Behaviour Regulation Policy

November 2025

Together we strive for excellence

POLICY CONTROL

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Headteacher signature	
Chair of Governors signature	

OUR VISION

Creating the change makers of the future

OUR VALUES

These are the values we teach and instil in our children:

We are *committed*

We are *curious*

We *challenge* ourselves

We *communicate*

We *collaborate*

We *care*

Together we strive for excellence

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BEHAVIOUR REGULATION POLICY

INTRODUCTION

Cubitt Town Primary school is a 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 Cubitt Town Primary School, 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 understands that behaviour is a form of communication and it is therefore 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 (relationship building) 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 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 instead of punishments;
- We acknowledge that different children have different SEMH needs and we support them accordingly.

SCHOOL VALUES

We have six 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 Class Dojo or a certificate in our Celebration assembly which takes place once a week. At Cubitt Town Primary, we also promote British Values and positive behaviours for Learning.

THE CUBITT TOWN WAY

Consistent, calm adult behaviour (no shouting school)
Acknowledge best conduct
Relentless routines
Scripted interventions
Restorative follow up
Role model Role model Role model

THE SCHOOL RULES

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

All rules follow the underlying principles of:

Being ready to learn (commitment /challenge/curiosity)
Respecting who and what is around us (communicate/care)
Keeping ourselves and others safe (collaboration/care)

I am ready to learn	I will show myself and others respect	I keep myself and others 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 OUR VALUES

Every class uses Class Dojo as a reward system. 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.

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".

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 on the drive and in the PPA room

Awards are handed out in the Celebration Assembly each week. Teachers must choose two children from each class who have demonstrated one (or more) of the school's values that week. In the celebration Assembly, 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 Values Awards to.

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, liasie 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**.



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:

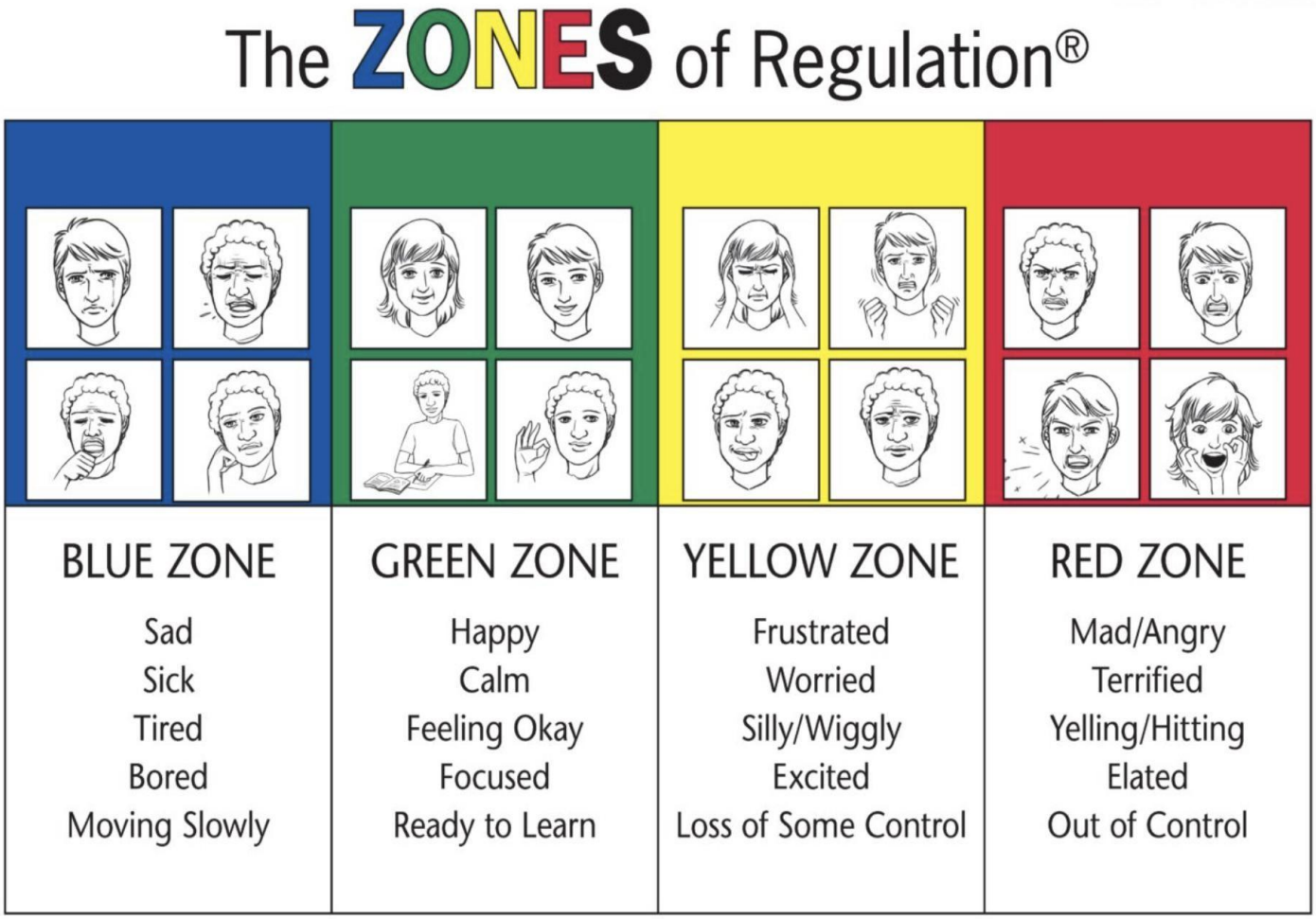
- The ability to recognise and manage different emotions;
- The capacity to make and keep healthy friendships and other relationships;
- The ability to manage behaviour in school settings;
- Difficulties coping with emotions safely without causing harm to self or others.

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.

ZONES OF REGULATION

All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete coloured zones.



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 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 Cubitt Town Primary School, all children are taught about the different zones through PSHE lessons, ORACY sessions, during speech and language sessions and in assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every September and children are 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 Cubitt Town Way approach to behaviour management. A key principle of our behaviour strategy is that learning is pitched at the correct level to allow children to succeed.

BEHAVIOUR STAGES AND CONSEQUENCES

Before moving to the stages 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 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."

High standards of behaviour are necessary and expected in order for children to feel safe and to learn. At Cubitt Town Primary School, 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 Cubitt Town may include:

BEHAVIOUR CHARTERS AND CONSEQUENCES KS1	
STAGE	**CONSEQUENCES**
STAGE 1 • Talking on the carpet • Interrupting • Talking over the teacher • Calling out • Distracting others • Fidgeting	Verbal warning Non verbal warning **Redirection*** (e.g. wiggle time, do a job, standing desk) **Movement** in class - change seat
STAGE 2 • All of the above - consistently • Not using kind hands/feet • Talking back to adults • Unkind words • Dishonestly • Refusing to listen to adults • Incomplete work	**Redirection*** (e.g. wiggle time, do a job, standing desk) Miss break (5 mins or more) Movement in class Go to a different class
STAGE 3 • All of the above - consistently • Damaging school property • Spitting • Using bad language • Hurting others	Miss play or lunch Moved to different class Teacher to inform parents Incident recorded on Scholarpack
STAGE 4 • Any stage three behaviours that are repeated consistently	SLT Internal exclusion Parents informed - meeting
STAGE 5 • Serial physical violence • Consistently doing stage 4 • Weapons in school	HT Internal or external exclusion

*Redirection toolkit: resource room, standing desk, different seat, spare seat at back of class, zones of regulation, timer

BEHAVIOUR CHARTERS AND CONSEQUENCES LKS2	
STAGE	**CONSEQUENCES**
STAGE 1 • Ignoring instructions • Calling out • Out of seat without permission • Rocking on chair • moaning/negativity • Distracting others (e.g. tapping, turning around)	Verbal warning Non verbal warning **Redirection*** (e.g. wiggle time, do a job, standing desk)
STAGE 2 • All of the above - consistently • Refusal to follow instructions • Incomplete work due to behaviour • Being rude or lying • No homework/reading • Touching /vandalising others property • Coming back to class late for no reason	**Redirection*** (e.g. wiggle time, do a job, standing desk) Miss break (5 mins or more) Reflection sheet Move seats Partner class
STAGE 3 • All of the above - consistently • Deliberate destruction of property • Intimidating behaviour (threatening) • Not being trustworthy • Swearing • Hurting another child deliberately • Walking out of class without permission	Miss break/lunch Log on Scholarpack Parents to be informed YGL to be informed Miss whole break Miss out on representing the school in events *Note that reading in the hall should **not** be given as a punishment
STAGE 4 • Stealing • Throwing things in class - stationary /furniture • Leaving the school premises without permission • Discriminatory language (racism, sexism ageism) • Physical action (fighting/hurting/inappropriate touch) • Inappropriate use of computers • Online bullying (from home or school)	SLT Internal exclusion After school detention Parents informed - meeting
STAGE 5 • Serial physical violence • Consistently doing stage 4 • Weapons in school	HT Internal or external exclusion

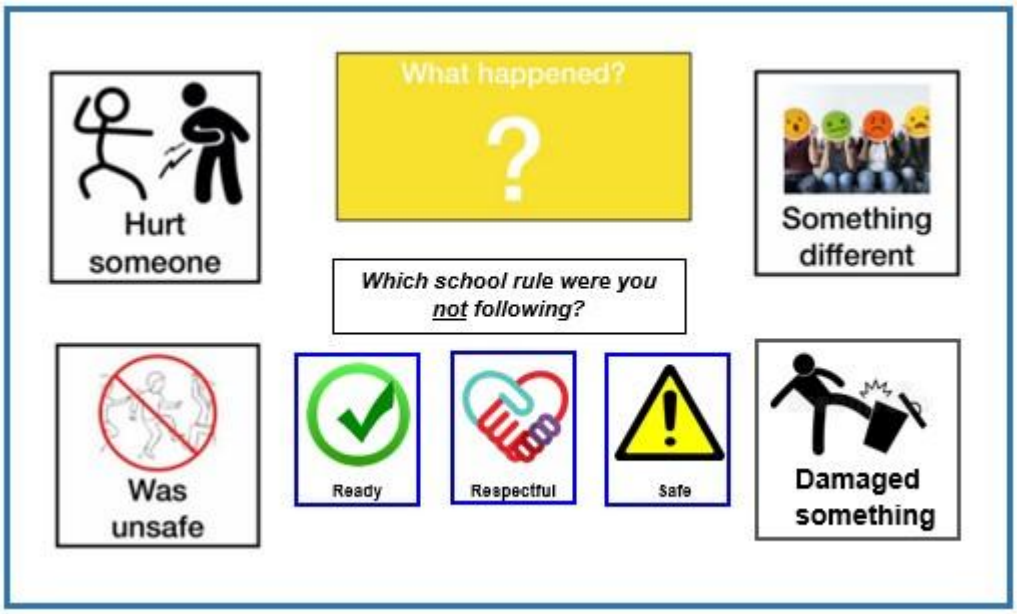
*Redirection toolkit: resource room, standing desk, different seat, spare seat at back of class, zones of regulation, timer

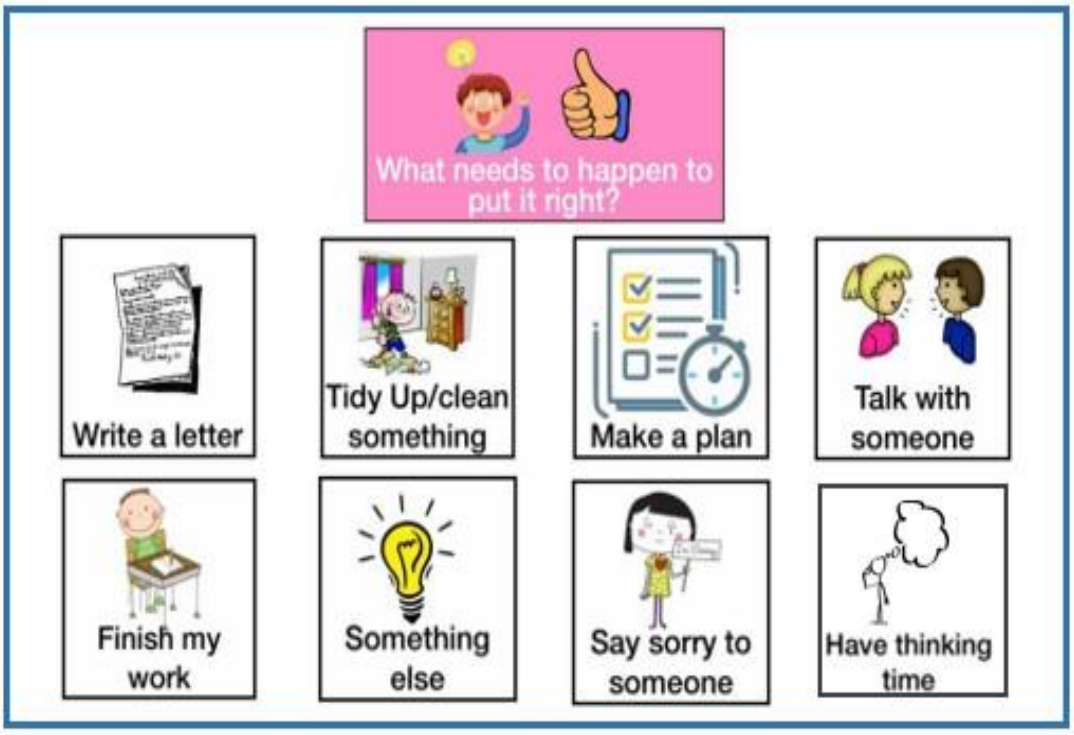
BEHAVIOUR CHARTERS AND SANCTIONS UPKS2	
STAGE	**SANCTIONS**
STAGE 1 • Ignoring instructions • Calling out • Out of seat without permission • Rocking on chair • Negativity towards work or others • Distracting others	Verbal warning Redirection time*(standing desk, do a job, movement break) Non verbal warning
STAGE 2 • All of the above - consistently • Incomplete work • Being rude • No homework/reading • Taking/vandalising others property • Coming back to class late for no reason	Miss break Letter of apology Reflection sheet Move seats Partner class
STAGE 3 • Deliberate destruction of property • Intimidating behaviour (threatening) • Leaving the classroom without permission • Not being trustworthy • Bringing in contraband • Swearing	Miss break/lunch Parents to be informed YGL to be informed Incident recorded on Scholarpack
STAGE 4 • Stealing • Throwing things in class - stationary /furniture • Leaving the school premises without permission • Discriminatory language • Physical action (fighting/hurting) • Online bullying	SLT Internal exclusion After school detention Parents informed - meeting
STAGE 5 • Serial physical violence • Consistently showing stage 4 behaviours • Bringing unsafe objects into school	HT Internal or external exclusion

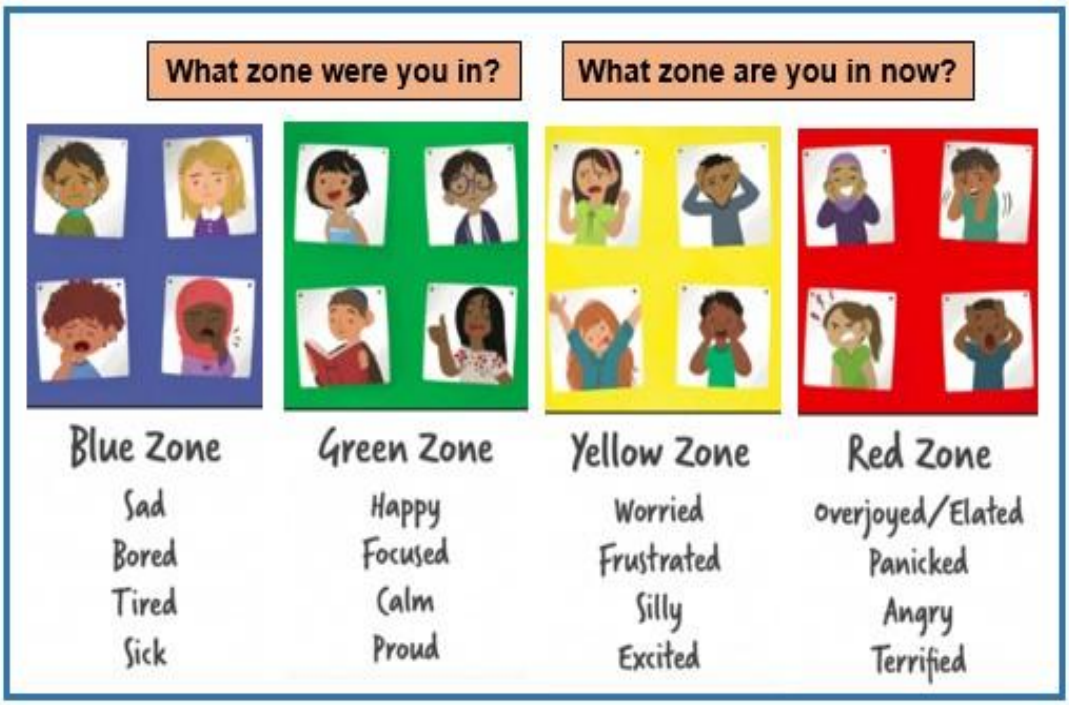
The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding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

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.

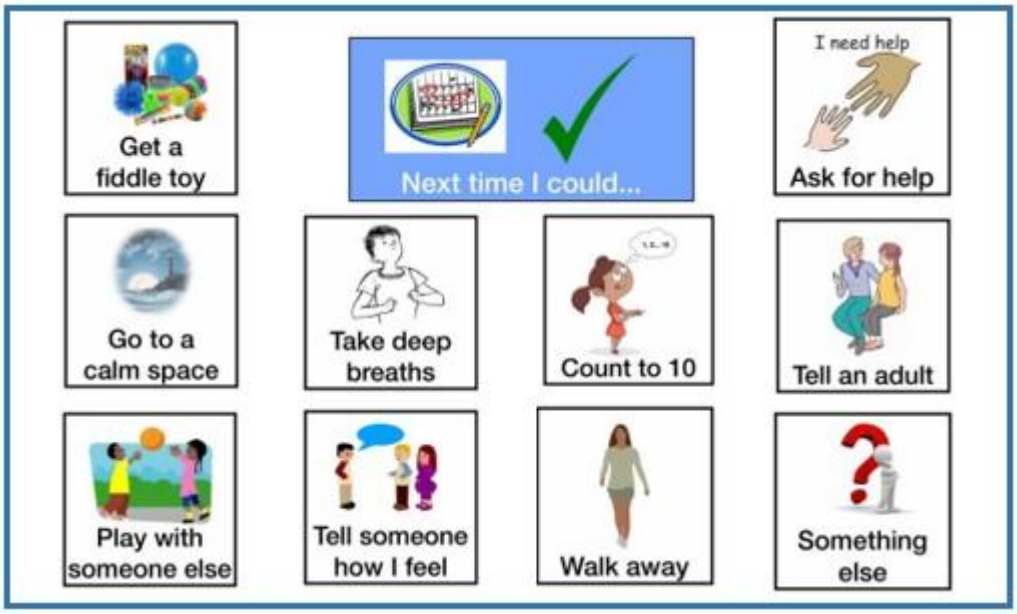



What needs to happen to put it right?
Write a letter
Tidy Up/clean something
Make a plan
Talk with someone
Finish my work
Something else
Say sorry to someone
Have thinking time


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



CTPS Peace Path	What I can do/ say
Step 1 Calm down	*Take a deep breath* *Calm down (count to 10)* *Go somewhere quieter*
Step 2 How do you feel?	*I feel….* *I'm feeling…*
Step 3 Express yourself!	*I would feel better if..* *I hear that you..* *When…… I feel…..*
Step 4 Make a plan	*How do we make this right?* *Next time..* *Next time I will…* *Next time we can..*
Step 5 Resolution	*Agree..* *From now on…* *Disagree- back to Step 2*



RECORDING BEHAVIOUR INCIDENTS

All significant behaviour incidents are to be logged on Scholarpack. SLT and the Learning Mentors 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 work with the Head of Inclusion to plan for strategies to use to support that child. 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 SLT. SLT may decide that the child should be placed on a Behaviour Plan. Any child who is on a Behaviour Plan may need to have an ABC Behaviour Log that is completed for any incidents of negative behaviour. These logs must be shared with parents on a weekly basis. A meeting should be convened and attended by: teacher, TA, parents, SMT and child. At the meeting, targets are agreed and recorded. Targets should be reviewed on a regular basis (3-4 weeks) or at least on a half termly basis. At this stage, if appropriate, a referral may be made to the Learning Mentors for additional support using the Learning Mentor Support Referral Form. If needs persist or behaviour is dangerous or highly disruptive, concerns should be discussed with the Head of Inclusion who may refer the child to outside agencies. and the child may be added to the SEND Register. A risk assessment will be completed for children who behave in a way that puts themselves or others in danger.

CONSEQUENCES

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 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.

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 Scholarpack. Children who frequently display such behaviours will be offered support from our Nurture Team (Learning mentors/pastoral carer). This support may include ELSA sessions, 1:1 or group work or nurture group work. 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.

EXCLUSIONS

In very rare and exceptional circumstances the Headteacher will need to take a decision to exclude a child from school following a significant incident/s. In doing this the Headteacher will follow the DfE and the LB Tower Hamlets Guidance and Procedures on Exclusions. Copies of these documents are available on request from the school office.

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 . If you do need to physically intervene please make sure this is recorded and a member of SLT is made aware.

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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.