



**Marlborough County Infant School and Wellington Community Primary School**  
**Federation**  
**Behaviour Policy**

**Next Review Planned:01.02.27**

**Signed:\_\_\_\_\_ (Policy Owner)**

**Print Name:\_\_\_\_\_**

**Review Date:\_\_\_\_\_**

**Signed:\_\_\_\_\_ (Governor Approval)**

**Print Name:\_\_\_\_\_**

**Approval Date:\_\_\_\_\_**



## POLICY CHANGE HISTORY

[illegible]

\*This policy should be read in conjunction with the Anti-bullying, Inclusion Equality policies, Restrictive Physical Intervention Policy

### **Aims**

This policy will be followed throughout the schools in our Federation to ensure they are happy, safe and purposeful places, where all children feel secure and have respect for themselves, others and the environment around them. This policy relates to the Education Act 2002, The Equalities act 2010 and Education and Inspections Act 2006.

### **As a school we believe:**

- Everyone in school has the right to feel safe both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- It is our role as a school community to help educate children about their emotional regulations and to support them to display positive behavioural and learning behaviours.
- Behaviour is a form of communication

These beliefs are reflected within and taught as part of our Federation's values of **Ambition, Resilience and Community (ARC)**. These values are consistently referred to throughout the community and form the basis of all rewards and sanctions stated within the policy.

### **Staff should:**

- Build strong relationship with children
- Have a fair and consistent approach, ensuring that all children are treated consistently but according to their individual needs.
- Help children understand that they are responsible for their own actions and safety.
- Help children understand the implications of their behaviour and how it can affect others (both positive and negatively).
- Reinforce and reward good behaviour and learning attitudes in a positive way.
- Ensure all children are given the opportunity to receive recognition for their good behaviour and achievements; this would be based on the child's individual needs.
- Give children positive encouragement to tell the truth so that they can learn from their mistakes.

- Ensure children have the opportunity to make amends for any misdemeanour.
- Discuss children's actions with them, give a warning and ensure children know what the sanctions will be should they continue to make the incorrect choice. Ensure all sanctions are carried out in a timely and appropriate manner.
- Ensure parents are involved and kept informed of strategies used to improve their child's behaviour.

### **Rationale**

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful and responsible members of their community and the world.

The most important aspect in children feeling valued, safe and secure at school is the relationship they build with staff members and their peers. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally staff must be approachable and there to help ensure children understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school.

The procedures and guidance in this document provide a consistent approach across our Federation and enables pupils, parents and staff to understand our approaches to the management of behaviour in school. It also recognises that, for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

### **Expectations**

In order to ensure our Federation is a safe, happy and purposeful environment to work in, staff and students will have a set of expectations to follow throughout the school day. It is important that children understand the boundaries of acceptable behaviour and their understanding of the Behaviour Policy will be a progressive teaching and learning experience from Reception through to Year 6. Expectations for each classroom will be broadly consistent with the following, to ensure fairness and continuity:

- Walk around school in a quiet and orderly fashion, keep to the left and open doors for others.

- Put litter in a bin and be aware of caring for the environment.
- Wear the correct uniform in the required way.
- Eat quietly and respectfully in the dining hall, remember table manners and follow the system for getting food and tidy up.
- Complete learning activities that are reasonably set for them within the school day. Incomplete activities will be completed before the next school day either at break, lunch or as additional home learning.

School staff will help support the children by ensuring:

- Clear expectations are set and consistently followed for the end of break and lunch (a child is chosen to get the bell and to knock on the staffroom door, the bell is rung once to signal the end of play and second ring signals that the children should walk to line up, teachers then collect their class from the playground and lead their class in).
- Before going on an educational visit, teachers explain to the children the behaviour they expect to see and why it is important. Safety is of paramount importance and further support may be sort from parent/ carer to support for individual children.
- Members of staff are visible during transition times when children are moving around the school and are positively reinforcing behaviour expectations. They will use strategies such as sending small groups at a time to access the cloakrooms and toilets.
- During assemblies, school staff support their class (and other children, where needed) to come in silently. In addition, they will support the member of staff leading the assembly to ensure silence and engagement is maintained.
- All staff are reminding children of whole school expectations to ensure a high-standards is maintained of all children across the school. E.g. tucking their shirt in, opening doors for others and remembering their manners.

The school staff will explicitly teach behaviour in the following ways:

- Through the school curriculum, including RE and PSHE (SCARF) lessons. PSHE lessons taught by class teachers include strategies to deal with different situations and ways to help regulate emotions.
- At the beginning of each school year, and regularly throughout the year, teachers will discuss and review behaviour expectations, both in the classroom and around the school. Class expectations are then drawn up and these are reflected in class charters which is referred to on a regular basis.
- Through the 'Zones of Regulation', children will also be taught to recognise their emotions and help them to develop strategies and tools to deal with them before

they turn into behavioural issues. This will also be revisited and reviewed regularly throughout the year.

- Specific focus days/weeks are used to raise the profile of certain issues or events. Among others, these might include: kindness week (anti-bullying), black history and diversity week and focus on ideas such as: 'How to be a good friend' and 'Who to go to if you need help'.
- Teachers deliver whole school and class assemblies which are linked to our half-termly school values as well as current issues/themes/celebrations
- There is a plan for the year with weekly themes, which will include specific events and issues relevant to our schools and communities. This is reviewed and updated to ensure it stays relevant.
- The use of a 'Going for Gold' reward chart in each classroom will recognise and celebrate behaviours and learning attitudes which follow each of the school's core values; hence reinforcing positive behaviour throughout the whole class.

### **School Values**

It is important to have high expectations for our children, while recognising some children have specific needs. Our values cover all times of the school day and are displayed in every classroom:

**The Federation values are: Ambition, Resilience, and Community.**

These values and expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these values are not met but equally to comment positively when they are.

### **Zones of Regulations**

To ensure the students in our Federation are emotionally literate and able to explain their thoughts and feelings each class will use the zones of regulation. The use of these zones of regulation underpins our behaviour policy by helping children to understand and regulate their emotions so that they are in an appropriate state to make the correct choices regarding their behaviour and learning attitudes. These are split into four colours, as follows:

- **Blue Zone:** low states of alertness and down feelings. Includes feelings like feels sad, tired, sick, or bored.
- **Green Zone:** a calm state of alertness. Includes feelings like happy, focused, content, or ready to learn.

- **Yellow Zone:** a heightened state of alertness and elevated emotions, with some control. Includes feelings like stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.
- **Red Zone:** extremely heightened states of alertness and intense emotions. Includes feelings like elation, anger, rage, devastation, or terror.

*It's important to note that the 'Red Zone' isn't all "negative" emotions (angry etc.); rather, it's the "biggest" emotions, (e.g. elated, ecstatic, overjoyed...). Similarly, the 'Yellow Zone' are emotions or feelings where children (and adults) start to 'bubble' (e.g. excited, frustrated, nervous...). A good analogy is to think of it like a pot of water being heated up: blue is cold water, green is room-temperature, yellow is starting to bubble and red is boiling.*

School will introduce the Zones through discrete teaching lessons in the first week of each academic year and through our PSHE curriculum. Children will be taught that everyone experiences all of the Zones and that the red and yellow zones are not 'bad' or 'naughty'. All of the zones are natural and normal feelings, all are expected at one time or another and all are useful in different circumstances (e.g. 'Blue Zone' when falling asleep, 'Red Zone' when there is something dangerous).

There will be a 'Zones of Regulation' display in every classroom where some of the emotions/feelings for each zone/colour are identified and displayed in an age-appropriate way. Children may be given the opportunity to identify how they are feeling or 'check in' by interacting with the display linked to the relevant colour - this will allow others (classroom adults and potentially other children) to visually see and help them to regulate if needed. Strategies to help with self-regulation will also be displayed and staff will use the vocabulary identified to support the children to express how they are feeling (some children might prefer not to use the 'Zones' language but to label the emotions directly). This language will be a whole school approach and therefore the Zones language will be embedded as part of daily school life so all staff will be referring to them - not just their class teacher. LSAs and SNAs will have zones of regulation lanyards.

For children in Reception and Key Stage 1, it is important that the 'Zones' are presented in a way that they will understand and be able to use; pictures and photographs may be used to 'bring them to life'. These will be discussed as a class or in small groups, led by an adult who will be able to help children identify the different emotions and feelings and discuss appropriate strategies to use for each one. This can

also be used for children with EAL or SEND throughout the school, who may need a more visual approach.

For children in Key Stage 2, children are encouraged to identify different feelings and emotions for each 'Zone' and then decide on the best strategies to overcome these for themselves (with support from their teachers where needed). This individualised and personal approach will allow children to take ownership of how they manage their own emotions, reflect on the best ways for them to self-regulate and prepare them for when they need to do this in later life or in situations outside of school.

Some children will have individualised/personal 'Zone boards' where they have individualised words and regulation strategies to serve as a reminder for when they are dysregulated. In this situation, these identified children will have a key adult/ adults who regularly check in on them and give them a chance to discuss how they are feeling and what has made them feel this way

#### **How adults can help use the Zones of Regulation:**

- Identify their own feelings using 'Zones' language in front of the child (e.g. "I'm frustrated. I think I am in the yellow zone.")
- Talk about what tools they can use to get back into the appropriate Zone (e.g. I need to ...).
- Talk about the Zone a character from a book is in
- Regular check-ins with children

#### **Recognition and celebration**

Recognition and celebration promote high self-esteem for the students when building relationships and support whilst they are learning. All students need to receive regular praise and encouragement that is authentic.

#### **Star of the Week:**

Each week, class teachers will choose one pupil from their class to receive a 'Star of the Week' certificate in front of the rest of the school in the Friday Celebration assembly. The reason for being chosen is linked to one or more of the School Values and the teacher will explain why that child has been chosen before they receive the certificate.

#### **Class based rewards:**



Individual rewards will be present in all classes. As mentioned previously, children behaviour and positive learning attitudes will be recognised by moving up the 'Going for Gold' behaviour chart. Upon reaching gold, children will receive a gold sticker which will enable them to share their achievement with parents/ carers. These stickers reflect the core values (ARC).

In addition to this, other autonomous rewards such as stickers, trophies or table points etc may be used at a teacher's discretion.

Whole class awards are given to promote positive behaviour and to acknowledge the support class members have given to promote a happy, safe and purposeful environment to learn in. Each class has a reward jar to be filled with marbles, which can be earned through whole class work, effort and behaviour and will result in a whole class reward such as an extended break time.

### **What do we do if a child is showing inappropriate behaviour?**

Any behaviour falling below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. Using the Zones of regulation, staff will identify the emotion they believe the child is expressing and will suggest ways to help them regulate themselves such as having a drink or taking a minute with a timer or suggest ways to resolve the problem.

This could be achieved by using WIN, members of staff will remain calm and non-confrontational.

I wonder if... (has made you feel...)

I imagine... (you are feeling...)

I notice... (you have...)

Staff will also use the "swap, don't stop" strategy to support the child to change their behaviour where needed. Adults should always offer children positive praise for doing as they have been asked in a positive way. An example of this would be to say "Feet on floor." instead of "Don't stand on the chair."

### **General Responses to Incidents**

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

### **Sanctions**

- Verbal warning - child is spoken to and it is clearly explained to them the behaviour that is unacceptable and what changes need to be made.
- A second warning will calmly be given, the child will be reminded they have the opportunity to change their behaviour.

- Third warning, the child will receive a consequence, they will lose 5 minutes of their next break time to discuss their behaviour with the teacher. An emphasis is spent on talking through the behaviour when the child is calm. If a child in EYFS/Year 1/SEN is displaying unacceptable behaviour the child will be asked to sit with a class-based adult for a few minutes for a restorative task or finish uncompleted work. If a child gets to a third warning, the class teacher will contact the parents either in the playground or via a telephone call.

The class teacher is responsible for their class and must support all the children in their care to make the right choices. However, if the poor behaviour choices continue, the child will be sent to the partner class (year group) for 10 minutes. This should be a point of reflection and your partner teacher will discuss the changes the child should make to their behaviour. It is an expectation that all learning is completed and therefore any missed learning - as earlier stated - will be completed during the child's own time either within school or as additional home learning.

No physical behaviour towards another child or adult will be tolerated and this will result in a SLT member of staff being involved. This child is then sent to a member of the Leadership Team. A red card is sent to the office if the child requires removal from the situation. In this situation, the parents will be informed at the end of the day, or sooner if deemed appropriate.

Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted in person at the end of the day, by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. This meeting will involve the class teacher and the key stage lead, alongside parent support advisor or SENDCO where required. Behaviour Monitoring Charts will be used to help manage and rectify poor behaviour. Class teachers will regularly meet with all parents of children on Behaviour Monitoring Charts to discuss progress with both the parents and child present.

In the event of an extremely serious incident, for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour despite many interventions and appropriate warnings, a short-term internal isolation may be imposed. Should a child's behaviour be so extreme that the use of the Restrictive Physical Intervention Policy may need referring too. If physical restraint is required, Team-Teach trained staff will restrain and the key procedure will be carried out in line with Team-teach training. A child or member of staff being hurt will not be tolerated as everyone has a right to feel safe at school. This will result in an internal isolation from the class or suspension, unless there are extenuating circumstances.

Exclusion would be an ultimate sanction and one which would be reluctantly imposed. The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and

tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is hoped that parents share the aims and content of this policy with their children.

### **External Exclusion**

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up to date recommendations.

Where a child has received a call home or parents informed at the end of the day, (as highlighted above), the teacher should add a behaviour incident to CPOMs, under the correct category, which will be reviewed by SLT. In addition to this, if any pupil behaviours escalate to the child being removed from class by a member of SLT, this should be logged on CPOMs as a 'Behaviour Incident' by the SLT member. All actions must be added.

### **Break and Lunchtime Behaviour**

At lunchtimes children have access to a range of support to help them have a happy, safe and successful break. The behaviour at lunchtimes should mirror the behaviour in the school day. In order to support this lunchtime staff are able to award golden tickets to pupils for following School Values. When the children are awarded a golden ticket. The children awarded a lunch time golden ticket will be able to move up the 'Going for Gold' behaviour chart. Exemplary lunchtime behaviour will be celebrated in our Celebration assembly on a Friday.

Every lunchtime children have access to

- Quiet zone where there is pens and paper
- Play Leaders in the playground playing games
- Lunchtime staff leading play in groups and setting up activities
- A rota of a variety of activities on the playground, trim trail, football, play equipment, etc.
- At Wellington some pupils are able to use the Sensory Garden
- At Marlborough some pupils can use the castle

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; and listening to the children. For instance, if a child is having difficulties regulating themselves during football, then the child may be asked to leave the pitch for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate. Any immediate and significant concerns about a child must be brought to the attention of SLT. Any physical behaviour must be addressed by a member of SLT. Their parents/ carers will

be informed via a phone call or verbally at the end of the school day. The SLT member will CPOMS this alongside the action.

If a child continues to struggle regulating their behaviour at lunchtime they will be supported through 'Lunch bunch', where small adult focused play is facilitated.

End of lunchtime arrangements are the same as playtime

- Single bell is rung - (a child is chosen to get the bell and to knock on the staffroom door, the bell is rung once to signal the end of play and second ring signals that the children should walk to line up, teachers then collect their class from the playground and lead their class in).
- Teachers will collect their class and will support lunch time staff to ensure children are walking to the line. This is also an opportunity for lunchtime staff to speak to teachers regarding low level behaviour or any concerns they may have regarding a child's wellbeing.

### **Bullying**

Bullying is not tolerated at the school. If a report of bullying is made, the teacher and SLT will investigate thoroughly and deal with this in an appropriate manner. Parents will be informed in all incidents. All incidents are to be reported on CPOMs under 'Bullying' and must be actioned by a member of SLT.

The ELSA is made available where appropriate. Friendship week and dedicated lessons for anti-bullying, (including cyber/online bullying) are regularly taught through our PSHE curriculum in all year groups. We also respond to current trends or issues with specific focus whole school weeks. Please refer to the anti-bullying policy for more information.

### **Racist incidents and prejudiced language**

Racist incidents and prejudiced language are not tolerated at the school. These incidents reported are brought straight to a member of SLT, who will investigate the incident. Parents will be called and the relevant incident form will be completed for Hampshire and recorded on CPOMS. All incidents are to be reported on CPOMS and must be actioned by a member of SLT. The annual Hampshire return is completed.

### **Child on Child abuse**

Any incident in which one pupil harms another must be considered by the DfE and KCSiE guidance for child-on-child abuse. This includes, but is not limited to, sexual abuse, sexual coercion, bullying and online risks. In the event of a serious incident, the school will consider a wide range of options, in line with Hampshire expectations and possibly with the support of the local authority. These are recorded on CPOMS. Further reference can be sought in the Safeguarding and Child Protection Policy.

### **Searching, Screening and Confiscation**

If we were to have an incident where confiscation or a search was necessary, we will follow the guidelines below: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Suspensions and Exclusions:**

At the school, we understand that a period of suspension can be a very upsetting, difficult and worrying time for you and your child.

**Definition of suspension:** where a pupil is temporarily removed from the school for a fixed period of time.

**Definition of permanent exclusion:** means that a pupil is not allowed to attend school or go on to school premises permanently.

### **Reasons for suspension and permanent exclusion**

Your child will only have been suspended in response to serious or persistent breaches of the school's behaviour policy and where allowing them to remain in school would seriously harm the education and welfare of your child or others in the school.

We will contact you about the suspension or permanent exclusion. The Head Teacher (or their nominated representative) will let you know immediately. This may be by phone or you may be asked to come into a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension. If the child has a social worker or is looked after the social worker will be informed immediately/ and or VSH.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking. If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider
- asking the school governors to review the decision

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consists of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days.

The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place.

Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way.

**Preventing further suspensions and permanent exclusion:**

When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and phase leader ensuring that you and your child are involved in any future meetings.

**Department for Education further advice:**

School Suspensions and permanent exclusions (September 2022) Guidance for parents, schools, governors and local authorities on behaviour and attendance Other useful contacts: Equality Advisory Support Service 0808 800 0082 SEND and disability discrimination tribunal 01325 392760

Further advice and guidance: We follow the Hampshire guidance - Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

For the behaviour policy to be effective all stakeholders need to support and embed the key principles. Working closely with parents and carers, who reinforce the core principles of the policy is fundamental to its success.