



BEHAVIOUR REGULATION POLICY

Updated by	Richard Daniels
Updated when	September 2025
Next Review Date	September 2026
Statutory Policy	Yes
On school website	Yes

BEHAVIOUR REGULATION POLICY

INTRODUCTION

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

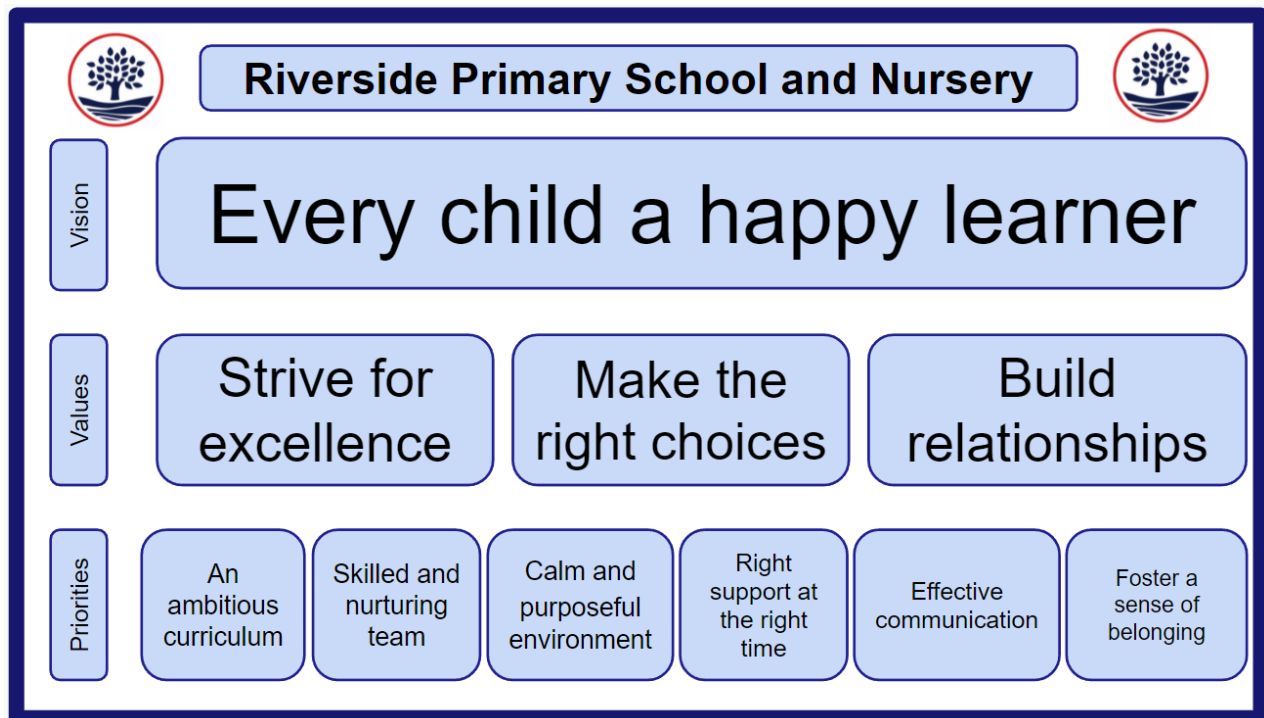
At Riverside, we believe that good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to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

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

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

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

VISION AND VALUES



SCHOOL VALUES

We have three school values which are shared with children and staff through: assemblies, PSHE lessons and in all we do. Children who have displayed one or more of these values are rewarded with either a 'Praise Postcard' or a certificate in our 'Gold Award' which takes place every Friday. At Riverside, we also promote British Values and positive behaviours for Learning.

THE RIVERSIDE WAY



THE SCHOOL RULES

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



What the rules mean

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

POSITIVE STRATEGIES TO ACHIEVE RIVERSIDE'S SCHOOL VALUES



REWARDS

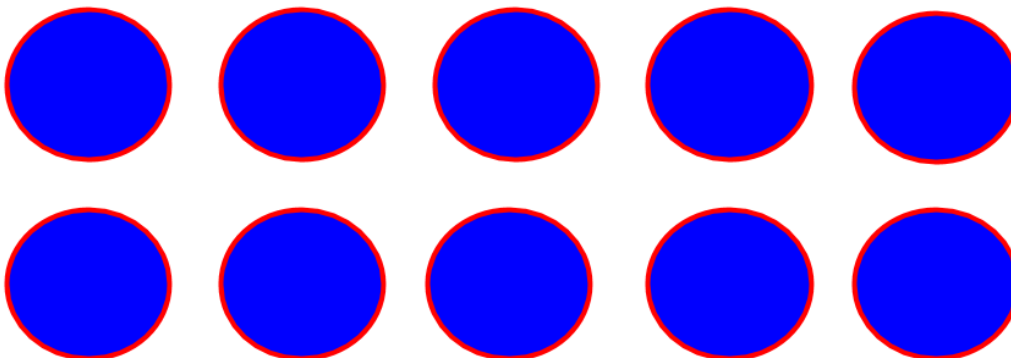


- Class rewards
- Positive message to parents
- House points
- Praise Postcard sent home
- Gold Awards
- Golden Time

Every class must display a **Class Reward** poster. Class Rewards can be awarded to individual children, groups of children or the whole class. This allows all children in the class to celebrate the success of other children in the class. When awarding Class Rewards, it is important that the adult awarding the Class Reward uses very specific and clear language so that the whole class understands why the award was given. Once the 10th award is given the class earns a 3-minute treat. This 3-minute treat should be agreed with the class every half term. The treat could include a game or a dance, etc.



CLASS REWARDS

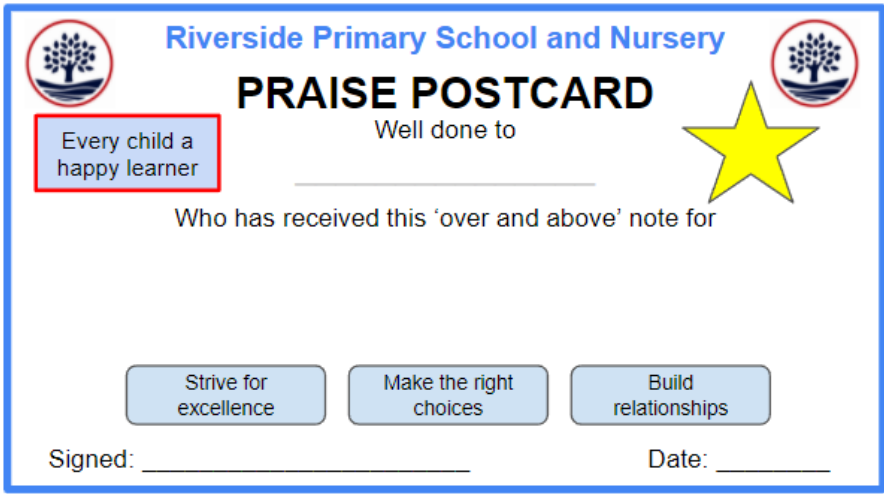


Positive messages home are verbal feedback from the teacher/TA to the parents at pick-up time. It is important to let the parents know the specifics of why the child has had a good day e.g. "He

didn't give up in his maths lesson." We should be aiming for a ratio of 10 positive messages to parents for each negative message. Remember the 10:1 ratio!

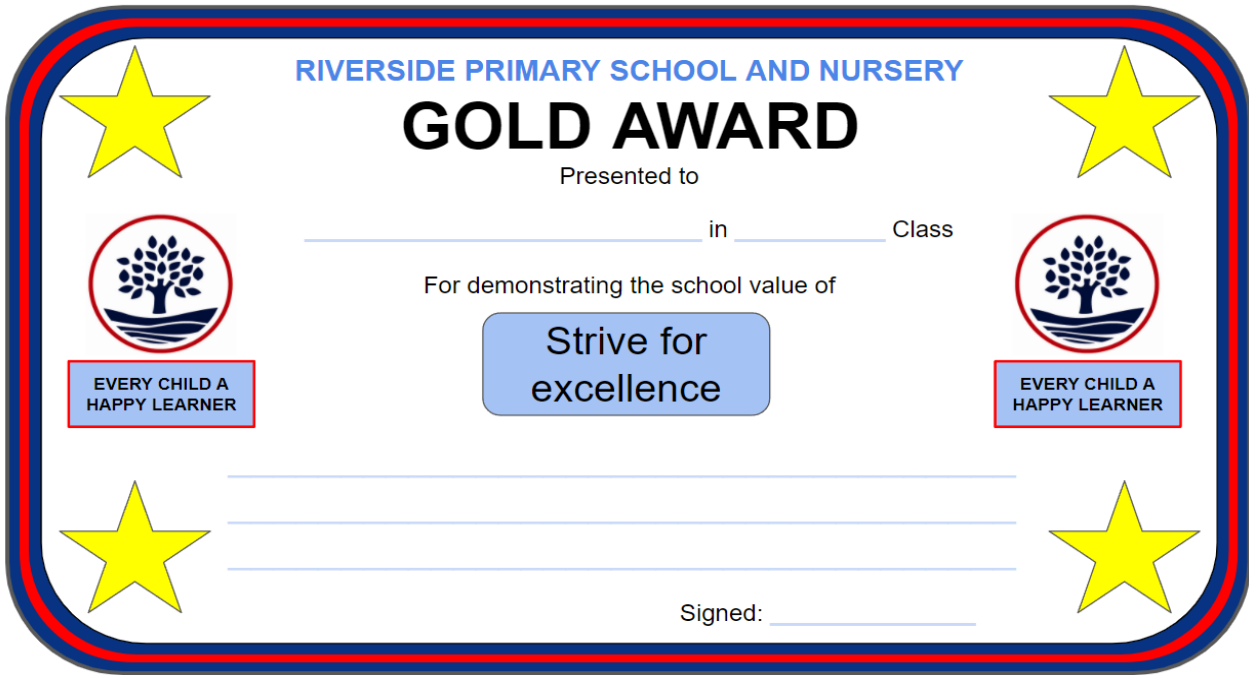
House points are awarded for measurable things e.g. if a child brings in a reading record, if they remember their PE kits, if they improve the score on a spelling test, etc. House points should not be awarded for good behaviours (use Class Rewards instead). House points are counted on a weekly basis and the results published in the newsletter and announced in Monday's Assembly.

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



The form is titled "Riverside Primary School and Nursery PRAISE POSTCARD". It features the school's logo (a tree in a circle) in the top left and right corners. A red box on the left contains the text "Every child a happy learner". The main text reads "Well done to _____" followed by "Who has received this 'over and above' note for". Below this are three blue boxes with the text "Strive for excellence", "Make the right choices", and "Build relationships". At the bottom, there are lines for "Signed: _____" and "Date: _____". A large yellow star is on the right side.

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



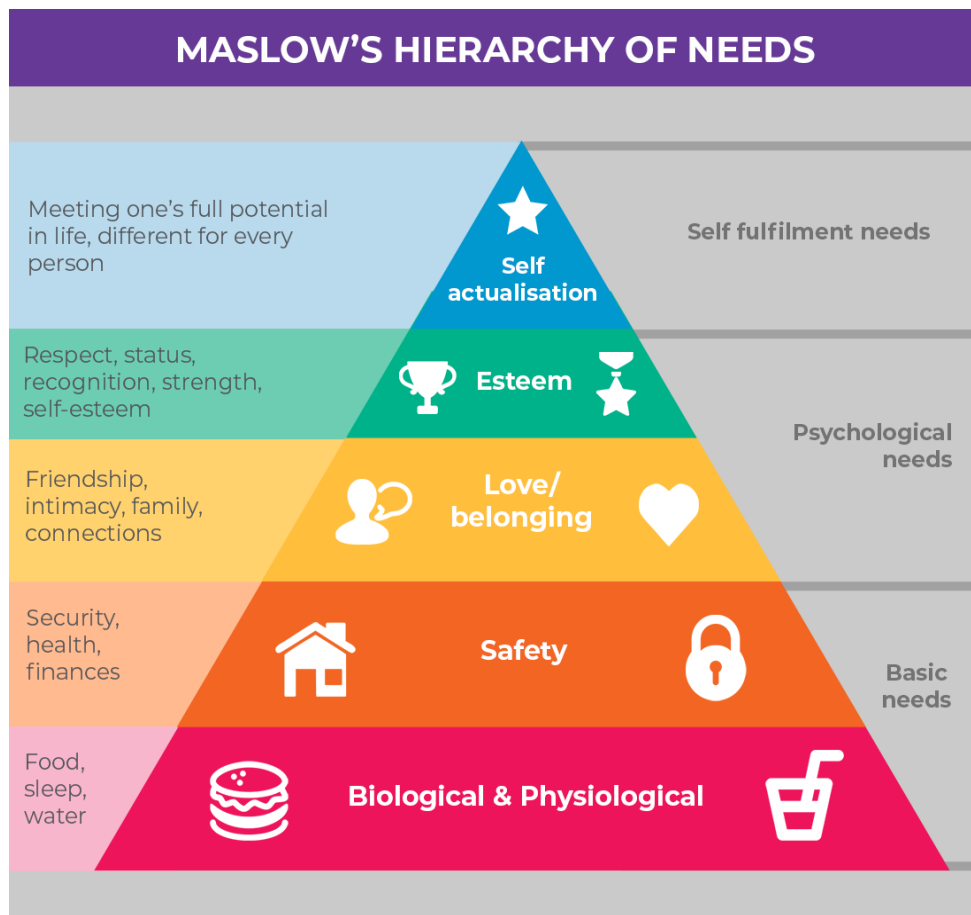
The form is titled "RIVERSIDE PRIMARY SCHOOL AND NURSERY GOLD AWARD". It features the school's logo (a tree in a circle) in the top left and right corners. A red box on the left contains the text "EVERY CHILD A HAPPY LEARNER". The main text reads "Presented to _____ in _____ Class" followed by "For demonstrating the school value of". Below this is a blue box with the text "Strive for excellence". At the bottom, there are lines for "Signed: _____". The form is decorated with four large yellow stars in the corners.

Golden Time is held in every class on a Friday afternoon. Children sign up for a Golden Time activity on Monday morning. Each child starts the week with 20-minutes of Golden Time and minutes can be taken away (one minute at a time) for low level or moderate behaviour. Teachers will keep their class Golden Time Sheet up-to-date. The aim of Golden Time is to improve children's Executive Functioning. The activities that staff choose for Golden Time are aimed to improve the following areas: Holding information in the mind, Focussing their attention, Thinking flexibly and Inhibiting Impulsive behaviour. If a child has lost any minutes of Golden Time, they should sit on the carpet for the number of minutes lost whilst their peers begin their Golden Time. No child can lose more than 10 minutes of Golden Time a week.

Riverside Primary School and Nursery																				
Golden Time Sign-up Sheet																				
	Name	GOLDEN TIME ACTIVITY								GOLDEN TIME MINUTES EARNED										
		Jenga	Twister	Chess																
1										20	19	18	17	16	15	14	13	12	11	10
2										20	19	18	17	16	15	14	13	12	11	10
3										20	19	18	17	16	15	14	13	12	11	10
4										20	19	18	17	16	15	14	13	12	11	10
5										20	19	18	17	16	15	14	13	12	11	10
6										20	19	18	17	16	15	14	13	12	11	10
7										20	19	18	17	16	15	14	13	12	11	10
8										20	19	18	17	16	15	14	13	12	11	10
9										20	19	18	17	16	15	14	13	12	11	10
10										20	19	18	17	16	15	14	13	12	11	10
11										20	19	18	17	16	15	14	13	12	11	10
12										20	19	18	17	16	15	14	13	12	11	10
13										20	19	18	17	16	15	14	13	12	11	10
14										20	19	18	17	16	15	14	13	12	11	10
15										20	19	18	17	16	15	14	13	12	11	10
16										20	19	18	17	16	15	14	13	12	11	10
17										20	19	18	17	16	15	14	13	12	11	10
18										20	19	18	17	16	15	14	13	12	11	10
19										20	19	18	17	16	15	14	13	12	11	10
20										20	19	18	17	16	15	14	13	12	11	10
21										20	19	18	17	16	15	14	13	12	11	10

MASLOW'S HIERARCHY OF NEEDS

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



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

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

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

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

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

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

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

Adverse Childhood Experiences 3 - 18 year olds with experience of:

Abuse & neglect at home	Living in care or being homeless	Parent & carer problems
 Sexual abuse  Verbal abuse  Physical abuse  Neglect	 Living in care  Homeless	 Domestic violence  Incarceration  Alcohol abuse  Drug use  Mental illness  Parental separation  Death

Impact of ACEs

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

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence;

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

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

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

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

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

EMOTION COACHING

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Staff have been trained to emotion coach using the using the CALM approach:

CALM approach

Connect

- Tune in to the child's feelings and your own

Acknowledge

- Validate the feeling and label them. Name it, to tame it!

Limits (if necessary)

- Remind the child of acceptable/unacceptable behaviours

Make a Plan

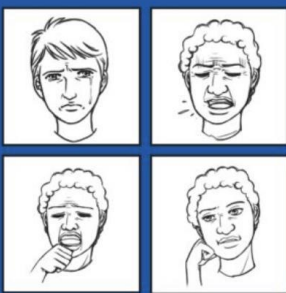
- Problem solving and finding solutions!

	STAGE	WHAT IT IS	EXAMPLES
C	Connect	Tune into the child's feelings and your own	Use the iceberg analogy to help you to look beyond the behaviour that you see. Think about how the child might be feeling, what they might need. Check your own feelings Co-regulate (model how to use calming techniques)
A	Acknowledge	Validate the feelings and label them. Name it, to tame it!	"You seem angry/sad/upset to me." "I can see that something's not quite right - can you tell me about it?" "I would feel angry if that happened to me." "You look like you are in the Red Zone."
L	Limit-setting	Remind the child of acceptable/unacceptable behaviours if necessary	"It's not ok to hit/push/bite your friend." "The rules are that we don't hit people." "Breaking things because you are angry is not acceptable." "It's not safe to do that."
M	Make a plan	Problem solving and finding solutions once the child is calm	"Let's think of what we could have done instead." "Try and do this next time you feel like that." "This is what we can do instead." Once this stage has been talked through, the child then makes reparations e.g, by saying sorry, clearing up mess.

ZONES OF REGULATION

Zones of Regulation check-in resources are displayed throughout the school to support children in identifying their feelings and emotions, along with age-appropriate strategies which can help them in the moment. Examples of this include; self-help strategies, calming sensory resources, taught breathing techniques and movement activities.

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.

At Riverside, all children are taught about the different zones through PSHE lessons and assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every September and children and adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

The behaviour management in this school is underpinned by all staff following The RIVERSIDE Way approach to behaviour management. The RIVERSIDE Way posters are displayed all around the school. A key principle of our behaviour strategy is that learning is pitched at the correct level to allow children to succeed.

CLASSROOM PLAN

Before moving to the classroom plan adults should use the toolbox of non-confrontational strategies to get children on task. Using positive language and praise should be the focus.

A toolbox of non-confrontational behaviour management strategies

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

A toolbox of non-confrontational behaviour management strategies

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



Riverside Primary School and Nursery Classroom Plan

	Expected behaviour in school	Possible action in school
	Cleaning up after self Following instructions of any member of staff Following the school rules of: ready, respectful and safe. Listening when others are talking Showing fair play	Specific, genuine praise Class Reward Positive message to parents House point Praise Postcard Gold Award 20 minutes of Golden Time
Low Level Behaviour		
Step 1	Swinging on a chair Accidental damage due to carelessness Arguing with others Ignoring instructions Name calling Pushing in line Talking when it is time to listen to others Shouting at others	Reminder of the rule Resolution of issue - listening to child Scripted intervention Ask the child to move seats Teacher to inform parents Verbal apology by the child Reminder, warning moves to step 2 = 1 min
Moderate Behaviour		
Step 2	Persistent step 1 behaviour Deliberately disturbing learning Defacing school books Fighting (pushing, pinching, tripping or barging) Leaving learning space without permission Refusal to complete work Running away from an adult Insulting someone's family Throwing objects or using an object with the intention to hurt Arguing with staff	Reminder of the rule Resolution of issue - listening to child Loss of 1 minute of Golden Time Teacher to inform parents Verbal apology by the child Catch-up Club for refusal to complete work Possible meeting with parents with Phase Leader Possible moving of child to partner room for 10 minutes
Serious Behaviour		
Step 3	Persistent step 2 behaviour Bringing a vape into school Bringing phone in school Damaging school property & vandalism Fighting and intentional physical harm to others (spitting, biting, kicking, punching, slapping, scratching) Persistent leaving learning space without permission Serious challenge to authority of a member of staff, e.g. refusal to return to class Stealing Verbal abuse to staff/children (incl. swearing at someone) Viewing inappropriate content	SLT involvement Call for SLT - Red Card or Walkie-Talkie Verbal apology by the child Reflection Room at lunchtime Repeated step 1 or 2 = 15 mins Step 3 = 30 mins Catch up missed learning time in Reflection Room Record on Arbor SLT inform parents Possible suspension
Step 4	** Any hate language, discrimination or abuse related to the protected characteristics or any sexualised behaviour (disability, gender, race, religion, sexual orientation) Extreme violence or dangerous behaviour posing a risk to the safety of self and/or others Leaving school premises without permission Setting off the fire alarm	SLT involvement Log on Arbor and EDUKEY Possible suspension or permanent exclusion Reflection Room - whole of lunch SLT to meet parents Verbal apology by the child Relevant outside agencies contacted to provide advice and support if necessary

** Report to DSL



Riverside Primary School and Nursery

Playtime and Lunchtime Plan

	Expected behaviour in school	Possible action in school
	Cleaning up after self Following instructions of any member of staff Following the school rules of: ready, respectful and safe. Listening when others are talking Showing fair play	Specific, genuine praise Golden Welly Lunchtime OPAL stickers
Low Level Behaviour		
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking back to staff 'Play' fighting Name calling Accidental damage due to carelessness	Reminder of the rule Resolution of issue - listening to child Scripted intervention Loss of 2 minutes play Verbal apology by the child
Moderate Behaviour		
Step 2	Persistent step 1 behaviour Fighting (pushing, pinching, tripping or barging) Running away from an adult Insulting someone's family Swearing at someone Using an object with the intention to hurt	Reminder of the rule Resolution of issue - listening to child Loss of 5 minutes play Verbal apology by the child Inform class teacher at the end of lunchtime via yellow card
Serious Behaviour		
Step 3	Persistent step 2 behaviour Damaging school property Fighting and intentional physical harm to others (spitting, biting, kicking, punching, slapping, scratching) Persistent running away from an adult Serious challenge to authority of a member of staff, e.g. refusal to return to class Vandalism e.g. writing on walls, breaking toilets, throwing wet tissues Verbal abuse to staff/children	SLT involvement Call for SLT - Walkie-Talkie Verbal apology by the child Reflection Room at lunchtime Repeated step 1 or 2 = 15 mins Step 3 = 30 mins Record on Arbor SLT inform parents Possible suspension
	** Any hate language, discrimination or abuse related to the protected characteristics or any sexualised behaviour (disability, gender, race, religion, sexual orientation) Bringing a weapon into school Extreme violence or dangerous behaviour posing a risk to the safety of self and/or others Leaving or trying to leave the school premises without permission Setting off the fire alarm	SLT involvement Log on Arbor and EDUKEY Possible suspension Reflection Room - whole of lunch Possible Permanent exclusion SLT to meet parents Verbal apology by the child Relevant outside agencies contacted to provide advice and support if necessary

RESTORATIVE FOLLOW UP

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



RESTORATIVE FOLLOW UP



What happened?

→

Who has been affected by this?

→

What needs to happen now?

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make you feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



Hurt someone

What happened?
?



Something different

Which school rule were you not following?



Was unsafe



Ready



Respectful



Safe



Damaged something



Who has been affected?



Me



My family



Other children



Someone else



A friend



My class



A teacher



Community members

What zone were you in?		What zone are you in now?	
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

What needs to happen to put it right?

Write a letter	Tidy Up/clean something	Make a plan	Talk with someone
Finish my work	Something else	Say sorry to someone	Have thinking time

Get a fiddle toy

Go to a calm space

Take deep breaths

Count to 10

Tell an adult

Play with someone else

Tell someone how I feel

Walk away

Something else

I need help
Ask for help

Next time I could...

RECORDING BEHAVIOUR INCIDENTS

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

CHILDREN WITH SIGNIFICANT NEEDS

Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. If a child's behaviour is disruptive on a regular basis, the class teacher should start by using the strategies in the SEMH section of the [Riverside SEN Guidance](#). Class teachers should keep parents informed about their concerns and the actions that are being taken. If concerns persist, staff should raise this with a member of SMT. If a child's behaviour is causing a concern; agreed targets and strategies will be added to that child's Learning Plan on Edukey and shared with parents. If behaviour is dangerous, a risk assessment will be completed and shared with staff and parents.

If needs persist or behaviour is dangerous or highly disruptive, concerns should be discussed with the SENCO and the child may be added to the SEN Register. Outside agency support may be requested if appropriate.

LOGICAL CONSEQUENCES

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

- Temporarily moving the child to a different seat where they are more able to focus on their learning;
- Temporarily moving the child to an alternative learning space e.g. a partner classroom or corridor;
- Informing parents so that they can talk through the issue with the child;
- Making up time for lost learning;
- Reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of a verbal or written apology or an action, e.g. build a Lego model, make a card;
- Providing an alternative space (Year 2/3 playground or lunchtime club) for children to go to at lunchtimes if they are unable to follow the school rules on the playground.

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

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

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

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

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

REFLECTION ROOM

If a child breaches a step 3 or step 4 behaviour (or persistently breaches step 2 behaviour), they will have to attend Reflection Room. Reflection Room is overseen by a member of SLT and is held in the Headteacher's office every day at lunchtime. There is a Reflection Room and Catch-up Club register on the Google Drive and children's attendance in Safe Space is monitored daily. If a child attends Reflection Room on three occasions in a single half term, they will then have the next five days in the Reflection Room and their parents will be contacted. When children attend Reflection Room, they will complete a calming activity (e.g., colouring, word search, etc). The child's parent will be emailed by the school office informing them that they have attended Reflection Room.

Reflection Room timings	
Persistent breach of step 2	15 minutes
Breach of step 3 or step 4	30 minutes

CATCH-UP CLUB

If children refuse to complete their learning in class, their teacher can add them to the Catch-up Club register (on the Google Drive). The child's teacher will bring them to the Headteacher's office at lunch with the work that they didn't complete and they will remain in the office until they have completed their work.

SIGNIFICANT INCIDENTS

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

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

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

PHYSICAL RESTRAINT

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

HEALTH AND SAFETY

Children are taught how to use all school equipment carefully and safely and these instructions are re-enforced regularly. Children are reminded about the need to care for our natural environment and to care for our grounds. Children are made aware of the areas in which they are allowed to play safely in. Should there be any dangerous play it will be dealt with in a way consistent with this policy.

WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.