



Behaviour & Anti Bullying Policy

Policy Originator: Headteacher

Review Period: Annually

Date: Spring 2025

Next review date: Spring 2026

1. Introduction

As a 'Values' based school, we follow our mission statement 'Enjoying Learning Together'. We aim to provide children with the skills to understand their own and other's behaviour and to grow to be independent, reliable and courteous members of the school and the wider community.

By modelling our school values, adults build positive relationships with **all** our learners to understand their learning preferences, their character and the ways in which their behaviour can communicate unmet needs or otherwise dysregulated behaviours.

We are committed to supporting our children, helping them flourish with clear expectations that are held tightly with kindness, empathy and compassion.

This policy sets out our whole school approach to positive behaviour management and is underpinned by the work of Paul Dix and the premise that 'When the adults change, everything changes'. The approach complements our values ethos and is underpinned by three simple rules:

**Ready
Respectful
Safe**

2. Aims

- Develop an inclusive learning environment that nurtures every child's emotional wellbeing, teaches appropriate behaviours and ensures everyone is supported to learn.
- Focus on trauma aware and neuro informed preventative teaching and learning strategies to ensure lessons challenge, develop and meet the needs of all children.
- Provide tools and resources, which enable children to understand their emotions and develop their ability to regulate.
- Facilitate appropriate opportunities for children, staff and our families to learn about rules, values and ethos that shapes our school environment.
- Use a consistent and calm adult led approach that will explicitly teach positive behaviours, support positive responses and develop empathy and accountability in our learners.
- Ensure that **all** adults contribute to our emotionally safe, positive learning environment by modelling appropriate behaviours, supporting learners with preventative strategies and personally following up behaviour instances where required.

- Use restorative approaches to encourage reflection, nurture the development of better decision making and teach alternative behaviours that positively contribute to our learning environment.

We use a combination of values-based teaching and learning, relational practice and restorative justice to ensure that Shalford school is a safe place for all. We nurture every learner and support their cognitive, emotional and social development without the use of shame, fear or punishment. Every child will have their rights respected, their voice heard and the opportunity to being at Shalford.

3. Legislation, statutory requirements and statutory guidance

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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions in school](#)
- Surrey County Council Inclusion Service – Permanent exclusion of pupils. Guidance for schools September 2023

It is also based on the [Special Education 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 it's pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to support and promote positive pupil behaviour and publish a behaviour policy and gives schools the authority to confiscate pupils' property.

4. Roles and Responsibilities

All staff must:

- Provide clearly established routines for teaching and learning.
- Support emotional safety and regulation by consistently demonstrating calm adult behaviour.
- Deliberately develop the self-esteem of learners through positively noticing.
- Model positive behaviour, effective social interactions and emotional awareness.
- Support learners by explicitly teaching, modelling and scaffolding appropriate behaviours.
- Take time to welcome children at the start of every day and the start of each session. These 'meets and greets' should be used to positively notice and remind children of the expectations for learning. For example: 'I'm so glad that you are here, Jack, that was very respectful waiting.' Or 'Good morning Alice, that's it, coat off so you are ready for learning.'
- Positively notice the behaviour we expect throughout the day and give less attention to unwanted behaviours. For example: 'Fantastic walking in the corridor Ishan. I appreciate you keeping yourself and everyone safe.'
- Explicitly teach behaviour and reinforce our rules and values in everyday language.
- Model the behaviour we expect by relying on routines and scripts.
- Create conditions for exemplary behaviour with adult consistency and children input. For example: 'Anesh, what can I do to help you get ready for learning?'

The Headteacher and Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls /notes/emails home and certificates.
- Ensure staff training needs are identified and met.
- Support teachers in managing children with behaviours of concern.
- Provide pastoral care for school staff, including any accusations of misconduct.

Parents and Carers must:

- Work with the school to ensure their children behave well and follow the rules: **Ready, Respectful and Safe.**
- Ensure children have good attendance and are punctual at the start of the school day.
- Explicitly teach behaviour and reinforce the Shalford school rules and values.
- Model the behaviour we expect and speak to a member of staff if there are any concerns or challenges that might impact your child's behaviour at school.
- Positively notice and encourage exemplary behaviour.
- Engage with the restorative conversation led by school staff when behaviour is of concern.
- Support the school by attending meetings to discuss behaviour, respecting our focus on consequences rather than punishments.
- Show respect by refraining from contacting other parents directly about incidents that have happened in school.

5. Getting it right

Members of staff who manage behaviour will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive, emotionally rich relationships with **all** children.
- Relentlessly work to build mutual respect.
- Demonstrate calm, consistent adult behaviour.
- Demonstrate unconditional care and compassion.
- Use the language of our values and rules consistently.

Children want staff to:

- Give them a 'fresh start' every lesson.
- Keep calm and consistent.
- Help children learn and to feel confident about themselves.
- Be fair and just with everyone.
- Have a sense of humour.

6. A whole school approach

At Shalford school we are committed to inclusive education. We have high expectations of all our children with simple, clear rules and values which support children to behave responsibly both in school and beyond the school gate.

We recognise that behaviour is a form of communication and can be influenced by individual preferences, cognitive differences and life experiences. We always seek to understand and support behaviour in a way that allows children to maximise their engagement with learning and develop their own emotional regulation, responsibility and sense of citizenship and belonging.

We base our approach to behaviour on relational practice; a whole school approach that puts the relationship between adults and learners at the heart of school ethos. These relationships exist to:

- Share expectations.
- Develop a child’s self-esteem and self-worth.
- Understand needs and preferences.
- Build a rich emotional currency that can be used as a lever for positive behaviour management.

For further information on relational practice, Paul Dix or the approach we follow, please visit www.whentheadultschange.com

7. Rules, recognition and rewards

We recognise that our own behaviour as adults is the only behaviour that we can truly control. We use **simple rules**, **consistent approaches** and **rewards** to encourage children to make good or better choices.

Rules

Ready, **Respectful** and **Safe** are the three rules which underpin our expectations for behaviour both in and out of school. They can be applied and linked to most situations, for example:

Ready	Respectful	Safe
In full school uniform	Listen to others and expect to be listened to.	Being in the right place at the right time.
On time	Using a polite voice	Walking safely around the school
Listening	Using good manners	Being safe with our hands and feet.
Looking	Looking after resources, displays and the environment.	Bring safe when outdoors both in and out of school.
Sitting smartly	Representing Shalford at it’s best both in and out of school.	Being safe online both in and out of school.

Consistent routines and approaches

- Welcome children at the beginning of the day and the start of each session.
- When children are doing the right thing, notice them and let them know.
- Write their name on the **positive noticing board** for showing you the **expected behaviour**.
- Headteacher’s awards can be used to mark **academic effort** and attainment.

Rewards for when children go consistently over and above or do something exceptional

- Positive notes
- Values certificates
- Phone call home

8. Language

At Shalford we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries that help children learn how to behave.

Language should be **calm**, **considered** and **separate** the child from the behaviour that is unwanted. We should never use our language to shame children and shouldn’t use our tone of language to agitate or otherwise escalate children’s behaviour. We realise this isn’t easy so ask all adults to use scripts – planned phrases and sentences that help us remain in control of our emotions when we are attending behaviour.

Difficult conversations will be had and all Shalford staff must be prepared, practiced and able to manage behaviours of concern and follow up conversations calmly. Having respectful conversations about unwanted behaviours is an important part of developing and modelling the values and the relationship we pride ourselves upon.

9. Behaviour pathway and scripts

We have a clear and consistent pathway supporting scripts to promote desired behaviour and appropriately address unwanted behaviours or behaviours of concern.

Gentle approach, use child's name, child eye level, eye contact	
1. When expectations aren't being followed	<ul style="list-style-type: none"> • I noticed you... (noticed behaviour) • I need you to.... • Our rule is... • This is how we do it here. <p>For example:</p> <ul style="list-style-type: none"> • I noticed you running in the lunch hall • I need you to walk • Our school rule is safe • This is how we do it here.
2. Managing refusal	<ul style="list-style-type: none"> • Pause, listen, reflect • Remind them of previous good effort • Repeat above Mantras • Provide take up time • Return to notice improvement <p>For example: Child refuses to sit on the carpet</p> <ul style="list-style-type: none"> • You sat beautifully in Phonics this morning. I was so proud. • I need you to sit, cross your legs and face the front. • Our rule is Ready • Give the child time to make the choice • I am so impressed with how you are sitting. Great job. This is how we do it at Shalford.
3. Follow up	<ul style="list-style-type: none"> • I noticed you chose to... (noticed behaviour) • You now need towork at another table, miss your playtime (name). <p>Playground:</p> <ul style="list-style-type: none"> • I noticed you.... • You now need to stand by me whilst you calm down/have some time to reflect so everyone stays safe and no one gets hurt. • I will speak to you in 2 mins. <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
4. Restorative conversation – Repair and restore (appendix C)	<ul style="list-style-type: none"> • What happened? • What happened before that? • What were you thinking when...? • How were you feeling when...? • How did this impact on..../Who was affected by this? • What needs to happen now? What do you

*Remember it's not the severity of the consequence, it's the **certainty that this restorative conversation will take place that is important.**

10. Adult support and follow up

Sometimes, a member of the Senior Leadership Team may be needed for adult support or to be part of the restorative conversation due to the serious nature of the behaviour.

In this instance:

- The child's dignity should remain intact and their rights should be considered and respected throughout this process.
- Parents should be communicated with by the Class Teacher to share the behaviour that is causing concern whilst referencing our rules Ready, Respectful and Safe.
- The Class Teacher should hold a meeting to discuss the concerns raised and possible strategies to support/signpost interventions if necessary.
- Share concerns and outcomes with Headteacher.
- If further support and interventions is required, the Headteacher or SENDCo should be involved in future meetings with parents and planning next steps.

All incidents of behaviour causing concern and any meetings with parents must be recorded on CPOMs.

11. Support for children exhibiting extreme behaviours of concern and de-escalation techniques

At Shalford we are all treated fairly and recognise that this may not be equally. Some children require more support to regulate than others and may exhibit particular behaviours based on early childhood experiences, family circumstance of their Special Educational Needs or disability. We have experienced staff, resources and access to CPD to support children identified as requiring additional support including:

- Positive Touch training for staff exhibiting extreme behaviours of concern
- Access to Surrey Specialist Teacher for Inclusive Practice (STIP).
- Access to Freemantles outreach (CPD for staff and parents).
- Breakout room
- Regulation friendly classrooms (appendix D)

If a child does become dysregulated or shows behaviours causing concern, follow De-escalation techniques (appendix E).

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

In exceptional circumstances, where the school has put in additional support to meet a child's needs and they are still displaying behaviours which impact the safety of themselves and others, a reduced timetable will also be considered. This may be for a period of up to six weeks with increases in the time spent in school every two weeks.

12. Restrictive physical intervention

In line with Surrey County Council, Shalford Infant & Nursery School does not advocate the routine use of physical intervention. The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop.

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to experience violence or abuse in the course of their work.

Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used.

The use of physical intervention must be clearly recorded on a 'physical intervention form and the parent/carer must be informed.

Examples of Physical Intervention

- Standing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

For further guidance refer to our Restrictive Physical Intervention Policy

13. Harmful Sexual Behaviours

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour takes place in all schools, including Shalford.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

We recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we use the Brook Sexual Behaviours Traffic Light Tool to help us identify, understand and respond appropriately to sexual behaviours in our pupils. This is nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

If staff see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident as per the school's safeguarding procedures.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises;
- We will use an In School HSB Risk Management Plan if assessed as appropriate;

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

14. Suspensions and permanent exclusions

Suspension Some children will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. Whilst we strive to avoid suspension, all pupils at Shalford are entitled to an education where they are protected from disruption and can learn in a safe and nurturing environment.

Suspension will only be applied when a child's behaviour, significantly impacts the safety of other children, staff or themselves. A pupil may be suspended for one or more fixed periods (Up to a maximum of 45 school days in a single academic year).

Circumstances that may warrant a suspension. (Please note this is not an exhaustive list):

- Physical assault against a pupil sustaining injury
- Physical assault against an adult sustaining injury
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon.
- Leaving the classroom/school without permission and refusal to return.

If the Headteacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Headteacher will also be responsible for notifying the Local Authority.

Parents will be guided as to where to access work for their child to complete during the period of the suspension. At the end of the suspension parents will be invited to attend a return from suspension meeting to discuss the incident and positive next steps.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (Unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy: and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to: DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement. September 2023 Surrey County Council Inclusion Service Permanent exclusion of pupils – Guidance for Surrey schools September 2022

15. Bullying

Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fallouts and it would not necessarily be seen as bullying, rather developmental, emotional or other factors.

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 behaviour.
- Repeated often over a period of time.
- Difficult for those being bullied to defend themselves

Bullying can happen to anyone. This policy covers all types and forms of bullying including, but not limited to:

Bullying related to physical appearance

Bullying of young carers, children in care or otherwise related to home circumstances

Bullying related to physical/mental conditions

Physical bullying

Emotional bullying

Sexual bullying

Cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics)

Bullying related to race, religion, faith and belief and for those without faith

Bullying related to ethnicity, nationality or culture

Bullying related to Special Educational Needs or Disability (SEND)

Bullying related to sexual orientation (homophobic/biphobic bullying)

Gender based bullying, including transphobic bullying

Online bullying:

The rapid development of, and widespread access to, technology has provided a new virtual medium for 'virtual' bullying, which can occur inside or outside of school. Online bullying is a different from of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories and people forward content at a click.

The Education Act 2011 amended the power of the Education Act 1996 to provide that when an electronic device, such as a mobile phone has been seized by a member of staff who has formally been authorised by the Headteacher, that member can examine data or files and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Our approach to bullying:

- Bullying in any form will not be tolerated at Shalford Infant & Nursery School
- It is everyone's responsibility to be alert for and prevent bullying
- In our school children have the right to feel welcome, safe and happy
- We will not tolerate unkind actions or remarks.

Prevention:

All members of staff will:

- Create an inclusive environment
- Be vigilant for signs of bullying
- Proactively gather intelligence about issues between pupils which might provoke conflict
- Always take children's reports seriously and investigate thoroughly
- Encourage children to report behaviour incidents to adults as soon as they happen
- Use circle time, assemblies, social stories, role play, PSHE in the curriculum to help all children to be aware of bullying behaviour in order to prevent and combat it
- Use direct teaching to give children the confidence and language to deal with incidents
- Observe children's play patterns and relationships and be ready to intervene to help children play appropriately
- Encourage children to use toys and games at playtimes and lunchtimes
- Teach ring games and group games at playtimes and lunchtimes to involve all children actively in games.
- Make sure all children know who to talk to about worries or concerns.
- Talk to children about internet safety as part of safety lessons and practices, informed by our Online Safety Policy
- Openly discuss differences between people that could motivate bullying, at a level appropriate to children's ages and stages of development.

Early Signs of distress that could be indicators of bullying:

- Withdrawn
- Work, concentration and behaviour deteriorates
- Feigns illness
- Isolation
- Desire to remain with adults
- Anxiety/fear
- Bed wetting
- Unexplained cuts and bruises
- Unexplained missing possessions
- Reluctance to come to school

Intervention:

In all cases the school will support the child who has been bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a member of staff who knows the child well, asking for pastoral support, providing professional counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Vulnerable Pupils:

Bullying can happen to all children and it can affect their social, mental and emotional health. School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through online bullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with a caring responsibility may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this groups faces and mechanisms for reporting are accessible to all.

Intervention – Discipline and tackling underlying issues of bullying:

We discipline children who bully in order to show that clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonable take account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. Some of the following interventions may help:

- Talking to the perpetrator about what happened to discover why they became involved
- Informing their parents
- Continuing to work with them in order to help them understand their behaviour and take responsibility for it
- Excluding them from the playground, if this is appropriate, for a limited time
- Rewarding them for positive changes to their behaviour
- Monitoring their behaviour, logging any incidents and discussing them with the child

This policy should be read in conjunction with:

- *Restrictive Physical Intervention Policy*
- *Child Protection & Safeguarding Policy*
- *Values Policy*
- *Single Equality Scheme*
- *Online safety policy*

Appendix A – Expectations

Behaviour Expectations

The aim of this document is to provide clear guidelines of the expectations that we all need to introduce, teach, embed and apply consistently across Shalford.

Expectations must be taught by all class teachers and then revisited regularly through class discussions, assemblies, and at opportune times throughout the day so that they become routine and everyone has an understanding that:

This is how we do it at Shalford

As with safeguarding, we must ensure that we develop a culture whereby

Behaviour is everybody's responsibility

The Expectations

Expectations at the beyond the classroom

The beginning of the day

Expectation
Dismount from wheeled vehicles when entering the school grounds
Wait calmly with an adult before the classroom doors open
Arrive punctually before 8.55am
Wear the correct school uniform
Children are responsible for their own belongings
Stop and listen when someone is talking to you

Playground

Expectation
Children go to the toilet before going to the playground or to lunch
Children follow routines (fantastic walking, coats on in Winter & in rain, water bottle & fruit, emergency whistle etc)
The grass area is a 'calm area', games that don't involve running etc
Treat the tree and other plants with respect
Treat the benches and seating with respect and keep feet on the ground
Treat all resources with respect and use them safely
Children line up when the Please Line Up Board goes round

Lunch hall

Expectation
Children follow lunchtime routines (no saving seats, take coat off & leave on seat, collect cutlery first and lay it on a table space, then line up for lunch, no saving seats, stay seated at table, only talking to children on the table they are sitting at, hands up to leave)
Children show table manners
Children use cutlery correctly (adults to support only after child has had a go by hand over hand, not doing it for them)
Children Pick /clean up any food dropped on the floor
Lunchtime Helpers support the adults
Walking feet in the hall

Assembly

Expectation

Children line up with their Learning Partner

A member of staff leads the children to the hall

Children sit quietly showing that they are ready

Classroom

Expectation

Class teacher is at the door in the morning to 'meet and greet' the children

Children hang coats up

The teaching assistant greets the children and supports them putting their things in their drawers or doing early bird activities or changing library books

Resources are to be treated with respect

Children are clear about what they should do and where they should be at beginning and end of lessons

On the carpet – children have set places in which to sit. They show they are ready and respectful by having legs crossed, hands in laps or on knees and eyes looking forwards.

Clear routines are in place to support children to give out whiteboards etc

Children know when they can go to the toilet

Children know when it is appropriate to have a drink

Clear systems are used to indicate to the children that they need to stop and listen (all adults in the class use the same system including vocabulary)



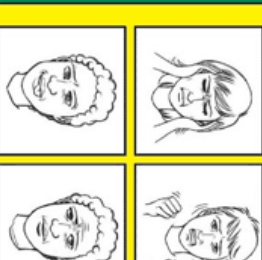

Clear routines are in place to support children to get ready for the end of the day

Clear routines are in place for dismissing children

Appendix B – Zones of Regulation



The **ZONES** of Regulation®

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

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MAKES SURE EVERYONE FEELS SAFE AND SUPPORTED

REASSURE & REFERENCE A POSITIVE EXAMPLE OF BEHAVIOUR

What happened?
 Tell me more about...
 We noticed...
 Your behaviour broke our rule about...
 Can you tell me about...
 What's gone wrong today?
 How are you feeling?

STORY TELLING

UNDERSTANDING

LEARNING

How do you feel now?
 What else has been happening?
 Was anyone else involved?
 What has the hardest thing been for you?
 Do you feel anything has been unfair?

What have you learnt?
 What could we have done differently?
 What can I do to help next time?
 How will you let us know you need support next time?
 Do you have any questions?

REASSURE & REFERENCE A POSITIVE EXAMPLE OF BEHAVIOUR

Appendix D – Regulation Friendly classrooms

In a regulation friendly classroom, you will find:

- A whole class visual timetable that is used throughout the day
- Zones of regulation display
- A Calm corner for children where they can also access regulation tools

Our regulation friendly classrooms are inclusive.

You might see doodling or fiddling but this may be a child coping, regulating or focusing. The children you see may be neurodiverse. Between 30% and 40% of the UK population are thought to be neurodiverse.

Appendix E- De-escalation Strategies & Techniques

Act calm even if you're not	Say "Let's talk about this later"
Use humour to lighten the mood	Lower your voice
Give a choice	Walk away
Ask "What would help you right now?"	Change the subject to a positive one
Give personal space	Say "I see where you are coming from"
Distract with a photo of something they like	Show that you are listening
Remove the audience	Avoid needing to get the last word
Say "I want to help you"	Talk about something they like
Make a joke	Encourage the person
Remind them of something amazing they did	Say "You can do this"
Call another adult for help	Say "Let's call....I think they can help"
Be willing to find a solution	Offer to change the way you are doing something
Re-state what the person is saying	Validate their thoughts
Acknowledge their feelings	Avoid over-reacting
Use active listening	Offer a solution
Let the person talk without interrupting	Say "I see your point"
Offer to take a walk with the person	Clarify expectations
Remind them of something they love	Apologise for something you did wrong or the way it was taken
Invite them to do a preferred activity	Ask if they can explain more about how they're feeling
Try to understand the person's perspective	Slow yourself down to avoid getting worked up
Say "So you're upset because.... right?"	Don't say "calm down"
Show empathy	Encourage the person to use a coping strategy
Don't take items or personal property from them	Encourage the person to take a walk or get a drink
Give the person an "out" i.e. letting them go to another room or walk away	Ask "Would it help if...?"
Keep escape routes open to the door	Coach the person with positive remarks
Acknowledge where you agree with the person	Remind the person "You're not in trouble"
Tell the person "I'm here for you"	Say "Talk to me" then listen
Tell the person to take a minute to themselves	Ignore the behaviour
Distract by saying "Hey, Let's go..."	Be respectful in your tone

AT SHALFORD SCHOOL WE ARE:

READY

- We wear the correct uniform
- We arrive promptly
- We look at and listen to our teacher
- We sit smartly
- We try our best in lessons

RESPECTFUL

- We speak respectfully and use respectful words
- We look after our resources and our environment
- We consider other people's feelings and needs

SAFE

- We use our Shalford walking feet and our words.
- We speak to trusted adults if we are worried or uncertain



3 SIMPLE RULES

Our adults use these words to teach us our routines and remind us of our expectations. They use the rules to help us know when we are getting things right and talk to us when we aren't meeting expectations. They protect our relationships with one another and help us learn about behaviour effectively.



PREVENTION

- Our adults support regulation & improve engagement in learning by:
- Using zones of regulation & calm corners
 - Being calm, regulated adults
 - Using preventative scripts like 'I need you to...' 'I've noticed' 'that may be true & yet
 - Understanding need & making adjustments

POSITIVITY

- Our adults build an inclusive and supporting learning environment by:
- Using positive noticing (discreet verbal positive feedback)
 - Recognition Boards (our names on the board when we are exceeding expectations)
 - Headteachers Awards and Values Certificates

RESTORATION

- When we struggle to meet expectations we are:
- Given time and space to regulate and reflect
 - Reminding of expectations and asked what we need to meet them
 - Learn more positive behaviours by having follow up conversations that help us reflect & learn.

OUR ADULTS USE THE WORK OF PAUL DIX TO HELP ALL OF US REACH HIGH EXPECTATIONS WHILST KEEPING US EMOTIONALLY SAFE, ENSURING WE ALL FEEL WE BELONG IN OUR SHALFORD FAMILY

