



“Every child will be happy and feel safe, enabling them to make outstanding progress socially, emotionally and academically – preparing them to excel at secondary school and thrive in the world beyond.”

Our Values: Achieve, Support, Pride, Inspire, Respect, Enjoy

Ratification by Warrender Governing Body	
Policy Updated:	October 2025
Date of next Review	October 2027
Signature (Governors):	<i>W Maynard</i>
Signature (Headteacher):	<i>H Brown</i>

# BEHAVIOUR POLICY



## Introduction

At Warrender Primary School, we expect children to behave in an outstanding manner both in their learning and in their attitudes towards others, building positive relationships with staff, peers and the wider Warrender community. Therefore, our behaviour policy reflects a positive approach to celebrate and recognise the outstanding actions of our children, complemented by specific measures for the occasions where behaviour falls below expectations. Warrender staff treat children with understanding. Connection with our children is vital part of their wellbeing through smiling, conversation, relational and regular check ins and recognition when doing the correct thing. Warrender staff will work supportively with children and parents when situations arise. It is our aim to promote a positive learning environment in which children are encouraged to actively demonstrate the ASPIRE characteristics of the school. To celebrate **A**chievements; **S**upport one another; take **P**ride in oneself, one's class and one's school; **I**nspire one another; **R**espect everybody; and **E**njoy their learning journey. We expect all members of the school community to behave in an appropriate manner towards each other, underpinned by the school ethos, mission statement and school rules.

## Aims of Policy:

- To instil a sense of pride amongst the wider school community, where we celebrate the positive aspects of learning and behaviour;
- To highlight the need and benefits of giving and receiving praise, encouragement and recognition;
- To ensure that all pupils feel valued and listened to;
- To encourage positive and purposeful relationships between pupil, staff and the wider school community, rooted in our school vision and promoting our school values and characteristics;
- To help children develop life skills, including resilience, resourcefulness and reflection;
- To facilitate a deeper understanding of 'respect', and to encourage children to demonstrate this value to all members of the school community;
- To provide all members of the school community with clear and consistent guidance on how to promote and achieve positive behaviour;
- To provide all members of the school community with clear and consistent guidance on how to manage behaviour that challenges;
- To create a culture where education is a partnership between school and home.

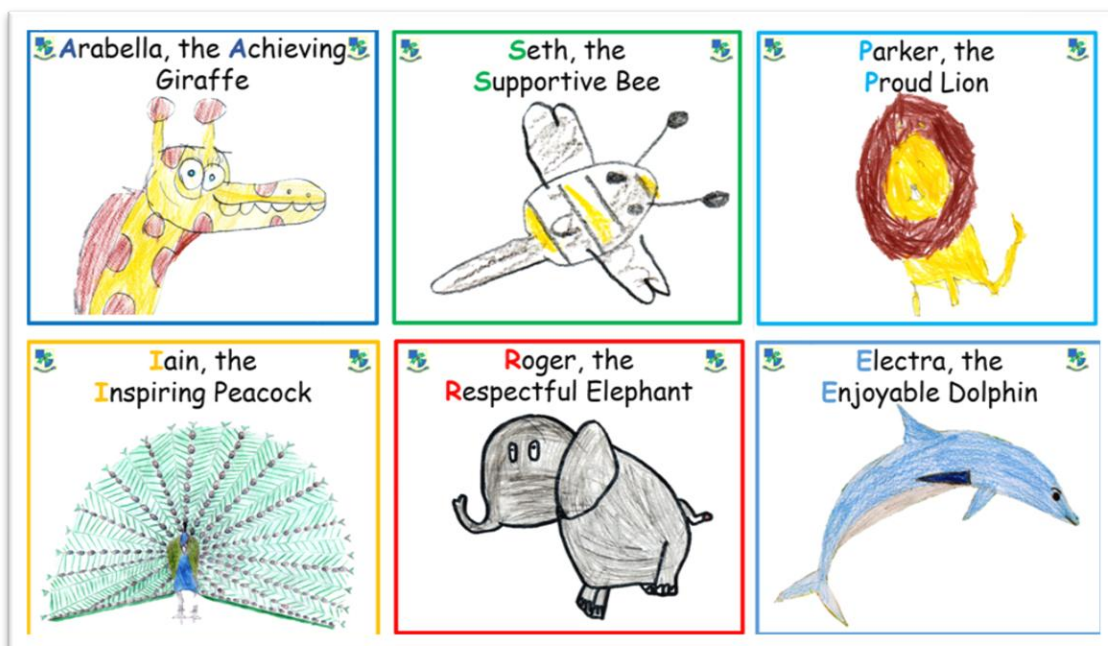
## The 'Warrender Way' – Our Approach to Behaviour

We understand that behaviour is a form of communication in which children express their emotions and thoughts. Therefore, it is important for us to explore and understand any underlying causes behind the visible behaviour, whilst working within the guidelines of our behaviour policy. We explicitly separate behaviour from a child's character. There are times when staff are required to apply their professional judgement and adopt a differentiated approach. We will always support children to make positive choices in school (and in the wider community) through the use of Class Dojo points, weekly certificates, stickers and verbal praise. To support and promote positive behaviour, a number of interventions and resources are used, including: Zones of Regulation, opportunity to reflect, Mindfulness and Yoga, Buddying, Social Skills Groups, SPACE lunchtime club and the Rainbow and Cloud Rooms.

The most important elements of our behaviour ethos are for all children to know that they are **cared for, valued** and that they are **safe and respected**.

## School Ethos and Values

Our school ethos, "Every child will be happy and feelsafe, enabling them to make outstanding progress socially, emotionally and academically – preparing them to excel at secondary school and thrive in the world beyond," is underpinned by our school values and characteristics: ASPIRE (**A**chieve, **S**upport, be **P**roud, **I**nspire, **R**espect and **E**njoy.) All children will learn the deeper meaning behind each value/ characteristic through the ASPIRE book (provided to all new pupils), ASPIRE assemblies, classroom and communal displays, and through regular and consistent references in learning. We will endeavour to relate all learning opportunities to our ASPIRE characteristics and values to help children engage with their learning journeys in a meaningful, positive way.





Children's efforts towards demonstrating our school values are recognised and celebrated in weekly KS1 and KS2 ASPIRE assemblies, where two certificates for the half-term's value are awarded to children in each class, as well as one 'wild card' certificate per class, relating to any of the six ASPIRE values. If children contribute to the wider school community, additional ASPIRE certificates may be awarded to recognise achievement and commitment. Children who receive all six certificates during their time at Warrender Primary School will receive the ASPIRE 'bronze award'; receiving all six again will receive the 'Silver Award'; and receiving all six for a third time will receive the prestigious 'Gold Award'.



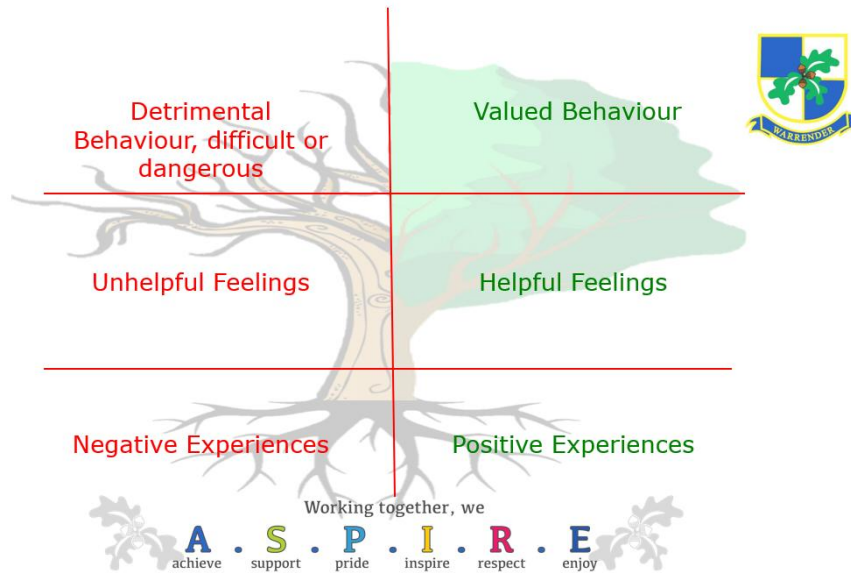
## All behaviour is a form of communication

At Warrender, we believe that all behaviour is a form of communication and that behaviours stem from feelings which are rooted in experiences. When supporting others, staff recognise the importance of connection before correction. By describing behaviours as valued or detrimental, we increase the opportunities for teaching behaviour. In response to any behaviour, we can teach the child who a behaviour is valued by and why or why a behaviour is detrimental, to whom and why. The concept allows us to consider a behaviour being valued differently by different people. E.g. A behaviour that is valued by the child's peers but not by the class teacher.

By describing feelings as helpful and unhelpful, we increase the opportunities for teaching behaviour. As part of emotional literacy, we can teach the circumstances where individual feelings would be helpful or unhelpful. For example, feelings that are helpful as we go to sleep may be very unhelpful when we are doing a science experiment. The concept allows us to consider how every feeling could be helpful or unhelpful in response to different experiences. **Valued behaviours** are held in high regard by an individual, the community or the environment, whereas **detrimental behaviours** hurt or hinders an individual, the community or the environment.



To be able to support children in reflecting upon their valued and detrimental behaviours, we encourage children to express their feelings and explore the roots. The therapeutic thinking tree is a useful image that we use at Warrender to help understand behaviour. Where a child is in need of further support, we use this approach to analyse behaviours and the Therapeutic portal to establish a plan of support which is shared with parents and staff.



## School Rules

Positive behaviour is communicated and modelled using our three school rules: I am **Safe**, I am **Respectful**, I am **Prepared**. Our simplistic, yet all-encompassing, rules are accessible to our pupils, and are referenced and communicated at all appropriate opportunities, including in lessons, assemblies, and lunch and play times, both visually and verbally.



I am **Safe**  
I am **Respectful**  
I am **Prepared**

Working together, we...



## Zones of Regulation

The Zones of Regulation tool is an empowering instructional tool to build safe, supportive environments that foster well-being and learning for all. It provides children with the 'tools' to accurately assess their emotional state, as well as developing a common language to more effectively talk about their own emotions. This provides children with the skills to successfully self-regulate or co-regulate when in a heightened state of emotion.

### YELLOW ZONE

**Feelings**

- excited • frustrated
- anxious • worried
- nervous • overwhelmed
- confused • wiggly

**Body Signs**

- tummy churning • heavy head
- restless • tension in neck
- brain racing • thinking fast
- muscles tight • body warming up

**Toolkit**

How could I support myself in YELLOW ZONE?

- use a fidget toy • listen carefully • breathing exercises
- movements • listening to music
- asking for help

Try my best to

**A.S.P.I.R.E**  
achieve support pride inspire respect enjoy

### RED ZONE

**Feelings**

- angry • frustrated
- terrified • overjoyed
- devasted • out of control
- panicked

**Body Signs**

- feeling hot • crying • sweating
- short of breath • shouting
- heart beating fast • clenching fists
- feeling tense • gritting teeth

**Toolkit**

How could I support myself in RED ZONE?

- breathing exercises • walk away • distraction
- target throwing • ripping paper • walk and talk
- stretch bands • running on field • count to 1

Use these to calm myself in red zone

### BLUE ZONE

**Feelings**

- sad • tired • hurt
- unhappy • lonely
- bored • sick

**Body Signs**

- moving slow • slow heart beat
- sleepy • yawning
- chest or tummy hurting
- heavy limbs • foggy head

**Toolkit**

How could I support myself in BLUE ZONE?

- Have a drink • walk and talk • calm area
- hold a soft toy • read a book • get some fresh air
- give yourself a bear hug • wash your face • cuddle a friend
- near / far listening • 3 (hear), 2 (see), 1 (feel) senses
- think of 3 happy things • chat to a friend

Try my best to

**A.S.P.I.R.E**  
achieve support pride inspire respect enjoy

### GREEN ZONE

**Feelings**

- happy • peaceful
- focussed • content
- calm • proud • cheerful

**Body Signs**

- relaxed muscles • good energy
- engaged brain
- body temperature is just right

**Toolkit**

How could I support myself in GREEN ZONE?

- demonstrate our school rules • help others • listen to music
- have a drink • pause for a mindful moment

**A.S.P.I.R.E**  
achieve support pride inspire respect enjoy

ASPIRE in my learning • challenge myself • try my best



## Behaviour Curriculum

Warrender's behaviour curriculum *teaches* children (rather than *telling* them) how to succeed through displaying prosocial and valued behaviours. It is important to equip all pupils to be resilient and develop metacognitive skills, including self-control and self-awareness. Within the behaviour curriculum, there is focus on emotional literacy through the use of Zones of Regulation; recognition from staff when children display valued behaviours, ensuring that participation, collaboration and compromise skills are developed; conflict resolution; positive interaction with staff and peers; forgiveness and reconciliation; self-care; self-organisation and self-sufficiency. We recognise some pupils will need additional support to reach the expected standard of behaviour and personalised support may be put in place to support these individuals.

Valued Behaviour	What it Teaches	Examples in Primary School
<b>Pro-social behaviour</b>	Helping, sharing, co-operating, being kind	Taking turns in games, helping a friend who's upset
<b>Respect for self and others</b>	Self-worth, empathy, valuing diversity	Listening without interrupting, using polite language
<b>Emotional awareness</b>	Identifying and understanding feelings in self and others	Naming feelings, recognising when someone feels sad
<b>Emotional regulation</b>	Using strategies to calm down, manage frustration, and reduce impulsive behaviour	Taking deep breaths, asking for space, using calm areas
<b>Responsibility</b>	Owning one's actions and their impact	Admitting a mistake, apologising, helping clean up
<b>Safe behaviour</b>	Acting in ways that keep self and others safe physically and emotionally	Walking indoors, using gentle hands, reporting concerns
<b>Kindness</b>	Acting with care, compassion, and inclusion	Inviting others to join in, showing concern
<b>Readiness to learn</b>	Being focused, prepared, and open to feedback	Bringing correct equipment, listening, showing effort
<b>Reflection</b>	Thinking about actions, learning from them	Using 'I statements', discussing choices
<b>Repair and restoration</b>	Making amends after conflict or harm	Writing a sorry note, helping a peer feel better
<b>Persistence and resilience</b>	Trying again, coping with challenge	Staying calm when frustrated, continuing after failure
<b>Collaboration</b>	Working effectively with others	Group tasks, shared decision-making
<b>Leadership and positive influence</b>	Setting a good example, helping others succeed	Peer mentors, classroom helpers, buddy systems

## The overarching whole school themes are:

### Autumn 1: Creating a Safe and Predictable Environment

Whole-school theme: "Safe, Kind, Ready"

### Autumn 2: Understanding and Expressing Emotions

Whole-school theme: "Feel It, Name It, Tame It"

### Spring 1: Making Positive Choices

Whole-school theme: "Think, Choose, Do"

### Spring 2: Friendship and Social Skills

Whole-school theme: "Getting Along"

### Summer 1: Responsibility and Self-Regulation

Whole-school theme: "I Am in Control"

### Summer 2: Reflection, Repair and Leadership

Whole-school theme: "Making It Right and Moving Forward"



## When Things Go Wrong

As a school, we acknowledge that, as part of all children's learning journeys, we may not get things right the first time round. This encourages children to persevere, take risks and over time, develop greater resilience. We refer to this as FAIL (**F**irst **A**tttempt **I**n **L**earning). This is no different when developing emotional intelligence. In relation to behaviour management, we use the following steps:

1. **Reminder** of the school rules (I am safe, I am respectful, I am prepared) – delivered privately, where possible;
2. **Second reminder** (a clear and private caution, making the individual aware of their behaviour choices and outlining the consequences if behaviours continue, e.g. "think carefully about your next step");
3. **Final reminder** (a final opportunity to comply, followed by a short conversation at the end of the session, outlining the consequences);
4. **Time Out** (in partner class, then with a phase leader, or a member of the Senior Leadership Team to continue their learning – EYFS: time-out in their classroom);
5. **Repair** (an opportunity at break/ lunch time, where children will reflect on the impact of their behaviour on others, including an opportunity to apologise – see appendix 5, 'repair script').

When behaviour persistently does not meet the expected standard, a meeting between the child, parents/ carers, class teacher and/or phase leader will be arranged to discuss patterns of behaviour and set agreed targets. These targets will be recorded and monitored using a report card (see Appendix 4 – behaviour chart) which will be reviewed daily by the Wider Leadership Team, and require signing by a parent/ carer.

Any acts of bullying (also see the anti-bullying policy); physical violence; or racist, sexist, homophobic language, will not be tolerated and will be referred to a member of the Senior Leadership Team immediately so that appropriate action will be taken and parents will be informed. A record of this meeting will be recorded on CPOMS.

At Warrender school, we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils, the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used. *(Please refer to positive handling policy)*



## Restoration & Repair

Where trust or relationships are broken, or when behaviour falls below our expected standard, it is vital that children are supported in coming to understand the harm that has been caused to all parties so that everyone's needs are met. One or more of the following restoration practices may be implemented:

- **Restorative conversations** – restorative practice have been found effective in improving behaviour and learning, creating a harmonious learning environment where pupils are able to self-regulate. The process involves a series of questions with the child, having allowed time for them to become better regulated, and may include:
  - What happened?
  - Who has it affected?
  - What were you feeling at the time?
  - What needs to happen to put things right?
  - Next time, I will.....
  - How do you feel now?

Staff may use the Warrender Reflection booklet to support children's understanding of the process. (see Appendix 3b)

- **Reflection** – at times, it may be appropriate to facilitate a time for reflection. This may happen during break or lunch times, usually in the form of an age-discussions with an adult. Children may be asked to complete a reflection sheet prior to the conversation to aid discussion. (see Appendix 3a);
- **Consequences** – There are two stands to Warrender's consequence approach- *protective* and *educational*. Protective consequences are actions put in place to keep a person or others safe. They may limit freedoms, for example missing part of break or lunchtimes. Educational consequence is highly valuable time spent with an adult discussing the 'why' and taking the opportunity to educate and extend children in their knowledge and understanding. Consequences will be respectful, related to detrimental behaviour, reasonable in duration and will allow the child to learn from what has happened in a constructive way. Possible consequences are highlighted in appendix 2.

## Recording and Monitoring of Behaviour

All incidents that require restoration or repair (level 2+, see appendix 2) will be logged on CPOMS (Child Protection Online Monitoring System), detailing the incident that has taken place, all parties involved, and how it was restored or repaired.



## Roles and Responsibilities

**All adults in the school** have a duty to ensure the high standards of behaviour of the children and will:

- Create a safe and nurturing environment;
- Promote and model positive behaviour, self-regulation strategies and respect;
- Set the best examples both in speech and in manners;
- Respect and inspire individuals to have high expectations for their behaviour;
- Be consistent in challenging and managing behaviour within expectations set out in this policy;
- Record incidents that require restoration or repair on CPOMS.

### **All children in the school will:**

- Follow our school rules and expectations, linked with ASPIRE, as a member of the Warrender community;
- Understand and apply the Zones of Regulation strategies (or 'tools') to self-regulate;
- Accept responsibility for their own actions;
- Acknowledge that all behaviours have both positive and negative consequences.

### **Parents and Carers will:**

- Understand this behaviour policy, linked policies, and school rules and expectations, linked to ASPIRE;
- Remind children of our school rules and expectations of behaviour;
- Engage constructively with children and the school staff in relation to behaviour;
- Accept and support the professional judgement of the staff (especially in individual cases).

### **Governors will:**

- Complete regular learning walks with senior leaders;
- Receive reports on the type of incidents, frequency and actions, including internal seclusions, external suspensions and permanent exclusion;
- Participate in critical thinking to the senior leadership team;
- Compare behaviour statistics on IDSR with other local schools.



## **Liaison with Parents and Outside Agencies**

We will engage with parents regarding their child(ren)'s behaviour and value constructive dialogue, aimed at supporting the individual child. Furthermore, we will ensure that we will keep parents informed when we are concerned about their child's behaviour within school, as well as when we have been particularly impressed, so that we are recognising their child's positive behaviour. These include: sending positive notes home, Class Dojo points, ASPIRE certificates and face-to-face conversations at the end of the school day.

When necessary, we may need to consult with outside agencies to seek advice and support. These agencies include: the Behaviour Support Team; the Educational Psychology Service; Hillingdon's Exclusion Officer; the Hillingdon LADO, Behaviour specialists and referral to Hillingdon Pre- permanent exclusion panel.

## **Organisation, allegations and legal duties**

There are areas set aside for behaviour interventions (separate areas in the classroom, across the phase/year group, with members of the SLT). If a malicious allegation has been made against a member of staff, the school will follow the advice of the Hillingdon LADO (please refer to the Safeguarding Policy for further details on procedures).

## **Exclusion**

In the case of serious incidents such as extreme violence, severely destructive or disruptive behaviour or persistent lack of respect towards the school's expectations for behaviour, exclusions (up to 45 days per year) or even permanent exclusion from school could be considered. The school will always seek support and advice from outside agencies, as outlined above, where appropriate, if they have concerns about a child's behaviour and they are at risk of exclusion on a temporary (fixed term) basis or permanent.

Warrender Primary School acknowledges that children may have additional needs and extenuating circumstances which may contribute to the displaying of challenging behaviours, and in such cases will work alongside parents and other professionals to ascertain the barrier to behaviour, attempt to understand it and put together clear and concise targets for the child to achieve.

The decision to exclude a child can only be taken by the Head teacher. If this decision has been made, the parents/carers of the child will be informed by telephone and in writing regarding the length of the exclusion and the reason the decision was made. The Chair of Governors and the LA (Local authority) will also be informed and the parents/carers will be made aware of their right to appeal to the Governors. *Please refer to the Exclusion Policy for further information.*



## **Equality and Equity**

Warrender acknowledges its legal duties under the Equality Act 2010 in terms of safeguarding children and supporting pupils with SEN. We recognise that some children require a more sensitive and differentiated approach. We log all incidents that require repair and/or restoration (step 2 and above – see appendix 2) on CPOMS and continually look for patterns to ensure that the policy and procedures are fair, and not disadvantaging a specific group of children. Warrender is an advocate for children receiving the correct resources, differentiated experiences, appropriate interventions, and differentiated learning, working towards complete equality. The school recognises that sustaining equity is important to ensure equality. With more complex behaviours, a gradual Therapeutic approach will be implemented to establish a joint plan of support with parents and staff. It is vital that analysis takes place to understand root causes and triggers that results in the display of detrimental behaviours. Warrender does not excuse any detrimental behaviours, but does endeavour to understand why certain behaviours are displayed.

## **Screening, Searching and Confiscation**

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be search for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited items found as a result of a search. (*DFE Screening, Searching and Confiscation – advice for schools July 2022*)

## **Links to other policies & documents**

- Anti-Bullying Policy;
- Online Safety Policy;
- Home-School Agreement;
- Equality Information and Objectives;
- Safeguarding Policy;
- Exclusion Policy.

## **Monitoring, evaluation and review**

We will review this policy and evaluate its implementation and effectiveness every 2 years.



## Appendix 1: Letter to parents issued start of academic year and during year to new joiners

Dear Parents and Carers,

We are incredibly proud of the children here at Warrender. Visitors to our school often comment on the children's exemplary attitude and behaviour. Whilst there are occasional incidents where the high standards we expect are not fully met, the majority of children behave wonderfully well all of the time.

As such, our Behaviour Policy recognises the children who deserve to be praised and rewarded for their consistently good behaviour and positive contribution to the school, whilst ensuring any incidents of negative behaviour are dealt with in a fair, consistent and timely manner.

As a school we acknowledge that, as part of all children's learning journeys, it is inevitable that we will FAIL (First Attempt In Learning). In relation to behaviour management, we use the following steps:

1. Reminder of the school rules (I am safe, I am respectful, I am prepared) – delivered privately, where possible;
2. Second reminder (a clear and private caution, making the individual aware of their behaviour choices and outlining the consequences if behaviours continue, e.g. "think carefully about your next step");
3. Final reminder (a final opportunity to comply, followed by a short conversation at the end of the session, outlining the consequences);
4. Time Out (in partner class, then with a phase leader, or a member of the Senior Leadership Team – EYFS: time-out in their classroom);
5. Repair (an opportunity at break/ lunch time, where children will reflect on the impact of their behaviour on others, including an opportunity to apologise – see appendix 5, 'repair script').

### Dojo & Home Learning

- Children will receive Dojo points for completing home learning tasks (set by class teachers on a half-termly basis) and for positive behaviour / contribution.
- Points will be collated in order to be counted towards the half-termly totals. These will be added to our house captain display board and on our Warrender Weekly newsletter. Each half-term, the winning house will earn a reward.

I hope you will join me in encouraging the children to continue their wonderful behaviour and look forward to celebrating their successes.

Yours faithfully,



## Appendix 2 – Detrimental Behaviours and Consequences


Detrimental Behaviours – Level 1	De-escalation strategies	Consequences
<p>Non-compliance with school rules, including:</p> <ul style="list-style-type: none"> <li>• Not following adult instructions;</li> <li>• Low-level class disruption (e.g. creating distraction);</li> <li>• Accidental damage of school or others' property;</li> <li>• Work refusal (or inadequate quantity/quality);</li> <li>• Unsafe movement around the school;</li> <li>• Disagreements;</li> <li>• Rough or unsafe play;</li> <li>• Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour).</li> </ul>	<p><b>CONNECTION BEFORE CORRECTION</b></p> <p>Class Teacher / Duty Staff (reference pg. 9, 'When Things go Wrong'):</p> <ol style="list-style-type: none"> <li>1. Reminder of the school rules;</li> <li>2. Second reminder;</li> <li>3. Final chance;</li> <li>4. Time out;</li> <li>5. Repair.</li> </ol> <p><b>Level 1 behaviours are not recorded on CPOMS</b> (unless parental contact have been made and/or children have had reflection time out of activities).</p>	<p>Protective:</p> <ul style="list-style-type: none"> <li>• Time Out (in an adjoining classroom);</li> <li>• Completion (or re-completion) of missed work at break- or lunchtime.</li> </ul> <p>Educational:</p> <ul style="list-style-type: none"> <li>• Discussion with member of staff at break/lunchtime around the detrimental behaviour displayed, including repair and restoration (providing an opportunity for children to explore and learn about the impact of their behaviour on others)</li> <li>• Support provided to make an apology (including use of the repair script – Appendix 5)</li> </ul> <p><i>Where a pattern of behaviour is observed, class teacher to contact parents / carers (and recorded on CPOMS), or if a child has been sent to another classroom following 3 reminders.</i></p>
Detrimental Behaviours – Level 2	Phase Leader Actions	Consequences
<ul style="list-style-type: none"> <li>• <b>Persistent</b> and <b>repeated</b> Level 1 behaviours (where parents have previously been informed);</li> <li>• Leaving a learning area/ classroom without permission;</li> <li>• Persistent interruption &amp; calling out;</li> <li>• Persistent and deliberate ignoring of adult instructions;</li> <li>• Lying;</li> <li>• Swearing (without intent);</li> <li>• Being in possession of, or using personal smart devices on school property;</li> <li>• Bullying and/or targeted behaviour; (or 'Targeted behaviour where an imbalance of power is apparent')</li> <li>• Displaying any detrimental behaviour when representing the school (on or off-site);</li> <li>• Physical fighting;</li> <li>• Disrespectful interactions with others</li> <li>• Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour).</li> </ul>	<p><b>CONNECTION BEFORE CORRECTION</b></p> <ul style="list-style-type: none"> <li>• Full investigation to gather factual evidence from all parties (children involved and staff, using active listening skills) – information used to categorise behaviour;</li> <li>• Time invested to ensure investigation is thorough, and all efforts made to eliminate any unconscious bias;</li> <li>• Incident recorded on CPOMS and relevant actions;</li> <li>• Protective and educational consequence given</li> <li>• Contact with parents</li> </ul>	<p>Protective:</p> <ul style="list-style-type: none"> <li>• Loss of break- or lunch time (or in EYFS, 5-minute time-out during explore time);</li> <li>• Parents contacted by Phase Leader.</li> </ul> <p>Educational:</p> <ul style="list-style-type: none"> <li>• Educational (or restorative) discussion to address the detrimental behaviour during break- or lunch time;</li> <li>• Apology (verbal or written – see appendix 5);</li> <li>• Optional (at the discretion of a phase leader): completion of a Reflection Sheet (see appendix 3) as a prerequisite reflection prior to a restorative discussion.</li> </ul>



Detrimental Behaviours – Level 3	Senior Leaders Actions	Consequences
<ul style="list-style-type: none"> <li>• <b>Persistent and repeated</b> Level 2 behaviours;</li> <li>• Deliberate damage to and/or defacing of school property;</li> <li>• Sharing inappropriate online content;</li> <li>• Repeated or persistent bullying (or 'Repeated, targeted behaviour where an imbalance of power is apparent');</li> <li>• Aggressive language and/or swearing (with intent);</li> <li>• Racist/ homophobic/ transphobic language (with or without understanding and/or intent);</li> <li>• Aggression, physical violence and fighting (with intent and malice) and/or deliberately causing injury;</li> <li>• Stealing;</li> <li>• Refusal to engage with a consequence;</li> <li>• Inappropriate sexual references (with understanding and intent);</li> <li>• Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour).</li> </ul>	<p style="text-align: center;"><b>CONNECTION BEFORE CORRECTION</b></p> <ul style="list-style-type: none"> <li>• Senior leader gathers information and establishes the facts then categorise the behaviour</li> <li>• Invest time and be conscious of unconscious bias</li> <li>• Staff ensure they apply active listening skills</li> <li>• Written record of accounts if necessary</li> <li>• Implement protective and educational consequences</li> <li>• Speak to all parents or email communication</li> <li>• Incident recorded on CPOMS with relevant actions.</li> </ul>	<p>Protective:</p> <ul style="list-style-type: none"> <li>• Loss of break- or lunch time, or internal seclusion;</li> <li>• Use of Report Card (at SLT discretion) to monitor behaviour.</li> </ul> <p>Educational:</p> <ul style="list-style-type: none"> <li>• Educational discussion and learning point addressing detrimental behaviour</li> <li>• Restorative Discussion and apology;</li> </ul>
Detrimental Behaviours – Level 4	Senior Leader Actions	Consequences
<ul style="list-style-type: none"> <li>• <b>Persistent and repeated</b> Level 3 behaviours;</li> <li>• Significant (and intentional) damage to school and/or personal property;</li> <li>• Persistent refusal to follow instructions that compromises safety (of self and/or others);</li> <li>• Carrying/use of a weapon;</li> <li>• Discriminatory references (with intent) (or Repeated/persistent racist/ homophobic/ transphobic language (with understanding and intent);</li> <li>• Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour).</li> </ul>	<p style="text-align: center;"><b>CONNECTION BEFORE CORRECTION</b></p> <ul style="list-style-type: none"> <li>• Senior leader gathers information and establishes the facts then categorise the behaviour</li> <li>• Invest time and be conscious of unconscious bias</li> <li>• Staff ensure they apply active listening skills</li> <li>• Written record of accounts if necessary</li> <li>• Implement protective and educational consequences</li> <li>• Speak to all parents or email communication</li> <li>• Incident recorded on CPOMS with relevant actions.</li> <li>• Parents contacted for a face-to-face meeting;</li> </ul>	<p>Protective:</p> <ul style="list-style-type: none"> <li>• Seclusion;</li> <li>• Pastoral support plan</li> <li>• Child not allowed off-site or to represent the school;</li> <li>• Use of Report Card to monitor behaviour.</li> </ul> <p>Educational:</p> <ul style="list-style-type: none"> <li>• Educational discussion and learning point addressing detrimental behaviour</li> <li>• Restorative Discussion with Senior Leader Team;</li> </ul>
Detrimental Behaviours – Level 5	Senior Leaders Actions	Actions
<ul style="list-style-type: none"> <li>• <b>Persistent and repeated</b> Level 4 behaviours;</li> <li>• Extreme and/or persistent incidents of violence, bullying or intimidation towards pupils or members of staff;</li> <li>• Sharing explicit (sexual or violent) online material/images;</li> <li>• Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour)</li> <li>• Extreme behaviour that compromises the safety of themselves, staff and children</li> </ul>	<p style="text-align: center;"><b>CONNECTION BEFORE CORRECTION</b></p> <ul style="list-style-type: none"> <li>• Reference and follow exclusion procedures (see Exclusion Policy)</li> </ul>	<p>Protective:</p> <ul style="list-style-type: none"> <li>• Fixed-term suspension</li> <li>• Permanent exclusion</li> <li>• Pastoral Support plan (educational)</li> </ul> <p>(See Exclusion Policy)</p>



**Appendix 3a: Reflection Sheets** (only to be used with children who are able to access the resource, as a pre-reflection to a restorative discussion)



## Behaviour Reflection Sheet (EYFS & KS1)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What zone was I in at the time?

<b>Blue Zone</b>	<b>Green Zone</b>	<b>Yellow Zone</b>	<b>Red Zone</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What happened? (You could draw a picture on the back)

What could I do differently next time?

What zone am I in right now?

<b>Blue Zone</b>	<b>Green Zone</b>	<b>Yellow Zone</b>	<b>Red Zone</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who did I say sorry to??    Yes                       No

Who did I say sorry to? \_\_\_\_\_

Working together, we

**A . S . P . I . R . E**

achieve    support    pride    inspire    respect    enjoy



## Behaviour Reflection Sheet (KS2)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What happened (and which school rules did I break)?

What was I thinking at the time?

What zone was I in at the time?

Blue Zone

Green Zone

Yellow Zone

Red Zone

How did this make others feel?

Who was affected (and how)?





What can I do to make things better?

What can I do differently next time?

Did I apologise?    Yes                       No

Who did I apologise to? \_\_\_\_\_

What zone am I in right now?

**Blue Zone**

**Green Zone**

**Yellow Zone**

**Red Zone**



## Appendix 3b- Reflection booklet

Reflection book

### What happened?

broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
jumped on tables	What happened?			using bad words
not sharing				being disruptive
something else	not following instructions	threw something	ran away	ripped work

### Who has it affected?

me	a friend	a teacher	my class	my mum
animals	Who has it affected?			my dad
everyone				my siblings
other children	people in my community	someone else	another adult	my family

### What were you feeling?

worried	confused	angry	sad	scared
annoyed	What were you feeling?			tired
embarrassed				hungry
lonely	bored	energetic	nervous	something different

### What needs to happen to put things right?

make a card	write a letter	talk to someone	say sorry	fix something
have thinking time	What needs to happen to put things right?			tidy up
shake hands				clean up
make a change	make a plan	finish my work	hug	something different

### Next time I will...

move away	ask for a break	go to the cloud room	ask for help	get a fidget
play with someone else	Next time I will...			1 2 3 count to 10
tell someone how I feel				be respectful
make a good choice	take deep breaths	listen carefully	remember my rules	something different

### How do you feel now?

sad	sorry	guilty	annoyed	embarrassed
hungry	How do you feel now?			nervous
worries				tired
calm	better	ok	unsure	something different




## Appendix 4: Behaviour Report Card & Behaviour Incident Form (minimum 2 weeks)




### How am I doing this week?

**Name:** [Full name]


**My Targets:**

1. Target 1
2. Target 2 (optional)
3. Target 3 (optional)



Week commencing:	<b>Morning 1</b>	<b>Break</b>	<b>Morning 2</b>	<b>Lunch</b>	<b>Afternoon</b>	Parent/ Carer Signature	SLT Signature
<b>Monday</b>							
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							

How many  sessions did I have this week?

P.T.O.

**Commentary:**

Date / Session:	Comments:



Appendix 5: Repair script



# Repair Script

## I am sorry for...

Describe your actions and be honest.

## This was wrong because...

Think about our school rules. How did your actions impact others?

## In the future, I will...

What will you do differently next time? How can you make sure it doesn't happen again?

## Will you forgive me?

I am **Safe**, I am **Respectful**, I am **Prepared**.

Working together, we...



## Appendix 6: Quick reference guide for break and lunch supervision



# The Warrender Way

## Behaviour at play and lunch

- **Investigate:**
  - Duty staff investigate by speaking to children individually
- **Categorise:**
  - Categorise behaviour (see table) and action accordingly
- **Action:**
  - Level 1: Verbal reminder from duty staff & rough play reported to class teacher at the end of the session;
  - Level 2: Refer to Phase Leader (time out, reflection sheet and/or restorative discussion);
  - Level 3 – 5: Refer to SLT immediately.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Low level disruption;</li> <li>• * Rough play;</li> <li>• Disagreements;</li> <li>• Inappropriate use of equipment;</li> <li>• Disruption of games.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour;</li> <li>• Disrespect;</li> <li>• Inappropriate language;</li> <li>• Hurting others and fighting.</li> </ul>	<ul style="list-style-type: none"> <li>• Damaging property with intent</li> <li>• Highly inappropriate language</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Very unsafe and dangerous behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Extremely unsafe and dangerous behaviours.</li> </ul>

*Please refer to the Behaviour policy for further information*

I am **Safe**, I am **Respectful**, I am **Prepared**.  
Working together, we...

