Policy name	Behaviour Policy for FRINTON ON SEA PRIMARY SCHOOL
Member of Staff Responsible	Head of School
Issue Status/Date	September 2026
Review Date	Autumn 2027
Signed	Chair of Trust Board

Introduction:

Our firm belief is that the best schools for their children and communities succeed with all learners - not just the compliant ones. We aim to be the best school that we can be, for all children. We have clear expectations for behaviour at Frinton-on-Sea Primary School and we expect children and adults to follow the school rules and show our school values at all times. These expectations are the same both in school and outside of school. We can achieve this through a bedrock of kindness and strong relationships across the school. Strong and trusting relationships between children and staff are key in the realisation of this policy.

Rules:

We have three simple school rules which encompass all aspects of school life. These are explicitly taught, referred to, recognised, thanked and discussed throughout a child's time at Frinton-on-Sea Primary School. These are displayed in all key areas.

These rules are:

- Be safe
- Be kind
- Work hard

Expectations and routines:

We expect that all children will abide by the rules and excel in their learning. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support in order to cope with the demands of the school day, their home life and social interaction.

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have clear learning behaviours at the centre of our behaviour approach - setting the tone from the second that the children and families arrive at school. These learning behaviours (consistent routines and expectations)[1] are:

- Marvellous Manners
- Lovely Listening
- Wonderful Walking
- Consistent reward and recognition
- Consistent adult language and approach to behaviour.
- Individual classroom routines.

The Zones of Regulation and Self-Regulation:

The Zones of Regulation are a research-based framework to promote positive behaviour. They

[1] Please see Appendix 1

help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning and achieving their best. When used effectively, children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs. For a child to be ready for learning, they need to be able to self-regulate. For most children, they are able to regulate with ease. For other children, they will need 'tools' to help them self-regulate. The Zones of regulation helps children to identify their feelings through the use of colours:

- Blue - sad, sick, tired
- Green - happy, calm okay
- Yellow - frustrated, worried, excited
- Red - mad, angry, out of control

With adult support, children will learn to use their tools to self-regulate. The Zones of Regulation are an intrinsic part of our new behaviour policy.

Rewards:

For most children, verbal praise and recognition are enough. We want to encourage children to be motivated to learn, follow instructions and follow rules because they know it's the right thing to do.

Some will be selected to…
• Represent the school at sporting events (Netball, Football, athletics etc) • Be Head Boy or Girl (Y6) • Represent the school at other events, e.g., attend a Spelling Bee, a public speaking event, a forest school session.
Everyone can…
• Join the School Choir (Y3-6). • Attend Clubs after school (Y1-6). • Apply to run a lunchtime club (Y3-6). • Apply to be a Play Leader (Year 5/6). • Apply to be Sports Leader and participate in the Coaching Award (Y6). • Apply to become an eco, e-safety or wellbeing ambassador (Y3-6). • Be nominated to receive a termly Head Teacher's Award. • Be nominated for a termly English, Maths and Curriculum Award. • Receive 'Over and Above' Certificates. • Receive 'Learner of the Week' certificates. • Have achievements recognised in the Newline (parental nominations). • Achieve a recognised musical award - Stave House (Y5-6). • Receive reading badges for reading at home (EY-Y2).
Everyone will…
• Receive 'Marvellous Me' points/badges for following the school rules and vision.

- Receive termly awards for following the school rules and vision.
- Receive attendance certificates for over 96% attendance.
- Receive reading raffle tickets for reading at home (Y3-Y6).

Learner of the Week

Each week, in our whole school celebration assembly, one child per class will receive a "Learner of the Week" certificate. The certificate is given to the child who has demonstrated our school values and or our learning behaviours throughout the week. The recipient of the certificate will then have time with the Head of School to enjoy a hot chocolate, cake and a board game.

Family Points

Each child is allocated a 'family group' from the day that they arrive at Frinton-on-Sea Primary School. These teams are linked to family groupings. Children work towards achieving Family Points for themselves and their teams. Family Points are awarded via thumbs up via Marvellous Me.

Family Points can be awarded for:

- Displaying the school's learning behaviours
- Brilliant work or effort

Each week, the Family Points are totalled - with the winning team at the end of the term being awarded a treat (ice cream, extra play, watch a cartoon etc).

Juniper Comms

Juniper Comms is used to award Family Points, message parents with class news and share positive behaviours seen in class and around school.

Over and Above

We must recognise the children who go "Over and Above" the school expectations. Children who stand out, at a particular time for doing something special and more than is expected to simply follow the rules of the school. When any adult in school sees a child do this, they must recognise it – and reward it, with an 'Over and Above Certificate'. These certificates are written to say what was so amazing (so that parents and carers can see, as well as other staff) and who had awarded it. "Leon saw me drop all of my books – he ran from his football game to help me pick them up. He showed excellent character. Mrs Brown ☺"

Individual children should not receive several of these each week; they are special and highly regarded. Staff should always have a supply to hand – they should be an immediate reward.

Consequences:

Consequences can be positive and negative. They need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. Children should have a warning before the consequence so that they have a chance to change their behaviour.

Different types of consequences:

Related consequences:	Loss of privilege:
Examples of related consequences: ● If a child is being silly and spills a drink, he/she must wipe it up ● If a child is fighting over a toy, the toy is put away ● If a child refuses to get off the iPad he/she loses time later in the day ● If a child has wasted learning time, a simple way to ensure he/she catches up is to send the learning home with a short note explaining what needs to be done	Examples of loss of privilege: ● If a child refuses to follow instructions, he/she may lose some playtime/lunchtime ● If a child is not completing work, he/she stays in at play to finish *Note of caution Missing playtime is an easy consequence to use, however it can have a detrimental effect on the child's behaviour, the child who misses playtime the most is probably the child who needs playtime the most. Focus on building relationships and allowing time to get to know your children.

Poor Behaviour:

In a primary school, children are not only learning to read, write and count – they are also learning to behave. As such, at times, most children will require their choice of behaviour to be checked or addressed.

Before this conversation happens, it is vital that the adult stops and considers:

- How would I speak to this child if their parents were on my shoulder?
- What would the best teacher in the world do?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.
- Children who struggle to behave take more time out of lessons - don't give it to them in lessons too.

At Frinton-on-Sea Primary School, we have a clear, stepped, approach to addressing a child who is not doing as we expect. In the use of sanctions, children learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Sanctioning Pupils with Special Educational Needs and Disabilities (SEND)

At Frinton-on-Sea Primary School, we recognise that children with SEND may face particular challenges in meeting behavioural expectations. We are committed to understanding the underlying causes of behaviour and ensuring that our response is lawful, fair, and supportive of each child's individual needs.

Our Legal Duties

When considering sanctions for pupils with SEND, we will always keep our legal duties in mind:

- **Equality Act 2010**: We must take reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- **Children and Families Act 2014**: We must use our best endeavours to meet the needs of pupils with SEND
- **EHC Plans**: If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured, and the school must co-operate with the local authority and other bodies

Before Applying a Sanction

Before sanctioning a pupil with SEND, staff must carefully consider whether the pupil's SEND has contributed to their behaviour and whether it is appropriate and lawful to sanction them.

Staff must ask themselves three key questions:

1. **Did the pupil understand the rule or instruction?**
    a. Consider communication difficulties, processing delays, or cognitive understanding
2. **Was the pupil unable to act differently at this time as a result of their SEND?**
    a. Consider sensory needs, emotional regulation difficulties, or executive function challenges
3. **Does the pupil have a tendency to act in this way due to their SEND?**
    a. Consider patterns of behaviour linked to their specific needs

If the answer to any of these questions is 'yes', it may be unlawful to sanction the pupil.

Decision-Making Process

When a pupil with SEND displays challenging behaviour, staff should:

1. **Pause and reflect** before applying the sanctions procedure
2. **Consult the child's records**, including:
    a. One Plans or Individual Support Plans
    b. Positive Behaviour Support Plans
    c. EHC Plans
    d. SEND Support Plans
3. **Seek advice** from the SENCO or a member of SLT if uncertain
4. **Consider the underlying cause** of the behaviour using the graduated approach
5. **Determine whether additional support is needed** rather than, or alongside, a sanction

Making Reasonable Adjustments

If we do decide to sanction a pupil with SEND, we may need to make reasonable adjustments to the sanction in response to any disabilities the pupil may have.

Examples of reasonable adjustments might include:

- **Modified reflection time**: Providing reflection time with a trusted adult rather than alone
- **Visual supports**: Using visual timers, social stories, or emotion cards during repair conversations
- **Adjusted timing**: Allowing more processing time before expecting a response or apology
- **Alternative locations**: Using a calm, sensory-appropriate space rather than a different classroom
- **Adapted communication**: Using simplified language, visual aids, or alternative communication methods
- **Shortened consequences**: Reducing the length of time-out while maintaining the learning opportunity
- **Additional adult support**: Providing extra support during and after the sanction

Alternative Approaches for Pupils with SEND

For some pupils with SEND, particularly those with trauma histories, attachment difficulties, or significant emotional regulation needs, traditional sanctions may be counterproductive. In these cases, we will prioritise:

- **Proactive strategies** outlined in the pupil's Positive Behaviour Support Plan
- **Co-regulation** with a trusted adult
- **Sensory breaks** or movement opportunities
- **'Time in'** rather than 'time out'
- **Restorative conversations** focused on understanding rather than consequences
- **Environmental adjustments** to reduce triggers

These approaches are detailed in our "Trauma and Attachment-Informed Practice" section.

Monitoring and Review

The SENCO and SLT will monitor behaviour incidents involving pupils with SEND to ensure:

- Sanctions are applied lawfully and fairly
- Pupils with SEND are not receiving sanctions at a disproportionate rate
- Individual pupils are receiving appropriate support
- Reasonable adjustments are being implemented effectively
- Staff receive appropriate training and guidance

If a pupil with SEND is repeatedly receiving sanctions, this will trigger a review of their support, which may include:

- Updating or creating a Positive Behaviour Support Plan
- Reviewing their One Plan or Individual Support Plan
- Seeking advice from external specialists
- Considering whether an EHC needs assessment is required
- Adjusting classroom strategies or environmental factors

Staff Training and Support

All staff will receive training on:

- Understanding the link between SEND and behaviour
- Applying the three-question test before sanctioning

- Making reasonable adjustments to sanctions
- Using Positive Behaviour Support Plans effectively
- Recognising when to seek advice from the SENCO or SLT

Staff can always consult with the SENCO or a member of SLT if they are unsure whether it is appropriate to sanction a pupil with SEND.

Working with Parents and Carers

When a pupil with SEND displays challenging behaviour, we will work closely with parents and carers to:

- Understand any factors at home that may be contributing to the behaviour
- Ensure consistency of approach between home and school
- Develop and review Positive Behaviour Support Plans together
- Share strategies that are working well
- Access external support if needed

Parents and carers will always be informed if their child with SEND has received a sanction, and we will explain our decision-making process and any adjustments made.

Sanctions Procedure:

At Frinton-on-Sea Primary School, we have an agreed system of steps which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. It is important to note that the system of sanctions continues for children who attend before and after school club.

Before applying these sanctions to a pupil with SEND, staff must refer to the 'Sanctioning Pupils with SEND' section of this policy

Steps	Actions
1. Redirect	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness.
2. Remind	A reminder of the three rules. Delivered privately wherever possible. Repeat reminders if necessary. Refer to Zones of Regulation. Is self-regulation required?
3. Resource - last chance	A clear verbal caution delivered **privately** wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. *Note down initials
4. Reflection time	Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes outside the classroom. Speak to the child privately and give them a final opportunity to engage. On the playground: Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes at designated point of playground. Speak to the child privately and give them a final opportunity to engage.
5. Time out	At this point the child will receive a time out in another room in the phase for 10 minutes. All Time Out’s must be recorded Arbor. On the

	playground: The child will receive a time out and will be sent to a designated area of the playground for 3 minutes. All Time Out's must be recorded on Arbor
6. Repair	A restorative conversation should take place before the next lesson begins.

[2]

Remind:

Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give the child time to correct their behaviour, without an audience.

Recourse:

If the behaviour continues, calmly remind – again, personally, with the consequence made clear: "This is your last chance to make the right choice. I know you can do this because you did it on …(may link to learning powers or school values) Remember? If you choose to not follow our school rules, you will move/spend time with … Thank you for listening. Think carefully." Walk away. At this point, the child's initial should be placed on notice board on desk and/or on note pad on the playground. This is not a name and shame and should not be publicised – but the child needs to know that the stepped approach has started.

Reflection Time

If the child continues, they require reflection time. This may be within the lesson or part of playtime. Simply state: Ok Billy, you need some reflection time. Select a strategy from the Zones of Regulation and have two minutes outside the classroom. When you come back in, I expect you to be making the right choice, just like you did on….

If the child continues, they require reflection time. This may be within the lesson or part of playtime. Simply state: Ok Billy, you need some reflection time. Select a strategy from the Zones of Regulation and have two minutes outside the classroom. When you come back in, I expect you to be making the right choice, just like you did on….

Time Out:

At this point the child will be given a time out in another room in the phase for 10 minutes. If the adult accompanying the child does not know what the issue is, do not explain it in front of the child. The child simply requires a time out. There is no expectation that the child's work will be sent with them whilst they complete their time out.

Time out on the playground:

The child will receive a time out and will be sent to a designated area of the playground for 3 minutes.

Repair:

[2] Please see the behaviour script appendix 2

To take place following any Time Out incident. It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, that they will have to face it, during a 'restorative conversation'.[3]

This will be with the adult that issued the Time Out and not during lesson time – it should be at lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it. Adults will need to use their professional judgement in regards to the timing of the repair conversation. If the child/ren are not back in the 'green' zone, it is not appropriate for the conversation to take place.

The fact that this conversation happened – and any key outcomes, should be recorded on the Arbor.

It is vital that the adult is transparent as to whether parents will be informed or not. The majority of Time Outs will need to be discussed with parents. Parents must be informed if an outcome is that the child will complete work missed, due to time out, at home.

The use of time outs will be monitored by the Senior Leadership Team, which includes our SENCO to determine whether any child who has repeatedly received this sanction requires additional intervention, targeted support or a formalised plan put into place (e.g. One Plan or Individual Support Plan).

Trauma and Attachment-Informed Practice:

Children who have experienced early loss, instability, or disrupted attachment often have heightened sensitivity to separation, shame, or perceived rejection. For these children, traditional behaviour management strategies, such as sending a child to another classroom for a 'time out', can unintentionally reinforce a core belief that they are unworthy or unwanted. These actions may lead to increased distress, withdrawal, or oppositional behaviour. Instead, alternative strategies can be used to preserve connection, minimise shame, and promote emotional regulation in a safe, supported space. Options might include:

- Offering time with a trusted adult for co-regulation
- Allowing movement or sensory breaks
- Using 'time in' rather than 'time out'
- Drawing on strategies from the child's Positive Behaviour Support Plan
- Referring to SLT for targeted support if needed

Where separation is unavoidable for safeguarding or safety reasons, it should be managed sensitively, with explanation and reassurance, and repair work will follow to restore trust and connection.

Secondary Behaviours:

A secondary behaviour is what the child does in reaction to being told to stop doing whatever it is they have been asked not to do. If a child slams the door after you have followed all of these steps do not chase this behaviour; this is a secondary behaviour.

[3] See Appendix 3 Behaviour Reflection Sheet

Ways to manage secondary behaviour:

- Don’t bite back with your words
- Refuse to chase or engage with the behaviour or engage in power play
- Remember the first act of poor behaviour that triggered the outburst
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanours
- Don’t follow the child if he/she walks away, unless you have to because of clear and present safety concerns.
- Remember you are the adult: focus on the outcome you want, not the argument
- Ask questions and don’t make accusations
- Focus on what is happening next. You can uncover what has just happened later
- Whenever possible move the child to a safe space out of public view and the pressure of an audience
- Shift into listening mode. This is not time for lengthy speeches, less will almost certainly be more

Serious and Extreme Behaviours:

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school.

Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of the Senior Leadership Team. If this occurs, a focused repair meeting involving the staff member and a member of the Senior Leadership Team will be arranged to discuss what happened. It will follow the repair meeting approach as outlined and will be logged on the behaviour tracking sheet and Arbor by the class teacher. If a child's behaviour poses an immediate risk of harm, staff may need to use physical intervention as a safety measure. This is not a sanction - see the 'Restrictive Interventions and Physical Intervention' section for full guidance

Behaviours may include:

- Unsafe behaviour
- Threatening/intimidating behaviour
- Violence (i.e. physical assault made with the intention to harm)
- Persistent disruptive behaviour
- Theft
- Damage to property
- Repeated Spitting
- Repeated Swearing Targeted racist, homophonic, sexist and/or disability comment[4]

If these serious and extreme behaviours continue, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the response as appropriate. A telephone call home must be made to inform the parents. These incidents will be recorded on My Concern and/or Arbor and will be reviewed at a Senior Leadership level. These incidents will be monitored and if the stepped approach does not have the desired effect, we will discuss further external options.

[4] Please see Appendix 4 Levels of consequences

Tracking Behaviour

Each week, Arbor will generate a report. This is a quick way to review low level issues and trends for cohorts and children.

Any concerns reported on My Concern will link to incidents that involve any aspect of Child-on-Child Abuse. Child-on-child abuse, is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- incidents of a sexual nature

SLT will review the reports each week to identify trends or individual children's behaviours which are beginning to cause a concern.

They will:

- have a conversation with the class teacher to gain further information surrounding the behaviour incidents
- have a conversation with the child and check in
- discuss early help strategies and additional support
- where needed, call the child's parents to inform them of behaviours and actions taken by the school.
- Review whether pupils with SEND are receiving sanctions at a disproportionate rate and whether reasonable adjustments are being implemented

Internal Isolation:

We have high expectations of behaviour at school. We will work with children and families to promote positive outcomes. We treat all children as individuals and come from a caring and compassionate place. If required, and when possible, we will internally isolate a child. This means that they remain in school but are not allowed to take part in the normal routine of the day. Internal isolations may follow more serious behaviour incidents and/or repeated poor behaviour incidents.

Suspension:

A suspension is where a pupil is temporarily removed from the school and may be used to provide a clear signal of what is unacceptable behaviour.

A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion:

A permanent exclusion is when a child is no longer allowed to attend Frinton-on-Sea Primary School.

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Restrictive Interventions and Physical Intervention:

Restrictive interventions are actions used by staff to prevent, restrict, or subdue movement of the body (or part of the body) of a pupil. This includes the use of reasonable force, restraint and seclusion. These interventions should never be used as a sanction. They are a safety measure, not a disciplinary measure. It is illegal to use force on a pupil for the purpose of punishment. How to use behaviour sanctions

Staff must understand:

- Physical intervention is **never** a consequence for poor behaviour
- It is **never** used to enforce compliance with instructions
- It is **never** used because a child refuses to follow a rule
- It is **only** used as an emergency safety measure in specific circumstances

When Restrictive Interventions May Be Used:
Reasonable force should only be used to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder

Examples of when physical intervention might be necessary:

- A child is about to run into a busy road
- A child is physically attacking another child or adult
- A child is about to seriously injure themselves (e.g., jumping from a height)
- A child is causing significant damage to property that poses a safety risk

Full Policy and Procedures

All staff must read and follow the Penrose Learning Trust Restrictive Interventions Policy, which provides comprehensive guidance on:

- Legal framework and definitions
- Prevention and de-escalation strategies
- When and how to use restrictive interventions safely and lawfully
- Specific considerations for pupils with SEND
- Training requirements and risk assessments
- Recording and reporting procedures
- Post-incident support for pupils and staff

The Restrictive Interventions Policy can be found here: **Restrictive Intervention Policy 2026**

Behaviour in Our Community:

Children who attend Frinton-on-Sea Primary School are their ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school

Incidents outside school would be investigated fully and parents and carers would be made aware.

Parents and Carers:

Parents and carers play a vital role in the management of children's behaviour and have the right to know that their child is doing well or needs support. Parents are informed of good behaviour through our rewards systems – as well as through the relationships that staff build with our families – catching parents on the playground, telephoning and use of Marvellous Mes are all appropriate ways to spread good news. Equally if their child is behaving inappropriately at school, they must always be informed. This communication aims to provide a full picture of the events and context that led to the behaviour whereby possible triggers, emotional state, and environmental factors are discussed. This allows parents and carers to understand the situation better and contribute meaningfully to any follow-up support required.

It is preferable to inform the parent face to face about concerns, however, recognise that this is not always appropriate and a telephone conversation may be more suitable. Staff can always invite parents into school for a meeting at a different time and date. It is imperative that staff make parents/carers aware that the incident has been dealt with in school and we do not expect a consequence to be provided. Staff share this information to allow parents/carers to talk to their children and support them in making a different behaviour choice next time.

In cases of challenging behaviour, parents will be invited to meet with staff. At this meeting, a positive behaviour plan will be created and a behaviour risk assessment will be completed.

Positive Behaviour Support Plan

Name:	DOB:	Date:
Blue feelings:	Behaviours you may see:	What you will say and do:
Green feelings:	Behaviours you may see:	What you will say and do:
Yellow feelings:	Behaviours you may see:	What you will say and do:
Red feelings:	Behaviours you may see:	What you will say and do:
Things to remember: Think about position/level - even calm adults can be quite intimidating! Side is less imposing than front, low level instead of above. Do's instead of do not's - children need positivity and strategies. Explain our actions and requests as it may be hard for the child to understand why we are doing something they don't want us to: - I need to stay with you to make sure you are okay. I care and want you to be safe. - I am asking you to listen so you understand and it won't be tricky later. Let us try to help your learning. Remember to use the Zones to highlight the link between feelings and behaviours and talk this through with the child to build their emotional literacy.		

Signature of staff..... Date:.....
Signature of parent/carer..... Date: .....
Signature of young person (if appropriate)..... Date: .....

Induction:

Any new member of staff joining the school receives a copy and training of this policy.

Review:

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback.

Appendices:

1	Consistent School Routines and Learning Behaviours
2	Behaviour Script
3	Behaviour Reflection Sheet
4	Levels of consequence
5	Consequences
6	STEPs Training
7	De Escalation Techniques
8	Risk Assessment

Appendix 1:

Consistent School Routines and Learning Behaviours
Arrival

- Children will always be greeted on the gate by at least one member of staff to welcome the children into school.
- Children will always be greeted by an adult on the classroom door. All of our classrooms have an external door, which is 'manned' by a member of staff.

- Staff will speak directly to every child – welcoming them to the day. Children may choose to say hello, high five or smile at the adult – but the adult must make every effort to interact with every child, setting the tone for the day.
- Children will always know 'what to do' when they enter the classroom – once their coat is hung up, children should have an activity to settle down to before the day starts.
- Adults in the room should use this time to 'check in' with children – particularly those who may be most vulnerable.

Marvellous Manners

At school, we believe that good manners are more than just polite words—they help create a kind, respectful and positive environment where every child can learn and feel safe.

- Say "Please" and "Thank You"
- Put Your Hand Up to Speak
- Listen When Others Are Talking
- Be Kind to Everyone: kind words, kind hands, and kind hearts.
- Share and Take Turns
- Use Indoor Voices
- Say "Excuse Me"
- Help Others When You Can
- Treat Adults and Friends with Respect
- Say "Sorry" if You Make a Mistake

Wonderful Walking

The way that children move around the building and 'carry themselves' says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and into adult life. We expect children to walk well independently of adult supervision. Walking confidently and with purpose is taught and expected, following these key points:

- Shoulders back
- Head held high
- Shirts tucked in
- Hands by your side
- We smile and greet people in our path
- We hold doors open and articulate 'after you'
- We always walk on the left hand side Our Lining Up Code.

Legendary Lining Up

The children are taught how to line up smartly, sensibly and in a straight line. In EYFS and KS1 teacher at the front and TA at the back, stopping at key points to reinforce:

- In 'line-up' order
- Quietly
- Join by walking to end of line – no running or pushing in
- Leave enough space
- Calm Walking!
- We do not touch anyone or anything - we have self-control

- We hold doors open
- We always walk on the left-hand side

At the end of outdoor play times:

The children are taught how to line up smartly, sensibly and in a straight line.

- The whistle goes and the children stop.
- When the whistle blows again, children walk to their line up area
- Children line up in 'line-up order'
- All children follow our 'calm walking' routine.

Staff are positioned in key points around the school to welcome children back into school and into their classroom.

Super Sitting

At school, we teach **Super Sitting** to help children learn how to sit properly during lessons, assemblies, and story time. It might sound simple—but it makes a big difference! It helps children focus and learn; it creates a calm, respectful classroom and builds good habits for learning.

- Bottom on the floor/chair
- Back straight: Sit up tall like a superhero
- Legs crossed (on the floor) / Feet flat (on a chair).
- Hands in your lap
- Eyes looking at the teacher or speaker

Lovely Listening

Listening is one of the most important skills children need to learn well, build friendships, and feel part of their school community. That's why we teach and encourage **Lovely Listening** every day.

- Eyes Looking
- Mouth Closed
- Hands Still
- Body Calm
- Brain On
- Show You're Listening

Appendix 2:
Behaviour Script

Behaviour script:

Redirect		Gentle encouragement, a nudge in the right direction, small act of kindness
Remind		I noticed that you are... (behaviour seen).
		It was the rule about (being safe/being kind/ working hard) that you broke.
		You have chosen to...(name the consequence).
		Do you remember when you...(name a recent good behavior example).
		This is who I need to see today.
		Thank you for listening.
Recourse		This is your last chance to make the right choice. I know you can do it because you did it on...Remember? If you choose not to follow our school rules, you will move/spend time with... Thank you for listening. Think carefully.
Reflect		You need some reflection time. Select a strategy and you have two minutes out the classroom. When you come back, I expect you to be making the right choice, just like you did on...
Time out		You need time out to reset you behaviours now. We'll talk about fixing it once you're ready.
Repair		A restorative conversation should take place before the next lesson

Wherever possible verbal reminders and cautions should be delivered privately.

Appendix 3:
Behaviour Reflection Sheet:

Frinton-on Sea Primary School
Behaviour Reflection Sheet

Be safe, be kind, work hard.

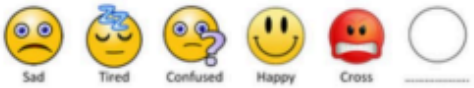
Name: Year Group:
Date:
Adult completed with:

This is what I did:

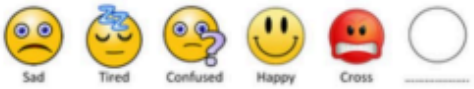
The school rule I broke:

It was wrong because:

This is how I felt:



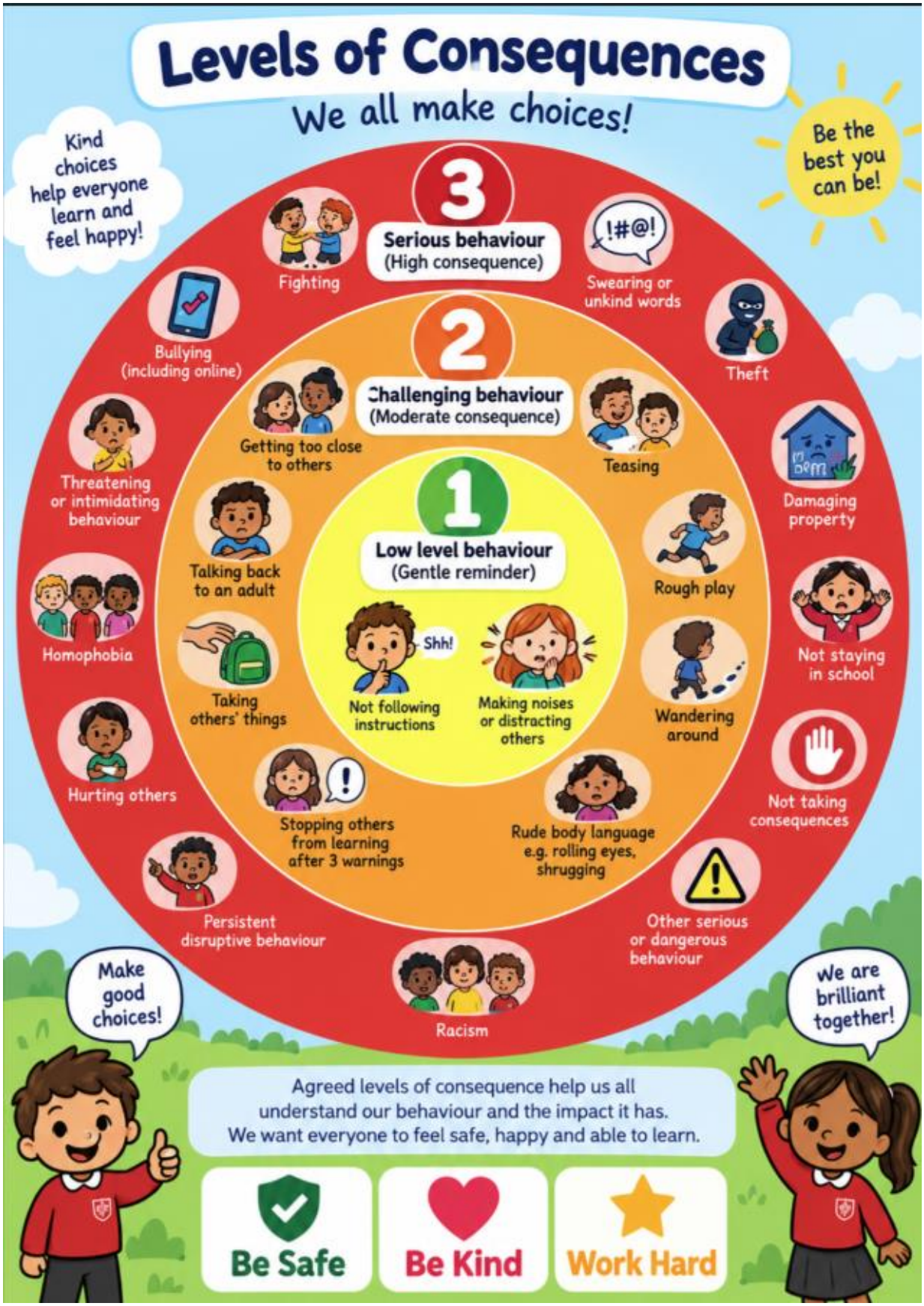
How did it make the person feel?



What will I do differently next time?

I apologised for my actions: Yes No

Appendix 4:
Levels of consequence.



Appendix 5
Consequences:

Consequences:

'Be safe, Be kind, Work hard'.

We recognise the importance of a consistent and clear approach to promoting positive behaviour. Consequences for inappropriate behaviour choices are fair and relate directly to the 'Level of consequence' demonstrated.

Level 1: Possible consequences	Level 2:* Possible consequences	Level 3:* Possible Consequences
Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit. **Redirect**: Gentle encouragement, a nudge in the right direction, a small act of kindness. **Remind:** A reminder of the three rules. Delivered privately wherever possible. Repeat reminders if necessary. Refer to Zones of Regulation. Is self-regulation required? **Recourse**: A clear verbal caution delivered **privately** wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue **Reflect:** Given time out in class to think about what they've done. Moved to a different place in the classroom.	**Time out:** Given time out of class to think about what they've done. Moved to a different place in the classroom. Withdrawal of privilege/loss of responsibility in class. Miss part of playtime with class teacher.* Miss all of playtime with class teacher.* Miss part of lunchtime with class teacher.* Miss part of playtime with SLT* Miss part of playtime with SLT Time out in another class	Miss part of playtime with SLT. Miss all of playtime with SLT. Miss part of lunchtime with SLT. Miss all of lunchtime with SLT. SLT meeting with child and family. Withdrawal of privilege/loss of responsibility wider school. Involvement of outside agencies. Internal isolation. Fixed term suspension.

Appendix 6
STEPS Training

Guiding and Escorting

It may be necessary to guide or escort a child. This can de-escalate a situation and is not classed as restraint because the child will always be able to release themselves from the hold. Hands should form an 'open mitten' at all times. The following techniques may be used:

Open Mitten guide *(to protect or turn)*

Open mitten guide *(to communicate)*

Open Mitten escort *(to support, guide and escort)*

Open mitten escort *(paired)*

Supportive arm *(to support, guide and escort) – individual and paired*

Appendix 7
De escalation techniques

Fresh Face	Move back out of immediate range and let other staff/children become the focus

Reassurance	“I’ll be here if you need me” “We all learn from our mistakes”
Success Reminder	“Remember when you made the right choice and helped your talk partner this morning…”
Calm talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, “When I was talking to your Mum on the phone…” “Did you watch the football last night?” “Would you like a drink of water?”
Reflective listening	Focus on ‘feeling’ words…. o “I wonder if you are feeling…” o Ask yourself, “If I were having that experience right now, what would I be feeling?”
Humour	“Did you hear the one about….” Knock knock…
Planned ignoring	Give a child ‘quiet time’ with no interaction.
Withdrawal offered	“Why don’t you go and finish that work in the library…”