



Promoting Positive Relationships and Supporting Behaviour Regulation Policy

Autumn 2025

Date approved by the 'D and P' Committee

Signed by Chair of Governors:

Signed by Head Teacher:

Date of next review: Autumn 2026

This policy was based on guidance from NCC Local Authority and includes input from members of staff, representatives of the governing body, parents and carers, pupils and NCC professionals from the 'Building Relational, Trauma-informed Schools' team.

Priory Junior School – Supporting Behaviour Regulation Policy

At Priory Junior School, we believe in a **relational** and **restorative** approach to respond to behaviour in the moment, supporting our children to understand self-regulation of their emotions. Our systems are underpinned by our PRIDE values (peace, respect, independence, determination, equality). If children are emotionally dysregulated, they cannot learn to their best potential.

Our Philosophy

“Restoring relationships and community is central to restoring wellbeing” **Bessel Van Der Kolk M.D.**

At Priory Junior School, we prioritise relationships. Our ethos promotes strong, respectful connections between staff (including governors and volunteers), pupils, and their parents/carers. Through our PRIDE Values and RSHE curriculum, genuine relationships are built, supported by a positive school culture that values connection, inclusion, and respect for all members of our community. We recognise that positive relationships help children feel safe, listened to, and supported.

“Often children are struggling to keep it together...while falling apart. Children's shortfalls and disruptive behaviours overshadow their strengths and abilities. Rather than helping to fix behaviours people seem to keep pointing them out. No child wants to be labelled as a 'bad child' but they may not have the tools to act differently. Zones of Regulation was developed to help children with the tools to gain control of unexpected behaviours through a cognitive learning approach. Helping children to consciously regulate their actions leads to increased control and problem solving.” **Taken from Zones of Regulation by Leah M Kuypers.**

We recognise that children display behaviours for many different reasons, often linked to their feelings and emotions. These emotions can build gradually and are not always a direct response to what is happening in the moment. At the heart of our approach are strong, trusting relationships, which provide the foundation for supporting every child. Our aim is to help children recognise, understand, and regulate their emotions by offering consistent guidance, supportive strategies, and appropriate resources.

“Too often we forget that discipline really means to teach and not punish. A disciple is a student, not a recipient of behavioural consequences” **Dr. Dan J. Siegel.**

This strengths-based approach is based upon well-established psychological theories of human development and reinforced by up-to-date research evidence. The approach involves these 3 key ideas:

1. **Unmet Needs:** Behaviour often communicates an unmet need. Therefore, to change behaviour we must connect and respond to the unmet need e.g hunger, sleep, safety, trauma, attachment seeking.
2. **Individual Influences:** Children’s behaviour cannot be fully understood in isolation, without considering their individual influences. The environments in which they develop e.g. family, school, community.
3. **Relationships:** Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems. Within trusted relationships children can learn to accept their individual strengths and areas for development, they can explore difficult emotions and experiences with a view to moving forward e.g. teaching effective conflict resolution.

Priory Junior School – Supporting Behaviour Regulation Policy

We are also mindful that some families are experiencing increased anxiety and reduced resilience due to wider social pressures, and we respond to this with empathy and support. As a trauma-informed school, we embed these principles across all aspects of our practice. We are committed to evolving both our policy and practice in line with emerging research, ensuring that our provision continues to meet the needs of our children and community.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Attachment

We understand that all children need secure attachments to thrive. Positive attachment occurs between children and their caregivers. Some children find this difficult and need support in this area. Sometimes life experiences and events can impact on pupils' attachments, for example trauma.

Trauma

Trauma can affect everyone. A trauma is an experience, which has a negative emotional effect. These traumas or ACEs (Adverse Childhood Experiences) can vary, but examples include severe illness, parental separation and bereavement. When working with our pupils, we assume that everyone has experienced trauma, and this leads to how we support them. We use a range of resources and support in school where needed, such as ELSA, CASY, The Nurturing Den or time with a trusted adult. We can also access services outside of school such as support from the Educational Psychologist.

Anxiety

We recognise that pupils who are experiencing high levels of stress or anxiety are less able to learn effectively. Children who have experienced trauma may have specific triggers that can lead to dysregulated behaviour, during which they may struggle to make rational choices. In these situations, it is important to provide appropriate support to help the pupil regulate, often through co-regulation. Support will be tailored to the individual needs of each pupil.

Prevention is key. Whenever possible, lessons are planned with an awareness of children's anxieties, experiences and potential trauma. For example, if discussing topics such as loss or bereavement, check with the pupil or their parent/carer beforehand to identify the best way for them to engage. Preparing pupils in advance helps them manage anxiety and demonstrates that the school is supportive. Staff should use school information systems to familiarise themselves with pupils who may experience heightened anxiety.

Aims

Our school is committed to the emotional mental health and wellbeing of its staff, pupils and parents and carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

We recognise that families may have different experiences and views on behaviour. Our Behaviour Regulation Policy brings us together under shared principles that reflect our school ethos and values:

- To ensure the safety, well-being and dignity of all children and adults.
- To live out our PRIDE values in all we do, following the Priory Way.
- To help children build self-esteem and confidence.

Priory Junior School – Supporting Behaviour Regulation Policy

- To create a safe, purposeful and calm atmosphere where effective learning can flourish.
- To provide a secure and focused environment where everyone is valued and respected.
- To foster positive, caring relationships across the whole school community.
- To encourage self-discipline and respect for others.
- To use a restorative approach (logical and natural consequences, restoring, repairing and responding to unmet needs) rather than a purely behaviourist model (behaviour responses learned through punitive measures that are not connected to the behaviour).
- To apply a consistent, whole-school approach to supporting behaviour regulation.

Please refer to:

1. [Understanding Behaviour in Schools Toolkit \(2\).pdf](#)
2. 'Responding in the moment' document by Notts County Council in appendix

Zones of Regulation Curriculum

For classroom teaching and learning, we use [“The Zones of Regulation Framework”](#) by Leah M. Kuypers. During their time at Priory, pupils learn to recognise their emotions and behaviours and understand how these relate to the different coloured zones:



We have developed our own [Zones of Regulation](#) curriculum, tailored to the needs of each year group that builds on the original framework while meeting the school's specific needs.

Through this approach, we refer to:

- **Expected PRIDE behaviours:** these make others around you feel safe, happy and able to learn.
- **Unexpected behaviours:** these can hurt, scare, disappoint or upset others around you and they are unable to learn.

Supporting Coregulation in Practice

When a child becomes visibly dysregulated, it is the responsibility of all staff to ensure a safe and supportive environment. All staff are trained to use coregulation strategies such as PACE, emotion coaching, distraction and relational connection to aid regulation. In these moments, the staff member directly engaged in co-regulation is focusing on helping the child return to a regulated state.

Other staff members should:

- **Offer assistance if needed** — to provide practical support (e.g. covering the rest of the class, reducing environmental triggers, non-verbal cues to staff member or offering additional resources).

Priory Junior School – Supporting Behaviour Regulation Policy

- **Respect the approach being used** — avoid making negative comments or judgements about strategies in the moment. Each member of staff may draw upon different techniques, and consistency of support is more important than uniformity of method.
- **Model professional support** — maintain calmness, trust, and collaboration, reinforcing to the child and the wider group that the adults are working together in their best interest.

By approaching co-regulation as a shared responsibility, staff create a culture of understanding, trust, and professional respect, ensuring that children receive consistent and compassionate care when they need it most.

Expectations for Our School Community

All pupils at Priory Junior School will strive to follow [The Priory Way](#) to show peace, respect, independence, determination, and equality in all they do.

All staff will:

- Lead by example, by modelling the high expectations they have for all children.
- Actively teach children in the moment how to regulate and adhere to expected PRIDE behaviours by modelling this appropriately through different situations.
- Work closely with parents and carers to build up mutual trust which is solution focused to support everyone.
- Ensure that lessons and group sessions are well-planned, resourced, engaging and appropriate to the needs of the individuals in their care.
- Engage with training to support any children who display emotional regulation needs.
- Set high expectations for children’s achievement.
- Praise expected PRIDE expected behaviours and children’s efforts.
- Separate the unexpected behaviour from the child. E.g. by explaining that it is their unexpected behaviour which can make others feel frightened or upset not them as a person.
- Support children using coregulation approaches so they feel safe when regulating, restoring and repairing relationships.
- Provide clear and consistent boundaries for every child (tailored to individual needs where necessary).
- Use de-escalation methods to divert and downplay such as PACE when supporting someone whose behaviour is dysregulated (playfulness, acceptance, curiosity, empathy).
- Teach children about regulation through the Zones of Regulation and refer to them daily.

We expect parents to:






- Communicate respectfully, and positively with all staff.
- Work together with staff to create solutions to support children.
- When necessary, refer to the Pride values and Zones of Regulation with their child to support behaviour occurrences that may have happened in school.
- Discuss any concerns with their child’s class teacher.

Our Supporting Behaviour Regulation System

Our system has several steps to support children’s regulation in the moment. Classrooms may use [visual aids](#) to support children’s understanding of the system (a cloud, a rainbow etc). Alongside this system, staff use **natural or logical consequences** to repair and restore e.g write an apology letter, a handshake, tidy things up, apologies, completing missed work. This system is based on relationships being in place first to support children’s regulation through coregulation with adults - not through humiliation or shame. See flowchart [version](#) for children and displays. Behaviour examples and natural consequences are found in the appendix.

Visual aids	What?	Who?
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Priory Junior School – Supporting Behaviour Regulation Policy




	<p>Every child starts the day on the sunshine showing expected Pride behaviours. Some children on that day will show outstanding PRIDE behaviour and go beyond the sunshine to the rainbow. This is an incredible achievement for the day and they will be rewarded with a special PRIDE certificate in assembly.</p>	<p>School staff, members of the school community.</p>
<p>Verbal Warning</p> 	<p>If someone is showing dysregulated behaviours (possibly feeling in the yellow or red zone) or an incident happens which is unexpected behaviour they are given a first verbal warning. Some children may need some support to regulate at this point.</p>	<p>Classroom staff should aim to build strong relationships with students which should act as the foundation for all achievements. Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.</p>
<p>Middle Cloud</p> 	<p>If unexpected behaviour continues children will be given up to 10 minutes with an adult during break/lunch to regulate, repair or reconnect, depending on the situation. This is called 'middle cloud'. This could involve a range of activities e.g. finishing work, reading, colouring in, a drink, their snack/lunch, or discussing zones/emotions.</p> <p>If staff are concerned about children showing unexpected behaviour (middle cloud) regularly in the classroom – inform parents ASAP.</p>	<p>Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.</p>
	<p>If unexpected behaviour continues or another incident occurs children will spend some time out of their class to regulate or complete work, this could be a brain break in the sensory room, taking a walk, using a fidget and/or move to a quieter space.</p> <p>This could be in a quiet space in school, with another adult or in another classroom – where they have a relationship with that adult.</p> <p>If staff are concerned about children having regular 'Time Out' or showing unexpected behaviour in the classroom – inform parents ASAP.</p>	<p>Each child's time out needs will be different and through staff relationships with that child these will be part of a plan.</p> <p>Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.</p>
<p>This is a last resort:</p> <p>Restorative Reflection</p> 	<p>If unexpected behaviour continues when they return to their class or a severe incident occurs they will spend their lunchtime reflecting with an adult using a restorative approach (see 'Restorative Reflection' page in appendix). This is an opportunity to help resolve and repair by responding to the behaviour in a quiet environment. Parents will be informed if a reflection has taken or will be taking place. This incident is recorded by staff using an electronic system called CPOMs.</p> <p>Some incidents, in or out of school, may warrant an immediate reflection due to the severity e.g fighting, stealing, trespassing, child on child abuse, swearing, verbal abuse, vandalism, bullying, racism, or retaliation.</p>	<p>Classroom staff will log the incident on CPOMS, inform parents/carers and the SLT member on duty.</p> <p>In most cases, a member of SLT will lead a restorative reflection – then share the outcomes with classroom staff on CPOMS.</p> <p>In some cases, another member of staff may need to lead the reflection depending on the circumstances.</p>
<p>Isolation = Time working away from their class.</p>	<p>If unsafe and severe unexpected behaviour occurs, in or out of school or a child still struggles to regulate in class following a reflection then time out of class with a member of SLT may be needed. This will be decided upon by the teacher and a member of SLT. Parents will be informed.</p>	<p>SLT</p>
<p>If 3 reflections occur over a half term, then a behaviour regulation support meeting will be held with the class teacher and parents/carers to explore solutions together (see supporting behaviour plan in appendix).</p>		
<p>We believe that children make mistakes, and when incidents are addressed and restored through these steps that support emotional regulation and repair, every child is given the opportunity for a fresh start.</p>		

Shame Responses

Priory Junior School – Supporting Behaviour Regulation Policy

Shame responses occur when a person feels judged, embarrassed, or exposed. Common reactions include withdrawal, defensiveness, aggression, or avoiding tasks ([The Shield of Shame](#)). We acknowledge that some children ‘carry’ so much shame in their lives that they cannot admit to their behaviour because it is too painful or they genuinely believe that they did not do something. Some children can cope with healthy shame, while others struggle due to experiences in their life. Staff should recognise these reactions without judgment, respond calmly and supportively, focus on the behaviour rather than the child, and offer opportunities to repair or learn. This helps maintain a safe, respectful, and productive environment.

Classroom staff carefully consider how to record regulation steps privately (see chart example) to avoid singling children out. For many, having their initials on the board can serve as a helpful reminder and support a healthy shame response, but for some children, it may trigger harmful feelings of shame. Staff use their professional judgment to respond appropriately to each child’s needs.

Supporting Behaviour Regulation System			
	Verbal warning	Up to 10mins during any playtime or lunchtime	Time out of class or time in another classroom
	M T W T h F	M T W T h F	M T W T h F

Unacceptable Practices

At Priory, our approach to behaviour is rooted in dignity, respect, and connection. We do not use practices that shame or humiliate children. Instead, children are supported through regulation strategies, restorative conversations, and logical consequences that help them learn, repair relationships, and move forward positively.

After any consequence, all staff involved have a responsibility to model and support children in repairing and restoring relationships. This may include staff demonstrating apologies or other restorative actions.

Suspension Procedures

If a child’s behaviour is severely unsafe, the school’s suspension procedures may be implemented. This can include internal, fixed-term, or permanent suspension, which can only be authorised by the Headteacher or Acting Headteacher. After a fixed-term suspension, a reintegration meeting will be held. This meeting provides a supportive and restorative process that helps the child reflect, repair, and move forward positively.

After restorative interventions — such as family support, GAPs team involvement, CASY, ELSA, lunchtime reflections, internal isolations, part-time timetables, and behaviour meetings with parents — any continued persistent non-compliance, dangerous aggression, or abuse towards a member of the school community, school property, or themselves will result in suspension, with all necessary procedures being followed.

Permanent suspension: a permanent suspension is only used as a last resort, once all other strategies to support and improve a child’s behaviour have been exhausted. In exceptional cases, however, the Headteacher may decide to issue a permanent suspension either due to ongoing serious concerns or because of a single, exceptionally serious incident.

In such cases, the Governing Body, White Hills Park Trust and Local Authority will be consulted. Parents also have the right to appeal a decision to permanently suspend their child to the Governing Body. Further information can be found in the school suspension policy.

Supporting staff well-being

At Priory we provide collaborative, emotional and restorative (rebuild, restore, repair) support for staff to help manage stress and secondary trauma to reduce the likelihood of staff burnout. Our wellbeing lead and SAS insurance service can provide advice and strategies for self-care. Staff can also talk to and work with members of the SLT using models of reflective practice and coaching to support work life and wellbeing. Through our relationships-based restorative approach staff understand the importance for themselves to “regulate before we

Priory Junior School – Supporting Behaviour Regulation Policy

educate”. When we are about to work with another adult or child in regard to behaviour, we first consider where our wellbeing is and work to bring ourselves into a state where we will be able to bring about the best for all involved, in line with the policy and relational practice.

[Anna Freud Guide to staff self-care](#)

[Anna Freud Guide to supporting staff wellbeing](#)

The Headteacher has a library of self-care mini books to support staff with advice and steps to help with well-being and self-regulation.

Special Educational Needs

Children with learning, social, emotional, or health needs may require an individual regulation programme specifically devised to meet their needs. This programme will be developed in full consultation with parents/carers and may involve outside support agencies. The class teacher will exercise reasonable adjustment to the system to suit the needs of the child (e.g. the child may receive three visual warnings before moving time out, a shortened reflection with a particular member of staff, brain break cards on desks, a fidget toy or time on outdoor equipment. This programme will be shared with all members of staff to support the child.

Individual risk assessments will be completed to support the care and safety of the school community regarding unexpected or unsafe behaviours displayed in school.

Rewards

Our reward systems support the building of relationships between children, staff and families, increase children’s self-esteem and reinforce expected PRIDE behaviours. Our rewards also have a motivational role for some children, helping them to value expected behaviours:

- Verbal and non-verbal praise
- Stickers
- A visit to the headteacher
- Different in-class systems e.g raffles, mascots, star of the day
- Celebration assemblies (PRIDE Award certificate)
- Children’s work and achievements displayed around school
- Prides (school currency to spend or save and Pride points go to their house)
- P, R, I, D, E individual certificates for outstanding PRIDE (see below)
- Golden PRIDE certificate once all 5 individual P, R, I, D, E certificates have been collected (children need to keep these safe at home to prove they have reached the Golden Award).



These rewards are recorded by classroom staff using a [chart like this](#):

PRIDE Certificates (Outstanding PRIDE)	Star of Day	Show Mr Cross	PRIDES for work / effort
Spiderman	P	R	I
Pepper Pig	P	R	I
Sherlock Holmes	P	R	I
Mickey Mouse	P	R	I
Bart Simpson	P	R	I
Continue with children's names	P	R	I
	D	D	D
	E	E	E

Playtimes

Priory Junior School – Supporting Behaviour Regulation Policy

All Priory staff on duty have the same expectations for expected PRIDE behaviour on the playground. The children will line up at the end of every playtime showing PRIDE.

All lunchtime staff will follow these high expectations for PRIDE and encourage children to tidy away equipment or games followed by lining up safely and sensibly – supporting children’s regulation so they feel ready for their afternoon learning.

Race Equality and Equal Opportunities

Priory Junior School does not tolerate racism or any other discriminatory behaviours.

We firmly believe that it is our duty to prepare our children for life as citizens in a multi-ethnic society in which we should not intentionally or unintentionally discriminate against anybody on the grounds of colour, sexual orientation, race, religion, beliefs, gender, disability or age. We are committed to tackling racial discrimination and promoting equality of opportunity. Any incidences of a racist nature will be dealt with following our Race Equality Policy which is a comprehensive policy for children, staff, governors, parents, carers, providers, and visitors. If a racist incident occurs, the Headteacher or Deputy Headteacher will contact the parents/carers to inform them of their child’s involvement and the steps taken. All racist incidents are logged on our online reporting system and strategies are put in place to support and educate those involved.

Use of Reasonable Force

There may be an occasion when staff may need to use reasonable force to physically intervene during an incident to safeguard everybody involved (please see our positive handling policy).

Staff are trained and know when to use reasonable force to minimise risk, prevent danger or harm from happening. Please read the Government’s guidelines of [Reasonable Force in Schools](#). The necessary use of any physical intervention at Priory is taken very seriously. Staff are trained to use alternative strategies before reasonable force or restraint is used. Parents and carers will be informed as soon as possible.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

To ensure that this policy is effective, a regular process of monitoring and reviewing will take place each term. Practice, solutions, and outcomes will be discussed collaboratively at SLT and staff meetings.

Linked Documents

- RSHE Policy
- Equality Policy
- Child on Child abuse policy
- Health and Safety Policy
- Safeguarding Policy
- Anti-bullying Policy
- Online Safety
- Staff Handbook
- Suspension policy
- Physical Intervention Policy (coping with risky behaviours)

Appendix

P **Playfulness**

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)

A **Acceptance**

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

C **Curiosity**

- Being curious to where a behaviour has come from (in your head or out loud...)

E **Empathy**

- Really connecting with how they are feeling and showing compassion

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Julie Young

Priory's Supporting Behaviour Regulation System

Outstanding Pride



Children will be praised for showing outstanding learning, kindness, PRIDE values or learning behaviours. They will receive a P, R, I, D, E certificate presented in a Friday assembly.



“We all LEARN with PRIDE”
 This is expected PRIDE behaviour.
 Expected PRIDE is rewarded with praise, Prides/Points, or class rewards throughout the day.


WARNING
Warning
 Children will be given a verbal warning and reminded of expected behaviour.

Middle Cloud
 Children continuing to show unexpected behaviour will spend up to 10 minutes of any breaktime with an adult to regulate, resolve and/or repair the situation.

TIME OUT
Time Out
 Following that, children continuing to show unexpected behaviour may need some time out to regulate or continue their work in a quieter space ready to join their class. This could be in a quiet space in school, time with another adult or in another

Reflection
 If unexpected behaviour continues or a serious incident occurs, *in or out of school*, children will spend lunchtime with a member of staff reflecting, resolving, and repairing. Parents will be informed and this incident will be logged on the school system (CPOMS). This is referred to as a ‘reflection’ and it is a time to coregulate and support children.

Isolation (time away from their class)
 If unsafe, severe unexpected behaviour occurs, in or out of school, or a child still struggles to regulate in class following a reflection then time out of class with a member of SLT may be needed. This will be decided upon by the teacher and a member of SLT. Parents will be informed.

 During a half term, if a child receives 3 reflections, their parents/carers will be invited into school to create a ‘supporting behaviour regulation plan’ with their class teacher.

Adaptations
 Children with individual needs may need reasonable adjustments made to this system after consultation with the class teacher and parents/carers. Staff will be informed of adjustments.

All incidents linked to bullying, race or discrimination, are logged onto our CPOMS system, consequences, interventions and behaviour support will be planned for and all parents informed.

Sometimes more serious, unsafe, or unexpected behaviour needs an immediate reflection.

- These are examples of behaviour, in and out of school, that could warrant an immediate reflection after discussion with SLT:
- physically hurting e.g retaliation, fighting, pushing, hitting, biting
 - bullying
 - discrimination
 - racism
 - online behaviour
 - stealing
 - nasty, offensive language
 - inappropriate behaviour / touch
 - damaging property
 - vandalism
 - threatening
 - throwing objects dangerously
 - leaving school without permission
 - spitting
 - blame shaming
 - body shaming

Learning with PRIDE Behaviours

I show peace by:

- sharing with others.
- telling the truth.
- being a defender.
- befriending someone who seems lonely.



Priory Junior School – Supporting Behaviour Regulation Policy

- picking things up and putting them in a safe place or finding the rightful owner.
- walking through school quietly and safely.
- listening well.

I show respect by:

- saying ‘please’, ‘thank you’ or ‘excuse me’ when talking to others.
- respecting other people’s beliefs, views and ideas.
- waiting for others to finish a sentence before speaking.
- using table manners when I eat.
- volunteering to say a special ‘thank you’ to a visitor in school or after a trip.

I show independence by:

- knowing what I am good at and what I need to improve.
- doing as I am asked immediately by staff in our school.
- being safe on the internet by following website and app guidelines.
- starting work as soon as I am asked to and staying on task until I am finished.
- completing any homework set.
- improving my spelling.
- attending a school club or a regular activity outside of school.
- having a job or team responsibility in school.
- carrying my own school belongings to and from school.

I show determination by:

- being brave to conquer tricky things.
- sharing my dreams and aspirations for my future.
- learning my multiplication tables.
- making progress in my learning.
- reading at home regularly.

I show equality by:

- keeping my house t-shirt safe and wearing it on special days.
- wearing the correct uniform and black school shoes.
- having the correct PE kit.
- taking part in school votes and democracy.
- treating everybody with respect and fairness.
- embracing differences and uniqueness.

Level	Examples of Unexpected behaviour	Logical consequences, support or intervention
1 Warning Classroom staff	Low level behaviours: Talking unnecessarily or chatting Calling out without permission Being slow to start work or follow instructions Showing a lack of respect for each other and staff Not having correct uniform Not bringing/using the right equipment Not sitting on chairs correctly or rocking on chairs Not pushing chairs underneath the table Not tidying up equipment at the end of lessons	Pupil reminded discreetly Non-verbal cues Private conversation Verbal reminder Establish PRIDE expectations Redirect and sustain the expectation

Priory Junior School – Supporting Behaviour Regulation Policy

	<p>Not taking care of school resources and equipment e.g. drawing on labels, bending rulers, sharpening pencils on both ends etc.</p> <p>Running inside</p> <p>Being slow be ready to learn in group work</p> <p>Pushing in the line, jostling during transitions</p> <p>Fidgeting, touching equipment or looking around the room when the teacher is talking</p> <p>Not transitioning between areas and/or activities sensibly</p> <p>Using much louder voices than necessary</p> <p>Annoying or disturbing peers</p> <p>Having unnecessary items in school (sweets, toys)</p>	
<p>2</p> <p>Middle Cloud</p> <p>Classroom Staff</p>	<p>Repeated low level behaviours or refusal:</p> <p>Not completed work expectations</p> <p>Talking throughout the lesson and then rushing work</p> <p>Hurt someone</p> <p>Being unkind</p> <p>Falling out with someone in class</p> <p>Using discriminatory language without understanding.</p> <p>Sharing 'fake news' to scare or upset others</p> <p>Spreading rumors</p>	<p>Up to 10mins of any break</p> <p>Short 'Time-out' from an activity</p> <p>Not getting rewards e.g. miss out on an activity the class are doing (school time).</p> <p>Moved to a different seat in class</p> <p>Completing work at playtime/lunchtime</p> <p>Reflective conversation about behaviour – when the child is ready.</p> <p>If staff are concerned about children showing unexpected behaviour (middle cloud) regularly in the classroom – inform parents ASAP.</p>
<p>3</p> <p>Time Out</p> <p>Classroom Staff</p>	<p>Repeated significant disruptive behaviours and repeated refusal or non-compliance:</p> <p>Making a deliberate loud or disruptive noise</p> <p>Persistent calling out</p> <p>Being rude to anyone in the classroom</p> <p>Repeated shouting out</p> <p>Throwing items</p> <p>Initial refusal to comply with a consequence or follow an instruction</p> <p>Not responding well when being spoken to by staff (e.g. laughing, walking away, shouting at staff)</p> <p>Threatening to others</p> <p>First-time bullying behaviours or first-time 'knowing' use of discriminatory language (e.g. racism)</p> <p>Stealing from others in the classroom</p> <p>Graffiti in the classroom</p>	<p>Time out from the class (this could be up to 30 minutes)</p> <p>Quiet space to work outside of classroom</p> <p>If following a breaktime – their work is set up in a new space.</p> <p>Work with an adult</p> <p>Class teachers will hold a restorative conversation for Time Out behaviours – choosing an appropriate time.</p> <p>If staff are concerned about children having regular 'Time Out' or showing unexpected behaviour in the classroom – inform parents ASAP.</p>
<p>4</p> <p>Reflection</p> <p>SLT and Classroom Staff</p>	<p>Persistent, extreme/unsafe behaviour and prolonged refusal to comply:</p> <p>Fighting (including retaliation)</p> <p>Persistent unkind behaviours</p> <p>Walking out of class or away from where you are supposed to be without permission, in a way that is dangerous or disruptive (e.g. would cause a member of staff to supervise)</p> <p>Tipping over or throwing chairs/tables/other furniture</p> <p>Throwing large/expensive items or a large amount of small ones that create a lot of mess</p> <p>Prolonged failure to follow instructions</p> <p>Prolonged refusal to go to or leave a specified area in a way that is risky or dangerous</p> <p>Verbally abusive to staff, especially swearing and/or physical threats</p> <p>Bullying (leader, assistant, reinforcer, bystander)</p> <p>Use of inappropriate or discriminatory language (e.g. swearing, racism, homophobia, sexism, derogatory comments about people with disabilities) with understanding behind it.</p>	<p>Miss lunchtime.</p> <p>Reflection sheet to be completed by pupil</p> <p>Restorative conversation</p> <p>Incident logged on CPOMs by class teacher and action logged by a member of SLT</p> <p>Classroom staff will log the incident on CPOMS, inform parents/carers and the SLT member on duty.</p> <p>Children miss all of lunchtime.</p> <p>Reflection sheet to be completed by pupil and stored in pupil's file</p>

Priory Junior School – Supporting Behaviour Regulation Policy

	<p>Physically aggressive to others in a way that causes injury or distress e.g retaliation, fighting, pushing, hitting, biting Any aggression towards staff (verbal or physical) Repeated or serious negative behaviour on a school trip or activity out of school Serious stealing Illegal or serious misuse of the school’s internet access False accusations against staff Serious online Behaviour Nasty, offensive language Inappropriate behaviour / touch Blame shaming</p>	<p>In most cases, a member of SLT will lead a restorative reflection and share the actions with classroom staff on CPOMS.</p> <p>In some cases, another member of staff may need to lead the reflection depending on the circumstances.</p> <p><u>Depending on behaviour:</u> Full lunchtime reflection with SLT (up to 5 days of the week) or Full lunchtime inside with other member of staff (up to 5 days of the week)</p> <p><u>If 3 reflections occur in a half term:</u> Class teacher arranges a behaviour regulation support meeting with parent/s or carers and creates a support plan. Review meetings will also happen to prevent the risk of suspension/isolation.</p>
<p>5 Isolation or Suspension SLT</p>	<p>The SLT and staff directly involved will review how severe the behaviour was and the level of risk posed to the child or others in order to decide whether isolation or suspension is appropriate.</p> <p>These are possible examples: Deliberately setting off a school fire alarm unnecessarily Absconding from the school site Repeated use of any discriminatory language (e.g. racism, body shaming, words linked to sexual orientation). Repeated bullying behaviours Serious graffiti, vandalism or damage to property/building Bringing a dangerous item to school (e.g. knife, lighter) Dangerous aggressive behaviour or abuse towards anyone in school</p> <p><i>If a child’s behaviour is severely unsafe, the school’s suspension procedures may be implemented. This can include internal, fixed-term, or permanent suspension, which can only be authorised by the Headteacher or Acting Headteacher. After a fixed-term suspension, a reintegration meeting will be held. This meeting provides a supportive and restorative process that helps the child reflect, repair, and move forward positively.</i></p>	<p>SLT will inform parents of isolation or suspension. Full isolation from class for up to 5 days <u>If 3 isolations occur in a half term:</u> Class teacher arranges a behaviour regulation support meeting with parent/s or carers and creates a support plan. Review meetings will also happen to prevent the risk of suspension.</p> <p>Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half or whole session) Permanent removal of right to attend trip/residential Permanent removal of privilege (e.g. extra-curricular clubs or school roles e.g. sports leaders) Removal of responsibility role ELSA work planned for Focused RSHE planned for</p>

Restorative PRIDE Reflection



What happened?



What were you thinking at the time?



Who has been affected?
In what way?



What do you need to do to put things right?



What have you learned from this?



How do you feel now?



Supporting Behaviour Regulation Plan for: _____

Year Group:

Teacher:

Any agencies involved:

Date:

Who attended the meeting:

Strengths at school:

-

Strengths at home:

-

Areas of concern:

-

Known triggers for unexpected behaviours or emotionally dysregulated:

-

Which regulation / de-escalation strategies work?

-

Targets:

- 1.

People who will help in school and their role:

-

How will parents / carers support?

-

Plans for intervention (e.g staggered lunchtimes, ELSA, CASY, Therplay, brain breaks, Lego, rewards)

-

Next review date (4 – 6 weeks):

Evaluation (to be completed at next meeting):

Review progress: How did it go? Changes to plan? Next steps?

