Ashton West End Primary Academy

Relational Inclusion (Behaviour) Policy

Approved by: The Full Governing Body

Date: October 19th 2026

Next review due by: October 2027

READY RESPECTFUL SAFE

1: RATIONALE

Ashton West End Primary Academy (AWEPA) is committed to developing and maintaining an environment where exemplary behaviour is at the heart of productive learning. All members of our school community – pupils, staff and parents – are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise the link between wellbeing and behaviour. We believe that a trauma informed, evidence based relational approach provides the foundation of resilience and lifelong learning. Behaviour is communication, and we recognise our responsibility to understand what our learners are trying to communicate, while supporting them in developing the skills and resilience to regulate and manage their behaviour in positive ways.

The intention of this policy is to guide staff in teaching self-discipline, not blind compliance. The core values of this policy are to 'Be Ready', 'Be Respectful' and 'Be Safe'. Within this there is an emphasis on a partnership approach to managing poor behaviour that dynamically supports the entire school community.

2: AIMS

- To create a culture of good behaviour in learning, community and life, with clear guidance on what this entails.
- To provide a consistent and relational approach to behaviour management
- To help learners take ownership for their conduct and be responsible for the consequences.
- To promote community cohesions through clear boundaries and improved relationships.
- To refuse to give attention and importance for poor conduct.
- To provide clear, consistent and natural consequences for poor conduct.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management

3: LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Occasionally, there may be children who have individual plans that support behaviour for a variety of reasons. These children may have identified needs and strategies that are not covered by this policy. In these cases, the children's individual support plans may take precedent over this Relational Policy.

4: GENERAL ROLES AND RESPONSIBILITIES

4.1 The Governing Board

The governing board is responsible for monitoring, review and approval of the relational behaviour policy. The governing board and members of staff will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

4.2 The Principal

The Principal is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Senior Leadership

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

- Support the Principal in monitoring the implementation of this policy
- Support the Principal in staff induction and training as part of their management duties
- Be a visible presence around school
- Share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies.

4.4 Staff (teaching and non-teaching)

Staff are responsible for:

- Implementing the relational inclusion policy consistently
- Creating a calm and safe environment
- Establishing and maintaining consistent, clear boundaries of acceptable behaviour
- Build relationships and adopt an attitude and culture of 'botherdness' – genuine interest in the pupil's lives and experiences
- Modelling positive behaviour and highlighting desirable behaviours in positive terms
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents, using our CPOMS system, in a timely manner
- Speaking with respect and thoughtfulness when talking about children and families, even when the subject of conversation is not within earshot.

4.5 Parents

Parents are expected to:

- Get to know the school's relational inclusion policy and reinforce it at home, as appropriate
- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage in pastoral work following misbehaviour (e.g. attending reviews of interventions)
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- Take part in the life of the school and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.6 Pupils

Pupils are expected to:

- Follow our school rules:
    - **Be Ready**
    - **Be Respectful**
    - **Be Safe**

- Know and follow this policy
- Show respect to members of staff and each other
- Respect everybody's right to learn
- Engage with pastoral support when offered
- Wear appropriate school uniform except in specific extenuating circumstances (loss or damage, specifically midyear; financial difficulty; health and reasonable adjustments)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5: MANAGING BEHAVIOUR

"When the adult changes, everything changes."

5.1 Principles of behaviour management

Behaviour management in AWEPA centres around a trauma informed approach to wellbeing and a consistent approach from adults in school. Consistency is not just in relation to the application of procedure but also lies in the behaviour of adults. To ensure a sustainable, consistent approach, the whole school community require an agreed understanding of behaviour in the context of neuroscience. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

5.2 School Community

All staff in school are responsible for setting the tone and context for positive behaviour, through modelling and praising positive behaviour and following a 'Praise in Public' (PIP) and 'Reprimand in Private' (RIP) policy.

There are specific requirements for some roles:

5.3 Senior Leaders

- Meet and greet pupils and parents on the yard at the start and end of each day.
- Are a visible and positive presence around school, including times of transition.
- Highlight and praise positive behaviour during lesson drop ins and learning walks.
- Promote a culture of PIP and RIP
- Provide de-escalation as required.
- Provide restorative conversations as required.

5.4 Class Teachers

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the Zone of Regulation model to support emotional regulation and monitor triggers
- Access de-escalation flowcharts where required (appendix)
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Following a PIP and RIP policy

5.5 Pastoral Staff

- Available to greet pupils and families in need of regulation/support
- Promote a culture of PIP and RIP
- Provide de-escalation as required.
- Provide restorative conversations as required.

6: REWARDS AND SANCTIONS

6.1: General Requirements

At AWEPA, we have a **PIP and RIP** policy: Praise in public; reprimand in private.

More often than not, the most effective form of behaviour intervention is one which acknowledges and enhances the positive behaviours that are displayed by most children most of the time.

As a school, we recognise that the use of praise is key in developing a positive atmosphere in the classroom, as encouragement, praise and positive reinforcement teaches children that appropriate behaviour choices have good consequences. The power of praise cannot be underestimated, as it is the key to developing positive relationships, including with those children who seem hardest to reach.

6.2 Rewards

Praise and reward in our school includes:

6.2a EYFS (Nursery and Reception)

1. Praise and positive reinforcement
2. Dojos (see below) are rewarded for displaying positive behaviours.
3. 100% attendance certificate at the end of each term, with children in the winning class receiving 5 Dojo points each.
4. Individual 100% attendance for the year will earn you a special prize.

6.2b KS1 and KS2

1. Dojos awarded for good work and evidence of the 3 school rules:
   - Be Ready
   - Be Respectful
   - Be Safe

   Children with high Dojo scores in the above, each half term will be awarded a treat and the chance to for a special prize at the end of the year.
2. Stickers are awarded for good work
3. Additional 5 minutes playtime, or special Golden time may be awarded for exemplary behaviour at the class teacher's discretion in special circumstances.
4. 100% attendance certificates each week, with 5 Dojo points. The top three classes receive a trophy. Any class with all members achieving 100% will be awarded a treat.
5. 100% attendance certificate at the end of each term with a chance to win a prize.
6. Individual 100% attendance for the year will earn you a special prize.
7. Friday awards assembly - children are presented with certificates based on their work and conduct over the previous week. Parents are invited to share this experience.
8. An invitation to meet with Miss Pizuti for some juice and treats (Kindness Award) Pupils are chosen each week by any adults in school for following the school rules or showing an act of kindness. Children will also be presented with a proud badge. (See below for more information).

6.3 Class Dojo

Each class has an interactive page on Class Dojo on which each child is named. Children collect 'dojo' points from their teacher and other staff in school. These can be for good work, for effort, behaviour and home learning for example.

The whole class total is rewarded at a key point based on the age of the children (e.g. 1500 points) This may be golden time, a film or extra break time.

Once children have achieved 100 points – and subsequent multiples of 100 – they may redeem their dojo points for a gift from the Dojo Shop. There are gifts valued at 100 and 200 Dojos, so pupils may 'save up' their points. Once Dojo's have been 'spent' these will be redeemed on the Dojo page. This will not affect the pupils overall total for that half term.

Children who achieve high Dojo counts for our three school rules will receive additional rewards on a half termly basis.

The class dojo site can be accessed from home. In this way, parents can view the number of dojo points awarded and the reason for these.

6.4 Kindness Awards

Every week, pupils who have shown good manners, responsible and respectful behaviour towards others are invited to meet with Miss Pizuti.They are given the opportunity to discuss their good behaviour from the week and share a sense of pride at being chosen. They also receive either juice or milkshake and a chocolate biscuit to add to their reward for positive behaviour. Other pupils are aware of the system and this acts as an incentive to others. All pupils attending this will receive a badge and a certificate also.

6.5 Sanctions

While we strive to use praise and reward as the main behaviour intervention in school, we recognise that there are times when the consequence of a poor behaviour choice may be a reprimand or sanction.

Research shows that punitive approaches may lead to further trauma responses and the embedding of poor behaviours, particularly when public. This is the reasoning behind our PIP and RIP policy: reprimand in private. At AWEPA we endeavour to apply relational, restorative and regulatory approaches to behaviour as our first response. Poor behaviour is then addressed through natural consequences once the child has regained emotional control.

6.5a EYFS (Nursery & Reception)

In Early Years, a positive praise policy is used. We use positive reinforcement alongside co-regulation and self-regulation strategies to promote positive behaviour. If a child is displaying negative behaviours, we use the following actions.

1. Adult intervention to model desired behaviour.
2. Verbal reminder.
3. The calm corner will be used for reflection time where the child will use Zones of Regulation cards to identify their emotions, alongside calming items to help them regulate their emotions.
4. When the child is ready to speak to an adult, as shown by the traffic lights, the adult will reinforce positive behaviours and discuss with the child what they can do next.
5. If behaviour persists, children will have dojo points subtracted from their totals and their parents will be informed.
6. In extreme circumstances, in school exclusion from break or class may be utilised.

6.5b KS1 and KS2

As in Early Years, a positive praise policy is used, utilising Zones of Regulation (see below). Our sanctions will follow the following steps:

Step	Action
1. Redirection/ reminder	• Adults to give gentle encouragement, a 'nudge' in the right direction. "What should you be doing right now?" A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. • Repeat reminders if necessary. • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. • Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2. Caution	• A clear verbal warning, given privately where possible. • Observed behaviour and possible consequences are made clear. Dojos may be removed as a possible consequence of behaviours.

	• Children given reminders of previous good conduct and reminded they have a choice in their behaviour. - Remember when you…. - Take a moment and think about your next step….
3. Last Chance	Speak with the child privately (at next break/transition) to give a final opportunity to engage. Make use of intervention comments (as appropriate) such as: - I can see you are having trouble…..(specific issue) - Remember that at AWEPA we….. (refer to ready, respectful, safe) - Do you remember (prior example) when you were able to… - Because of this action, you will need to….(example of support action) Allow 'take up time' If this final chance is not effective, appropriate 'natural consequences can be applied (see examples in appendices). These should be paired with a restorative conversation. If serious, or a recurring behaviour, record on CPOMS
4. Cool off/ time out	This may be in a specified area of the room, another class, pastoral space, with a TA. The child is given time and space to compose themselves, breathe, think and consider their actions from another perspective. This is not a time for other members of staff to reprimand the child
5. Repair and restore conversation	To take place at the earliest possible time following the behaviour. This should be recorded on CPOM. Questions such as these, but specific to the situation, form the basis of the conversation. Not all questions will be necessary. What happened? What were you thinking at the time? What have you thought since? How did this make other people feel? How did this make you feel? Who has been affected? How have they been affected? What should/could we do to put things right? How can we do things differently in the future? If required, children will be expected to complete work at break or at home to understand that there are consequences to behaviour and the responsibility for making up the 'lost' time is theirs and not the teachers. Pupils who reach this stage repeatedly may have a 'final step' letter sent home (see appendix 1), as well as CPOM use.
6. Escalation and Interventions	In the event of serious misbehaviour, a continuation of behaviour which prevents teaching and learning, or presents a danger to pupils, staff or property, a member of SLT/Pastoral team will be contacted. Deregulation strategies will be applied until such time as the pupil is ready to reflect upon the behaviour in question and possible natural consequences.

	In some instances, interventions may be required such as 1:1 or group work. This will be recorded on CPOMs and parents informed.
7. Exclusion and Risk of Exclusion	Exclusion is seen a last resort, to be considered only after other sanctions and interventions have been applied without success, and in the event of very serious incidents of misbehaviour. If a child is at risk of exclusion the following sanctions and strategies may be used: • Staying inside at playtimes/lunchtimes, playing alone or with a chosen group of children • Being excluded from school for lunchtimes • Timetable variations (may include agreed changes to start and finish times and/or working in different classes for all or part of the day) All of the above strategies would be seen as temporary measures to be used as sanctions and to provide support for the child's behaviour and social skills. The above measures would be reviewed regularly, and parents informed.

Also see appendix 2 for suggestions on appropriate language and phrases.

Also see appendix 3 for phase appropriate flowcharts to support behaviour management.

6.6 Bullying

At AWEPA we strive to ensure that all our pupils are safe and happy. All incidents of bullying (see section 10 for definitions of bullying) will be addressed following the above procedure and may result in a higher step being implemented from the outset.

Please also see our Anti-bullying policy.

6.7 Lunchtime

Lunchtime staff will also follow the principles of PIP and RIP in response to behaviour needs.

1. If children behave well at lunchtime they may be awarded stickers or Dojo points from the Midday Supervisors. A maximum of 2 Dojo points can be given for one of the school rules: ready, respectful, safe.
2. There are pupil Playleaders and sports coaches in place to engage children and lead activities to promote positive behaviour.
3. There are a range of stimulating activities (including games such as giant Jenga, snakes and ladders, boombox dancing and more) designed to engage pupils in positive behaviour. These activities are available every lunchtime and are organised daily by the pupil Playleaders and Midday Supervisors.
4. Each class has a range of activities, such as board games, to occupy children during the event of wet break. However, we endeavour to provide the children with outdoor opportunities except in extreme weather circumstances.

'Misbehaviour' (see below for definition of 'misbehaviour'):

1. The Midday Supervisor will redirect the pupil to an activity and give a reminder of the school rules. The purpose of this is to give the pupil the opportunity to regulate their behaviour through engaging and stimulating play.
2. The Midday supervisor will give a verbal warning and ensure the pupil is aware of the consequences of their behaviour choices.

If the pupil is unable regulate their behaviour following steps 1 and 2:

3. Time out in a pre-arranged space (5 minutes maximum). The Senior Midday Supervisor will be informed that this has taken place. Time out should be given for rudeness, bad behaviour, fighting or rough play. In most cases it is appropriate to give a warning followed by directed play first.

When pupils return from time out, if behaviour improves, no further action. The following course will be followed in the event of continuing 'misbehaviour'.

4. A member of SLT will be contacted. They will choose a course of action based on the specific incident. (further time out, de-escalation task, restorative conversation). The incident will be recorded by the Midday Supervisor involved and the action by the member of SLT.
5. In the event extreme misbehaviour, such as racist, sexist or violent behaviour, a member of SLT will be called for immediately. SLT will follow the intervention, reflection or exclusions process, as appropriate. This will be recorded on CPOMs.

6.8 Off-site behaviour

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that may result in a sanction for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Sanctions for such behaviour may include:

- A verbal reprimand
- Sending the pupil out of the class
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

In very serious cases or cases when off-site behaviour occurs repeatedly and other sanctions have been applied without success, the school may consider an exclusion.

6.9 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

6.10 Physical intervention

In some circumstances, the use of physical intervention may be required to prevent a pupil:

- Causing disorder
- Hurting themselves or others
- Damaging property

As far as possible Team Teach principles will be employed in all cases of physical intervention and restraint. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time
- possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents using CPOMS.

6.11 Confiscation

Any prohibited items (listed below in 9.2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7 Pupil support

7.1 Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.2 Zones of Regulation

- The Zones of Regulation model will be used throughout the school to provide a framework for emotional regulation and the identification of negative behaviour triggers.
- Each class will have an age-appropriate monitoring station or display to support this process.
- This system will be organised to protect pupil anonymity with other pupils and visitors to school.
- Zones of Regulation principles with be combined with 1Decision learning to support this process.

7.3 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8: Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. A log of training is held by SLT.

Training for individuals, groups and whole staff includes, but is not limited to:

- Team Teach
- Zones of Regulation
- Mental Health and Wellbeing networks
- Safeguarding
- Emotionally Friendly Settings
- 1Decision PSHE
- School led INSET

9: DEFINITIONS

9.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework where this is through defiance and not lack of understanding or a social/emotional concern.
- Poor attitude
- Incorrect school uniform without extenuating circumstances

9.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical attacks on staff where the pupil is not in emotional crisis
- Any form of bullying
- Sexual violence and/or harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items

- Tobacco and cigarette papers
- Vapes, vaping fluid or vaping devices
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

10: BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

11: Links with other policies

This policy is linked to the following policies:

- Exclusion policy
- Child Protection and Safeguarding policy
- Online Safety Policy
- Pastoral Care Policy
- Pupil wellbeing Policy
- Physical Intervention Policy
- Anti Bullying Policy

APPENDICES

Appendix 1:

Example letter for parents following repeated need for reflection or SLT involvement. (additional to CPOM and phone call):

This letter represents the final step before more formal behaviour measures are implemented.

Dear _____

Recently, your child, _____, has not been behaving as well in school as they could. We have followed our behaviour policy, providing your child with the opportunity to reflect on their behaviour and make more positive choices. Unfortunately, your child is still not making positive choices about how to behave in and around school.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

SLT name

Appendix 2:

Language and phrases

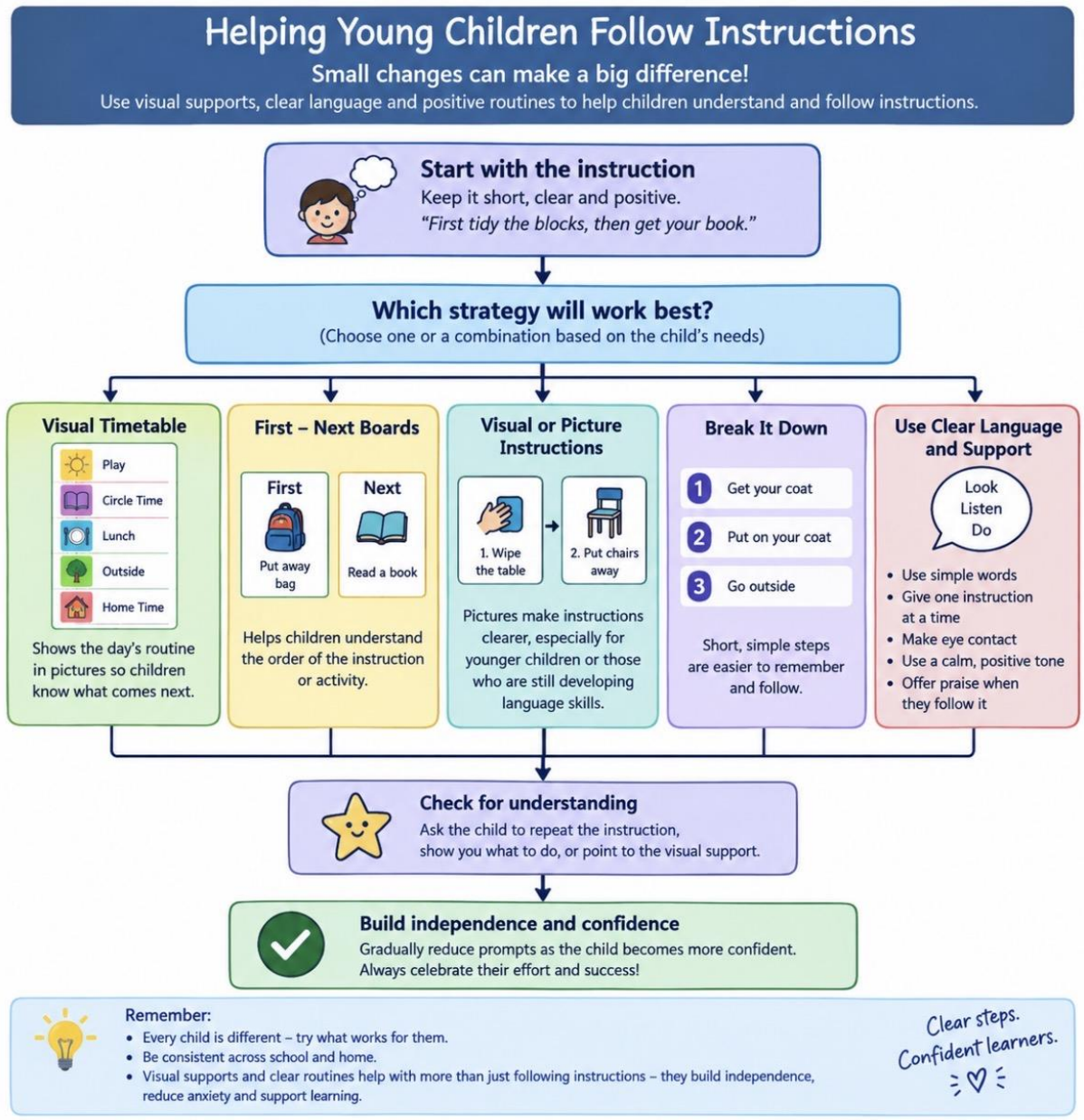
These tips are based on research into ASD and ADHD, however they can be applied to any situation in which a child is becoming/is dis-regulated.

- Always give a choice to help regulation
- Give clear timeframes
- Allow at least 10 seconds for processing
- Remain calm
- Use praise
- Use "I need you to" rather than "You must"
- Rephrase the situation: rather than why **won't** they – why **can't** they
- Do not make a threat/give a consequence unless you mean it
- Do not immediately react to rudeness. Say, "That came across as rude, did you mean it to be?"

Appendix 3:

Behaviour Flowcharts

EYFS:



KS1:

KS1 Behaviour Management
A calm approach • Positive choices • Successful learners
The right strategy at the right time can make all the difference.
This flow chart gives a graduated response to support positive behaviour in KS1.
1
Prevent
Set everyone up for success.
• Clear routines and high expectations
• Visual reminders (e.g. class rules, behaviour charts)
• Engaging, well-planned lessons
• Positive relationships and consistent boundaries
• Plenty of praise and recognition
Remember:
The best behaviour management is proactive, not reactive.
2
Notice
Be aware and look for the positives and early signs.
• Notice effort, progress and kind behaviour
• Look for signs of disengagement or frustration
• Use non-verbal cues (eye contact, a smile, thumbs up)
• Scan the room – be 'active' not just 'busy'
Remember:
Early intervention is easier and more effective than a bigger response later.
3
Redirect
Use a gentle prompt to get them back on track.
• Use non-verbal signals where possible
• Give a clear, simple instruction
• Offer a choice (e.g. "Which job would you like to do?")
• Use proximity – move closer, make eye contact
• Acknowledge feelings, then redirect (e.g. "I can see you're frustrated, let's take a breath and...")
Remember:
Stay calm, use positive language and keep it brief.
4
Support
Help them regulate and regain focus.
• Use calm, reassuring language
• Offer a short movement or sensory break (where appropriate)
• Try a breathing technique or 'calm corner'
• Use tools like a fidget, timer or visual support
• Check in: "Do you need help with anything?"
Remember:
Sometimes a child needs support to make the right choice.
5
Consequence
Apply a logical, calm and fair respones.
• Use logical/natural consequences (e.g. loss of playtime, missed part of activity, tidy-up time)
• Avoid power struggles
• Keep it proportionate and consistent
• Use the school's behaviour policy for serious incidents
Remember:
Consequences are about learning, not punishment.
6
Repair
Reconnect and move forward.
• Have a restorative conversation (e.g. What happened? How did you feel? What can we do differently?)
• Reinforce positive choices
• Acknowledge their feelings and rebuild relationships
• Consider an opportunity to make amends (if appropriate)
Remember:
A fresh start helps build confidence, trust and better choices.
7
Review
Check, record and escalate if needed.
• Monitor their behaviour and wellbeing
• Record on the school's system (if needed)
• Look for patterns or triggers
• Involve the class teacher, SENDCo or SLT if concerns continue or escalate
Remember:
Support is stronger when we work together.
Be calm
Your calm helps children feel safe.
Be consistent
Clear, consistent routines build security.
Be positive
Notice and celebrate the good stuff!
Work together
Children, families and staff make the biggest difference.
Small steps make big changes

KS2:

KS2 Behaviour Management
Calm classrooms • Positive choices • Respectful learners
Better behaviour = more learning
The right strategy at the right time can make all the difference.
This flow chart gives a graduated response to support positive behaviour in KS2.
1
Prevent
Set the climate for success.
Consistent routines, clear expectations and agreed class rules
Use visual reminders (e.g. behaviour charts, working walls, timetables)
Engaging, well-planned lessons
Positive relationships and a culture of respect
Remember:
The best behaviour management is proactive, not reactive.
2
Notice
Be aware and look for the positives and early signs.
Scan the room – look for signs of disengagement, frustration or escalation
Use non-verbal cues (eye contact, posture, gesture)
Notice and praise positive behaviour early and often
Be aware of triggers (e.g. time of day, task, peer dynamics)
Remember:
Early intervention is more effective than a bigger response later.
3
Redirect
Use a calm, purposeful approach to get them back on track.
Use non-verbal signals where possible
Give a clear, precise instruction (e.g. "Thank you, let's get back to work.")
Offer a choice (e.g. "Do you want to start now or in 2 minutes?")
Use proximity and positive body language
Acknowledge feelings, then redirect
Remember:
Stay calm, use positive language and keep it brief.
4
Support
Help them regulate and make the right choice.
Offer a short movement or sensory break (where appropriate)
Use calm, reassuring language
Try a breathing technique or 'calm corner'
Use tools like a fidget, timer or visual support
Check in: "What do you need to help you get back on track?"
Remember:
Sometimes a child needs support to regulate, not a punishment.
5
Consequence
Apply a logical, proportionate and fair response.
Use logical/natural consequences (e.g. loss of playtime, missed part of activity, tidy-up time)
Avoid power struggles
Keep it proportionate and consistent
Ensure it supports learning and makes sense (e.g. repair, reflection, loss of privilege)
Remember:
Consequences are about learning, not punishment.
6
Repair
Rebuild relationships and move forward.
Have a restorative conversation (e.g. What happened? What were you thinking? How did it make others feel? What can you do differently?)
Reinforce positive choices
Acknowledge effort and progress
Consider an appropriate sanction or follow-up if needed
Remember:
A fresh start helps build confidence, trust and better choices.
7
Review
Check, record and escalate if needed.
Monitor their behaviour and wellbeing
Record on the school's system (if needed)
Look for patterns or triggers
Involve the class teacher, SENDCo or SLT if concerns continue or escalate
Remember:
Support is stronger when we work together.
Be calm
Your calm helps children feel safe.
Be consistent
Clear, consistent routines build security.
Be positive
Notice and celebrate the good stuff!
Work together
Children, families and staff make the biggest difference.
Small steps make big changes