visibly upset—perhaps shouting, crying, or withdrawn. The teacher approaches calmly and gently.

👩‍🏫 Teacher (Playfulness & Calm Presence):

"Hey there, I noticed things feel a bit tricky right now. I'm here with you. We can figure this out together."

(Use a soft, warm tone. A gentle smile or light humour—if appropriate—can help reduce tension.)

🤝 Teacher (Acceptance):

"It's okay to feel upset. Everyone has big feelings sometimes. You're not in trouble. I want to understand what's going on for you."

(Avoid judgment. Accept the emotion, not the behaviour.)

🕵️‍♀️ Teacher (Curiosity):

"I wonder if something happened that made your tummy feel tight or your heart beat fast? Was it something someone said, or maybe something that didn't feel fair?"

(Pause and give space for the child to respond. If they don't, continue gently.)

"Could it be that you were feeling left out? Or maybe something surprised you and it didn't feel good?"

💗 Teacher (Empathy):

"That sounds really hard. I'm so sorry it felt that way. I would feel upset too if that happened to me."

"You're not alone. I'm here, and we'll get through this together."

🧘 Regulation Support:

"Would you like to sit in our calm corner for a bit? Or maybe squeeze a fidget toy or take some deep breaths with me?"

(Offer a choice to give the child a sense of control.)

"Let's breathe together—like blowing up a big balloon. In… and out…"

🌈 Repair and Reconnect:

"When you're ready, we can talk more or do something that helps you feel better. Maybe draw, read, or just sit quietly."

"You're important to me, and I'm proud of you for staying with me even when it's hard."

Scripts - Zones of Regulation (connect)

Strategies

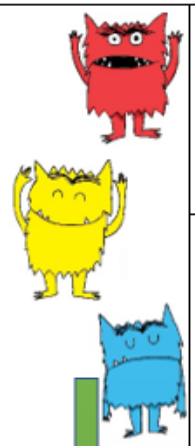
Child directed speech, use name, their level, remove distractions if possible
Short simple sentences, listen more than talk
Pause for longer
Be direct, if needed show pictures, give a choice
Identify emotion if in right place to. If frustrated, angry, out of control, will not listen.(eg I think you are feeling….)

- *How can I help you?*
- *What do you need…?*
- *I can see you are feeling……?*
- *What might help you?*
- *You can help by …….*
- *I am listening and can see you feel …*
- *Tell me which zone you are in….*
- *Can I give you more help?*
- *How would you help your friend who feels like this?*
- *I would like you to …*
- *I would like you to go and …*
- Let me sit with ……
- Look at my lanyard/poster ……

Other suggestions when distressed:

- *I'm here for you*
- *How about we go outside and talk*
- *You can turn this around*
- *You're doing amazing*
- *Let's break it down into small steps*
- *I'm listening*
- *I see you. You matter.*
- *How can we sort this together?*
- *You talk. I'll listen*
- *Take your time*
- *What would you like to happen now?*
- *What can I do to help you right now?*
- *Talk to me …. tell me more*
- *Its ok. Come to me when you are ready*
- *How can we get through this?*
- *That sounds hard.*
- *I've noticed you are struggling – I'm proud of you*
- *Tell me one small thing that is bothering you*
- *I'm sorry you are upset. When you are ready let me know what is going on and I will help you. I care*

Early Years, colour monster scripts (pre-Zones of Regulation)

Structuring your Interaction with a child		Scripts
Step 1: Initial check in What happened? How do you feel? 	• Establish and then communicate to the pupil that you have noticed their behaviour is not calm. (Establish this through them telling you or observing an uncalm action) • Explain that you can help them regain a calm state.	I have noticed that you are struggling with your behaviour right now, do you need help calming down? I have noticed you have some big feelings right now; do you need help making them feel smaller?
	• Allow the pupil to tell you what they need or how they are feeling, they may be able to use the strategies learnt to self-regulate. • Praise the pupil for reflecting and communicating their feelings, reinforce that it is normal to feel a range of emotions and we use ways in school to help us to keep calm. When we are calm, we can be the most effective learners.	What do you need to help you feel calm? What emotions are you feeling?
Step 2: Pursuit for Calmness What could we do?	• If the pupil needs support, remind them of the strategies that we have learnt in class for regaining calmness. (Colour monster displays, lanyard, Mind Up strategies)	What do we have in class that can remind us of the ways/strategies that we can use to be calm?
	• Allow the pupil to choose one of the options that works for them when self-regulating. Do not rush this, they need the time to get back to a calm state.	What strategy do you think will help you to be calm?
	• If the pupil needs supports deciding, then limit the choices to two. If they struggle with this, then suggest the one that you think will help.	Let's look at the ways that can help us to be calm, which way do you think you would like to use?
Step 3: Review How do you feel? What worked	• Review with the pupil how they are feeling now. • Use this opportunity to reinforce expectations if needed and reflect on how well the pupil self-regulated in that moment. Praise. • When in a calm state you can review any negative incidents with a child in accordance with the behaviour policy.	How do you feel after…. (Strategy?) If you were one of the colour monsters which one, would you be right now? Next time you are feeling this emotion what could you do?

Scripts – Assertive Discipline and the Language of Choice

Script 1: Statement of reality (tell them what you see)

Fred, you're tapping your pencil.

Never ask a child why they are doing what they are doing. It's confrontational, you don't need to know why – they just need to know that you've noticed it

After hearing your statement of reality, many children will quickly change their behaviour without any consequence or need to move further down the script. Remember you need to give them **take-up** time to make the positive change rather than causing further confrontation.

Praise them when they positively change their behaviour, acknowledging the positive change

Thanks Fred for putting your pencil down

Should a child not change their behaviour after a reasonable amount of take-up time, Step 2.

Script 2: Tell them the behaviour you want to see, 'I need you to', ending with 'a thank-you'

Fred, I need you to put your pencil down – thank you.

Be assertive and avoid starting or ending your expectation with please. Use I need you to and a thank you instead. This carries an expectation that they will do as you have asked them to.

Remember to use these scripts with a firm, calm voice.

Acknowledge the positive change in behaviour with a thank you, or gesture.

Should a child not change behaviour you need to use the language of choice script, Step 3.

Script 3: Statement of choice

This gives the child the responsibility for the consequences that you will carry out (and you must deliver the consequences, or the child will learn that you do not follow through consistently). Avoid the threat of sending them to someone else – you empower yourself

Fred, if you choose to continue to tap your pencil, then you'll force me to apply a consequence. It's your choice.

Continue to be assertive rather than aggressive. Remain calm, showing no sense of agitation or lack of control.

If the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are

pleased that they have made the right choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside.

Well done Fred, you made the right choice.

Ignore all secondary behaviour – stomping around, back-chat, grumbling – the most important thing is that they have made the right choice

Should the child choose not to do as you have asked, then you follow through with the consequences you started

Don't cave in to protests or remove/reduce the consequence – when you are consistent, the scripts will work.

Script 4: Reinforce and depersonalise

You can also repeatedly refer to whole school expectations (Golden Rules) which reminds of the rules, or our Values, which never change.

Fred, at Fielding we are kind and helpful.

This implies that the school has a system and that our expectations are fair and consistent rather than personal 'against' them.

Positive Behaviour Scripts (Positive Noticing)

Actively recognise, praise and thank children for making good choices especially liked to their learning and how they treat each other. Recognise what values they are demonstrating.

Well done Fred for showing the value of empathy by noticing Sam was upset and seeing if she needed company or help.

Thank you, Sarah, for showing the value of respect by asking the lunchtime supervisor how they were today and if they needed help to clean the table.

Encourage members of the class to recognise the positive use of school values.

I can see a child/children in this class who is/are doing reflection on their work by admitting mistakes they have made and working out where else they need to work hard to make progress. Who can see someone showing this core value?

Scripts – communicating with parents

When contacting a parent in person or on the phone to tell them about a child's behaviour or that their child has been a victim of another child's poor choices, it is important to not show any emotion. This inevitably will stir up emotions for the parent, it is important not to react to this. It is useful to script this conversation ahead of time.

Example

Start with a polite introduction, and acknowledgment that their time is valuable

Hi, Is that Mr Smith? It Mrs Haines from school Ella is fine. I just wondered if this is an okay time to chat about how she was today? Thanks.

Establish a connection, acknowledge that you like the child, and how valuable they are to the parent

Ella has completed some great work/made some great choice this week, did she tell you about her….. She can behave really well when she chooses to.

Express regret

I'm afraid Ella has let herself down a bit today.

Ask parent for help (get them on board)

And I need your help getting her back on track, have you got 5 minutes to talk about it?

You are implicitly telling the parent:

- You matter.
- Your child matters.
- Their learning matters.
- Their behaviour matters.
- I care about all of these things.
- I need your help to help them.
- Let's make things better together.

Be clear about what you expect from the child and the parent

Voicemail?

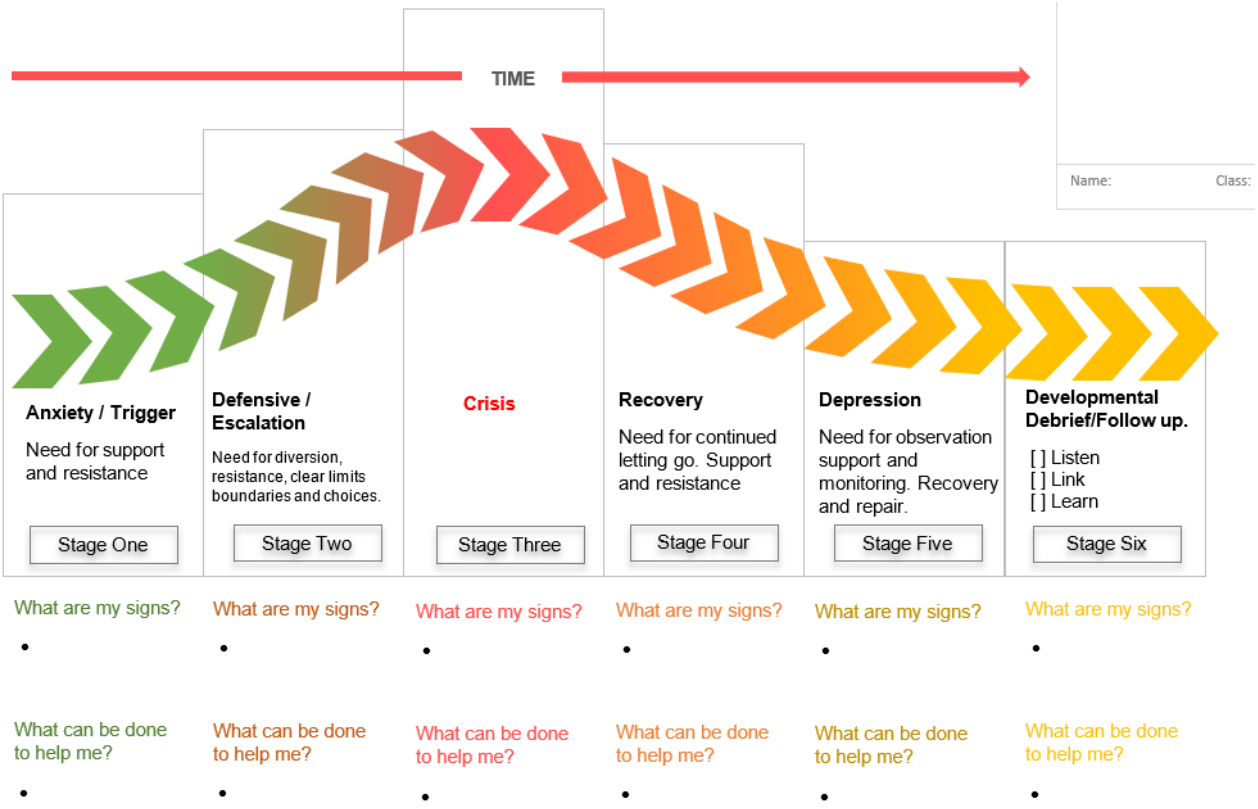
Also use a script, don't tell them about their child's behaviour on a voicemail!

Hi Mr Smith, this is Mrs Haines calling from Fielding, I'm trying to get in contact with you. Can you call me at/I will call you back at …

Get credit in your bank of relationships!

If you have pupil in your class, who you know struggles to stay on green, be proactive, make contact with the parent as soon as you can into the new school year this will help form a relationship before you need to make a call about behaviour.

Stages of distress and support (cycle of anger)



Stages 1 and 2: Respond

Remaining **CALM** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (calm) stance, i.e., not toe-to-toe, are recommended. Things to consider:

Communication

Stance-posture-gesture-facial expression-intonation-scripts

Awareness and Assessment

Reading behaviour –anticipating what might happen next-knowledge of handling plans

Listening and learning

Give time and space-allow pauses for take up time-give them a way out

Making safe

Objects-space-hotspots-safety responses

At stage 1 we will seek to use the Zones of Regulation. Pupils will be encouraged to identify and name their feelings and emotions, with adults supporting with visuals (lanyard or in class resources) to support. ‘What do you need…?

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual’s personal/intimate space. Try to take a step back outside the circle of danger (between personal and intimate space).

Staff should not physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil’s exit.

Pacing and chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Script (when talking to child):

- connect by using pupil’s name;
- recognise the feelings (see regulations scripts)
- tell the pupil you’re there to help;
- you talk and I will listen;
- give direction.

Diffusing body language responses:

- social distance;
- sideways stance, step back;
- intermittent eye contact;
- relaxed body posture;
- palms open, arms by side.

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a ‘dynamic’ risk assessment and seek assistance
- Allows other person ‘take up’ time to make their own choices

In the event of a serious incident e.g., a fight, staff should:

- make their presence felt – “stop fighting, stop fighting”;
- send for assistance;
- spell out consequences, using the agreed behaviour scripts;
- remove the ‘fuel’ by clearing the ‘audience’ away;
- intervene physically if confident and having assessed the degree of risk;
- not ignore or walk away.

Stage 3: Distress
If a pupil is distressed 'in a crisis' a guide, hold or restraint will need to be applied, dynamic risk assessment should take place. A phone call for help to the office should be made.

Scripts – for adults when using physical intervention

When restraint is being used help should always be offered by another adult. Asking for or accepting help should never be seen as a failure. There are two scripts:

1. The **'help' script**

Can I help? This means help is available
'You can help by…'

2. The '**more**' script. At time the person adult involved in the restraint may not be in the best place to make the decision. The 'more' help script will be used. 'More' is the code for 'it is time for a change'. At this point the person offering help takes charge of the situation.

'*Can I give you more help?*' This is not a question, this is an indication that the person must swap, response should be: '*What do you suggest*?'
The person offering help needs to give a clear direction e.g. '*I would like you to….' 'I would like you to go and…. let me sit with….'*

Stage 4 Recovery

As a pupil is moving out of the stage 3 crisis stage, a co-ordinated reduction of restraint should be used. Until the pupil is calm. There should be an awareness that if this is done too quickly the pupil may loop back into crisis mode.

After a restraint has taken place, some pupils will need time to rest, perhaps have water, build relationships. A pupil should not be left alone during this point.

Stage 5 Resolve and Repair

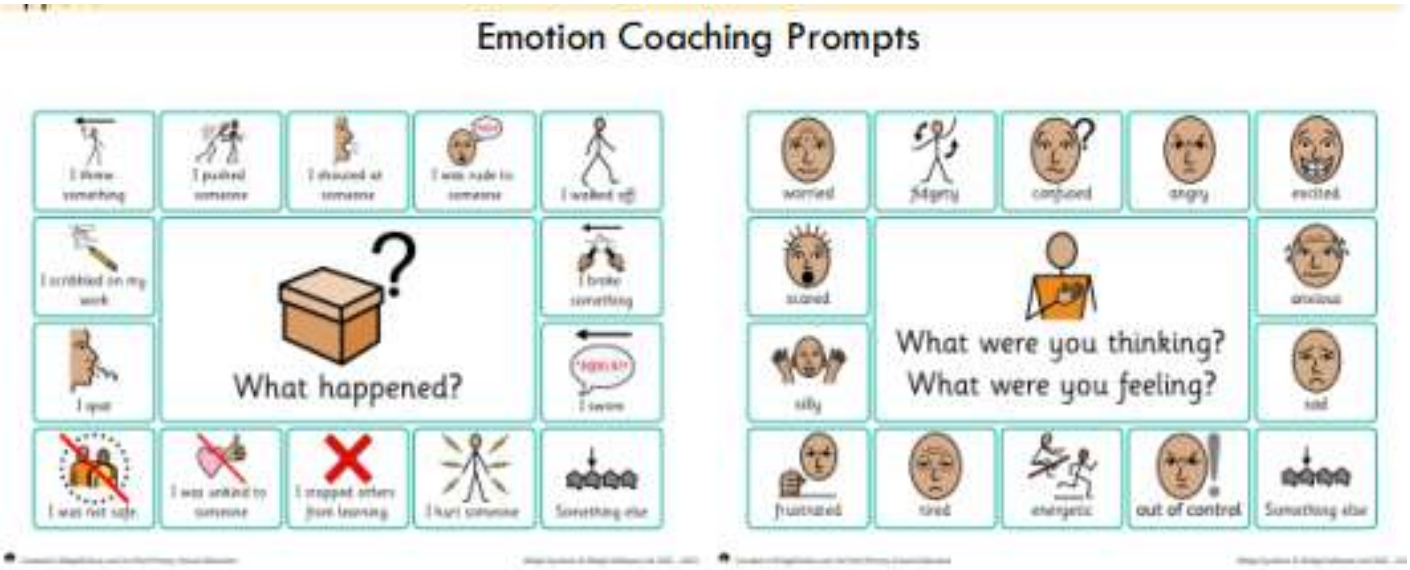
After any restraint, once calm, the pupil should be involved in reflecting on the event and a risk assessment completed by the member of staff to minimise the chance of restraint needing to be applied again.

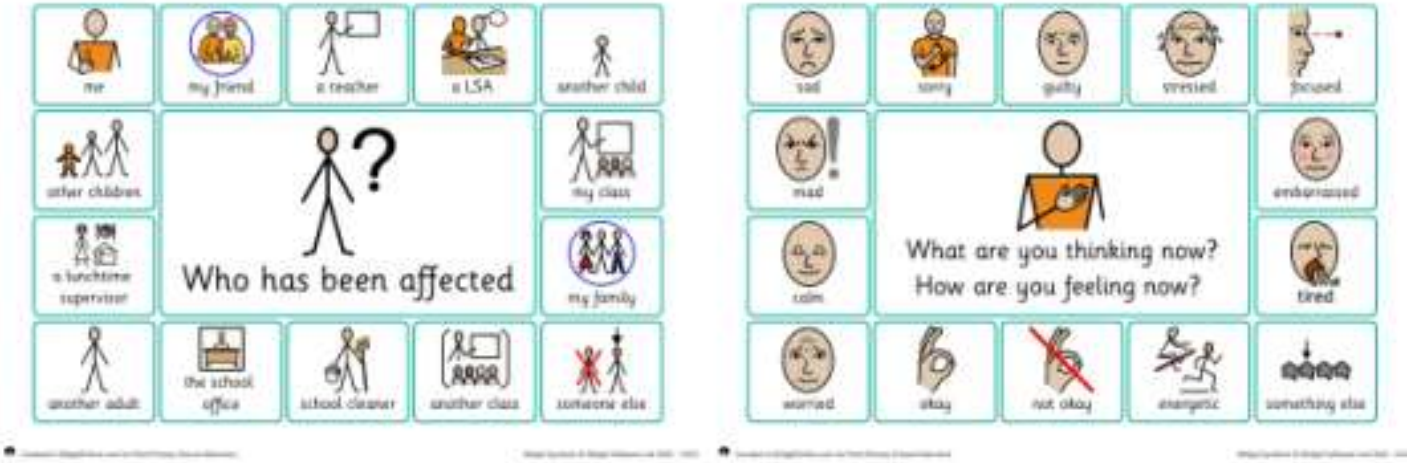
A debrief for all staff involved will take place with a senior leader.

Non-Physical Crisis Intervention Techniques

Do	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" attitude
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what happens	appear to expect an attack (or you will have one)
talk with the pupil, explore feelings using Zones of Regulation	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation**)**
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: ***** Acknowledge his/her feelings; * Continue with a matter-of-fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles

Emotional Coaching prompts





Glossary

Assertive discipline	Our overarching approach to behaviour management. Assertiveness means expressing your point of view in a way that is clear and direct, while still respecting others. Assertive discipline is a systematic and structured approach that assists educators to run an organised, teacher-in-charge classroom environment, This is based on the principles - pupils have a right to learn and teachers have a right to teach. Assertive discipline
Brain break	Integral part if the MindUP programme, we do these at lest 3 times a day. • What is a brain break, video
Calm down kit (calming tool kit)	A calm down kit is a collection of objects and items to help children cope with their emotions in a positive and safe manner. Also known as sensory integration boxes or toolkits, each calm-down kit can look a little different, depending on the needs and interests of a child. https://www.childsavers.org/calm-down-box/
Compliance	When pupils are compliant they will be making positive choices and able to self-regulate (see assertive discipline).
Constellation	A bit like a 'house' in a house-point system. Each child belongs to one of four constellations: Cygnus. Hercules, Orion, Pegasus.
Deregulation/ deregulated	Inability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions in a given moment.
De-escalate	To reduce negative behaviour – support pupil to calm. using strategies in this handbook.
Fire-break	Part of a de-escalation strategy, where you break the cycle of crisis in order to de-escalate. See 'De-escalate like a champion training'.
MindUP	MindUP is a schools-based social and emotional learning and mindfulness programme. Using an educational neuroscience approach, the programme teaches children strategies to focus attention, regulate emotions, and engage in prosocial behaviours in order to foster positive academic, social, and emotional well-being.
Positive Point	A blue token, pupils receive this daily for making positive choices – it is placed in the constellation collection tube in the classrooms.
Pupil Passport	A document created on EduKey with information about the child (SEND). To be shared with all adults
Sanction	A consequence for unwanted and/or unsafe behaviour
Self-regulation	The ability to understand and manage your own behaviour and your reactions to feelings and things happening around you, and therefore make positive choices.
TeamTeach	Positive behaviour management techniques for managing escalating behaviour.
Zones of Regulation	A systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience . Broken down in to 4 colours.

Appendix 3

A3. templates

Behaviour Think Sheet

Child's Name:	Class:	Date:

Draw or write what you did?	**Next time I will ...**
How I feel now ...	**How will I feel if I do this?**

Bullying Pupil who has experienced bullying behaviour reporting Form

How were you bullied**?**

In person	Online	Written	Other

How did you feel?

Who bullied you?

Describe what happened, what were the bullying behaviours?

When and where did this happen?

Behaviour Concerns Identification Sheet

1. Pupil completes sheet, independently or with adult support.
2. Teacher and pupil (& parent) discuss responses. Teacher clarifies answers.
3. Teacher, parent and Pupil discuss. Identify and prioritise key issues.
4. Teacher takes key issues and writes up to 3 associated targets (for Class Behaviour Chart)

Child's Name:		Class:	Date:
Teacher:			
In the classroom			
Lessons are	okay	too hard	boring
In class	I stay in my seat	I walk around	I disturb others
On the carpet	I listen	I call out	I distract others
Using resources	I have the things I need	I take things from other children	I throw or flick things
School property	I look after things	I break things sometimes	I take things that aren't mine
School is	a happy place for me	okay	an unhappy place for me
Getting on with other children			
When I'm with other children	I call them names or swear at them	they call me names or swear at me	I join in name calling with others
If I choose to behave poorly	I'm the one who starts it	I copy or follow others	I laugh when others are naughty
Think about the words you use	I say unkind words	others say unkind words to me	I don't get involved in horrible words
Think about the things you do	I hurt other children when I'm angry	other children hurt me	I walk away when things get cross
Working with adults			
When other adults help me	I prefer working in class	I prefer working out of class	I don't like any extra help
I follow instructions from adults	all the time	most of the time	I ignore adults
Adults	listen carefully to me	listen to me sometimes	never listen to me
I am treated	fairly by all adults	fairly by some adults	unfairly by adults
I accept consequences for my poor choices	straight away	with some fussing and complaining	with lots of fuss

Class Teacher Behaviour Support Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve: 1.			
2.			
3.			

Teacher report to parent at end of week. Date & Initials:

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Achievements:
Fully - excellent ☺
Partially - okay 😐
Not enough ☹
Earned break/lunch ☑
Lost break/lunch ☒

After school/ specialist clubs Behaviour Support Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve: 1.			
2.			
3.			

Report to Class Teacher /Club leader

Teacher report to parent at end of week. Date & Initials:

Teacher update:

	Breakfast Club	Specialist Club	Afterschool club	See playworker
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Achievements:
Fully - excellent ☺
Partially - okay 😐
Not enough ☹
Earned break/lunch ☑
Lost break/lunch ☒

AHT/Year Leader Behaviour Support Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve: 1.			
2.			
3.			

Report to: Year Leader

CT report to parent at end of week. Date & Initials

	Lesson 1	Lesson 2	Break	Lesson 3	YL	Lunch	Lesson 4	Lesson 5	YL
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Achievements:
Fully - excellent ☺
Partially - okay 😐
Not enough ☹
Earned break/lunch ☑
Lost break/lunch ☒

Headteacher/ deputy headteacher Behaviour Support Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve: 1.			
2.			
3.			

Report to: Mr Dunmall or Mrs Haines

CT report to parent at end of week. Date & Initials

	Lesson 1	Lesson 2	DHT/HT	Break	Lesson 3	DHT/HT	Lunch	Lesson 4	Lesson 5	DHT/HT
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Achievements:
Fully - excellent ☺
Partially - okay 😐
Not enough ☹
Earned break/lunch ☑
Lost break/lunch ☒

Triangulation Sheet (behaviour and bullying incidents)

Pupils Involved (names):	
Staff involved:	Date:
Pupil 1 (name)	Pupil 2 (name)
Outcomes	

Incident reporting form: Use of Physical Restraint or intervention

This form should be completed following an incident involving Physical Restraint or intervention and kept by the school for future reference. As a member of staff working in school you have the professional obligation of 'duty of candour' to be open and honest.

Child:	
Class:	
Does the child have a Team Teach risk assessment and plan?	Yes/No/Don't know
Date and time of incident	
Adult completing form:	
Date and time of completion	

Description of incident:

verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other:

Involving: staff, students, property, equipment, other:

Why was Physical Restraint/intervention necessary?

Clearly define the circumstances that led to the incident, describing the pupil's behaviour, the danger perceived, and the restraint/Team Teach technique used.

Describe the incident:	
In your view was the intervention, reasonable proportionate and necessary?	Yes/No Why?
Describe your response, including techniques used.	

If the pupil has a TT plan, was this followed?	Yes/No n/a
Are you Team Teach trained?	Yes/No
Was the pupil or adult injured? If so please describe	
Please note that future bruising may occur following this incident	Yes/No

Witnesses to Incident & their statement: *(add additional section where there is more than 1 witness)*

Describe the incident:	
In your view was the intervention, reasonable proportionate and necessary?	Yes/No Why?
Name	
Date, time	

Reporting and recording (tick as appropriate)

Recorded online, Ealing accident form		Recorded on Bromcom	
Safeguarding concerns recorded on MyConcern		Parent/Carer contacted	
SEND pupil, added to Teams for SENDCO to review		Police/others contacted	
Added to Teams for HT/DHT to review		Exclusion? LA informed	

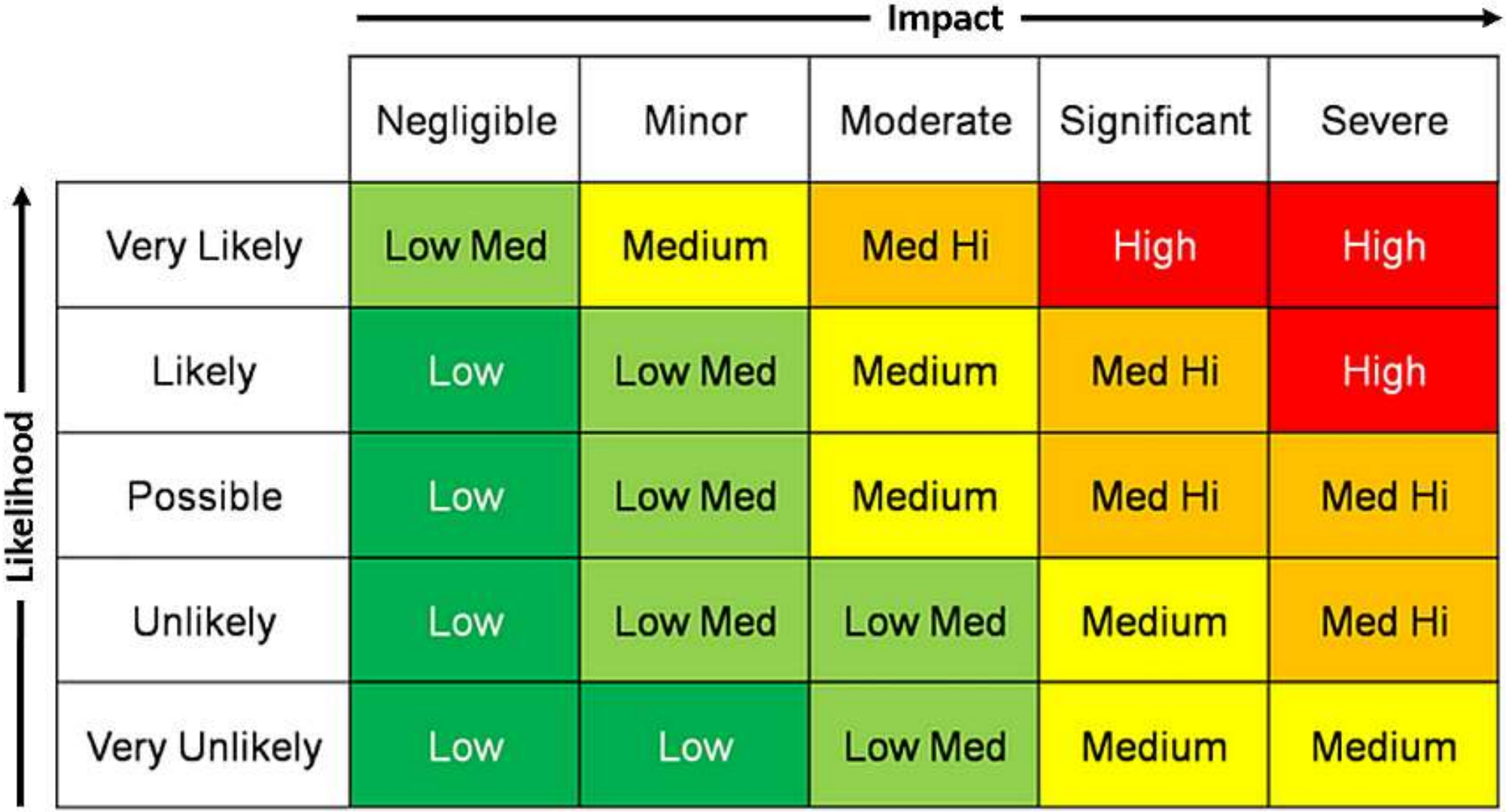
Once completed, create a Team Chat with all involved and upload this form

Risk assessment & Team Teach Plan for individual pupil, distressed behaviour

Name of pupil: **Class:** **Date:**

	Primary Day to day regulation, diversion, support, reassurance	**Secondary** Defensive/Escalation – need for diversion, reassurance, clear limits, boundaries and choice, safe space	**Tertiary (Crisis)** Possible need for restrictive physical intervention appropriate for the individual	**Recovery** Need for support and reassurance, monitoring	**Restoration** Repair, reflection and restoration
What behaviours look like/sound like/triggers					
How individual can support self					
How staff could support and respond					
Risk Rating					

Risk Rating


Impact
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Low Med
Medium
Med Hi
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Low
Low Med
Low Med
Medium
Med Hi
Very Unlikely
Low
Low
Low Med
Medium
Medium

Physical intervention debrief

Date: Date of incident:

Leader: Staff member(s):

Child: Class:

Check on wellbeing of staff and pupil.

Was/is any first aid required? If so, has the Ealing accident online form been completed?

Describe the incidents that led up to the restraint.

Risk of harm to children - What was the decision-making process for using restraint? Was the flow chart followed?

Does this child have a current risk assessment and team-teach plan?

Was this plan followed?

What changes need to be made to current plan?

Reflection

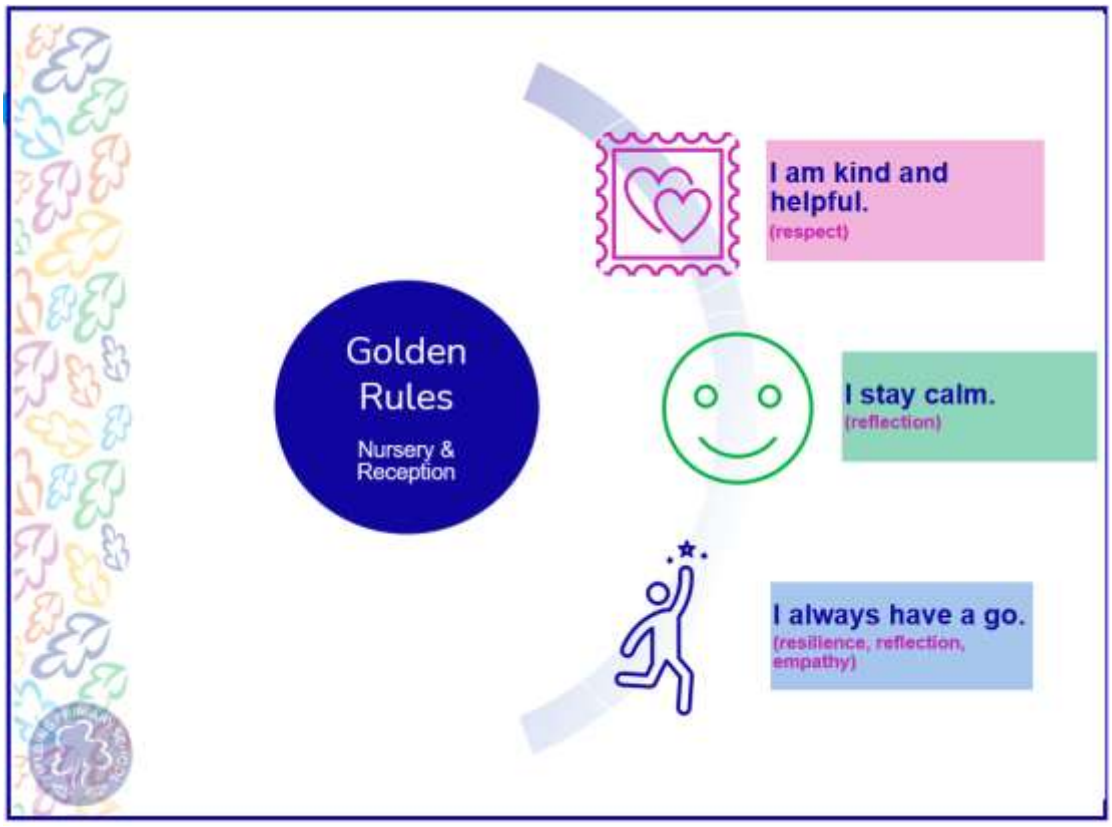
What can be done to reduce the risk of physical intervention in the future?

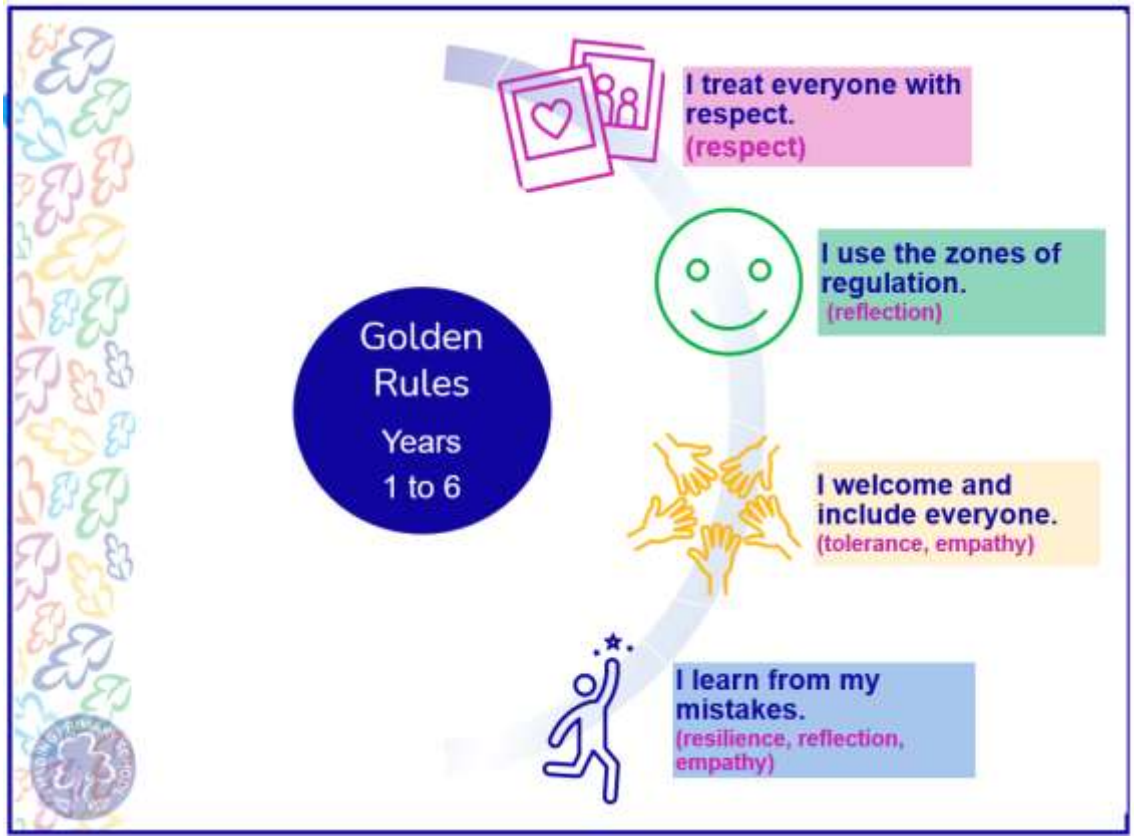
Risk assessment Team Teach plan Staff training

Involvement of another adult/agency? Who?

Golden rules posters

Printable





Anti bullying Charter

ANTI-BULLYING

FIELDING PUPIL ANTI-BULLYING CHARTER

Fielding Primary School is a friendly, kind and caring school.
We do not agree with bullying!

What is Bullying?

Bullying is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Types of Bullying?

Physical Bullying

Verbal Bullying

Indirect Bullying

If you are either experiencing bullying or know someone who is.

Report it

Speak to a trusted adult, Anti-Bullying Ambassador or use your class worry box.

Speak Up

Be an Upstander - Make it clear you won't be involved in any bullying behaviour.

Behaviour policy at a glance

for visiting teachers

We are a Values-based school. Our core values are:

Respect Resilience Reflection Empathy

These underpin our school ethos; all adults and pupils should demonstrate these values in all that they do.

Fundamental principles

'What you accept becomes acceptable'[4]

- We show unconditional positive regard for all pupils
- We focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). The main reasons for using a language of choice are:
    - Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
    - Any unwanted behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our values and behaviour.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- The use of key values to underpin our choices, actions and on how we reflect on negative choices.

Managing behaviour

In the main school we use regulation scripts, alongside assertive discipline. In the ARP pupils receive Dojos for regulation and wanted behaviour. **No other behaviour rewards or consequences should be used.**

Please read any information left about the class teacher, Some pupils will have individual plans that must be followed.

- **Positive choices**– it is the expectation that all pupils make positive choices. They receive a blue star token (positive point)each day for doing this.
- **Regulation** – a pupil can be given an opportunity to self regulate (see scripts) this is their opportunity to change their behaviour,.
- **Negative/unwanted behaviour**- behaviour that continues to be problematic, despite opportunities to regulate or serious misbehaviour. See chart below.

Appropriate consequencess

If a pupil demonstrates negative behaviour:

[4] Tom Bennett, Running the Room Companion, 2021

- pupil spends up to 15 minutes in class at lunch or breaktime to reflect on and change their behaviour – lose 'star' for the day.
- no pupil should be sent to the corridor, any shared area, any other class or any other adult
- a Think Sheet must be completed by the pupil and sanctioning adult
- The incident must be recorded on Bromcom – leave a note for class teacher
    - Any perceived bullying or racist incidents must also be reported to a Year Leader, AHT or DHT before you leave as parents need to be contacted the same day.
- The cover teacher uses their discretion to apply this consequence in multiples of 5 minutes. The pupil is supervised by the cover teacher or teacher on 'consequence duty' if there is a rota in place.
- It is important that pupils know each day is a fresh start.

We promote good behaviour through:

- Unconditional positive regard for every pupil
- Clear routines and effective classroom management
- A calm, consistent, and fair approach
- Modelling and explaining the behaviours we expect
- Encouraging reflection through our core values
- Providing reasons for sanctions to support understanding
- Using 'Brain Breaks' and 'Reflection Time' to create a positive learning climate

Unacceptable and/or unsafe behaviour

The following behaviours are not tolerated and will be addressed in line with our behaviour policy:

- Ignoring reasonable instructions
- Rudeness, answering back, or aggression
- Unkind or derogatory remarks
- Damaging property or stealing
- Physical aggression (biting, spitting, hitting, kicking)
- Swearing or using racist language
- Bullying or harassment, including those linked to protected characteristics under the Equality Act 2010
- Inappropriate touching of others
- Inappropriate online behaviour
- Dishonesty or lying

Scripts

Behaviour scripts are used to identify and correct unwanted behaviour

Script 1: Statement of reality (tell them what you see)

- *Fred, you're tapping your pencil.*

Script 2: Tell them the behaviour you want to see, 'I need you to', ending with 'a thank-you'

- *Fred, I need you to put your pencil down – thank you.*

Script 3: Statement of choice

- *Fred, if you choose to continue to tap your pencil, then you'll force me to apply a sanction. It's your choice.*

Continue to be assertive rather than aggressive. Remain calm, showing no sense of agitation or lack of control.

If the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside.

- ***Well done Fred, you made the right choice.***

Ignore all secondary behaviour – stomping around, back-chat, grumbling – the most important thing is that they have made the right choice
Should the child choose not to do as you have asked, then you follow through with the consequences you started
Script 4: Reinforce and depersonalise
You can also repeatedly refer to whole school expectations (Golden Rules) which reminds of the rules, or our Values, which never change.

- *Fred, at Fielding we are kind and helpful.*

Positive Behaviour Scripts
Actively recognise, praise and thank children for making good choices especially liked to their learning and how they treat each other. Recognise what values they are demonstrating.

- *Well done Fred for showing the value of empathy by noticing Sam was upset and seeing if she needed company or help.*
- *Thank you, Sarah, for showing the value of respect by asking the lunchtime supervisor how they were today and if they needed help to clean the table.*

Expectations for managing behaviour of pupils with SEND:
For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Pupils who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.
The class teacher should have indicated which pupils have an additional need and provided a copy of any behaviour support or Team Teach plan, please read handover notes.

Behaviour Procedures at a glance

'What you accept, becomes acceptable.'

All negative behaviour should be acted on. Connect, then correct.

Recognise positive choices with praise – 'Prevent'

Yes

Is the child following rules and/or displaying good learning behaviours?

No

Is the behaviour violent or aggressive?

Yes

No

Step 1
Use positive praise: 'I am pleased with you because...' Recognise their use of core values.

Step 2
Positive behaviour continues throughout the day.

Step 3
The child receives a positive point (blue token) for making positive choices (colours in star in reading record.)

Step 4
Stars are added up weekly. Winning constellations are rewarded termly. Individual certificates awarded when thresholds met.

Ensure other children in the class (or playground) are safe, evacuate area if necessary.

Use de-escalation scripts.

If de- escalation scripts do not work. call for another adult to help. Defuse.

Sanction pupil for violence. If needed, seek first aid for victim.

If situation continues to escalate phonecall to the Deputy head or head (or TiC) for support.

Once out of crisis stage, appropriate sanctions to be applied.

Incident recorded on Bromcom/MCAS. Inform parents by telephone.

If needed, complete restraint and Ealing Incident forms.

Step 1
Verbal reminder of expectations. Use ZOR scripts, connect with the emotion. Give opportunity to regulate.

Self- Regulation opportunity

Step 2
Name the behaviour, use scripts - give a verbal reminder of the golden rules. Give take up time.

Self- Regulation opportunity

Playground /ASC/BC

Classroom

Step 3 Consequence

'Time Out' 5 minutes.

Step 3 Consequence
Pupil completes a Think Sheet. 5-15 mins break lost, loses token 'positive point' for the day.

Restorative conversation

Record
Incident recorded on Bromcom
Parents informed via MCAS,
(If there are victims their parents should also be informed)

It is the responsibility of the class teacher to keep parents informed if a child's behaviour is cause for concern. This may be through informal meetings at the end of the day, or for a more serious concern, formal meetings which may be attended by the Year Leader/ SENDCO/Deputy head/ Headteacher.