Gunthorpe Behaviour Regulation Policy Appendix.

2026/27

This policy forms an appendix for the ASET (Aspire and Shine Education Trust) Behaviour Policy

To be reviewed Autumn 2027

At Gunthorpe, we always do our best and to let our light shine (Matthew 5:16). We do this by growing our understanding of the world that God created, our place in it, our value to it and our responsibility for it. We live this out through our Christian values of forgiveness, service, determination, respect and friendship.

Introduction

Our behaviour policy sits within a framework of Christian values and traditions and is based firmly on our whole school values of service, respect, forgiveness, friendship and determination. Good behaviour is not the exception but the expectation across our school. As part of ASET we are a 'take care' school where children are encouraged to take care of themselves, take care of each other, take care of their work and take care of God's world.

We believe that having high expectations, being good role models, applying rules fairly and consistently and rewarding pupils, enables us to promote positive behaviour. When consequences are needed, this policy gives general guidance on the expected procedures. It is important to note that individual specific needs of pupils are always taken into account and the procedures are not standard in each case. Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour and develop reflective thinking, giving our children confidence to think for themselves and make sense of experiences, in school and beyond into the 'real world'

Creating the Ethos

Relationships are at the centre of all our provision to support and promote positive behaviours and attitudes to learning.

All adults in school have an important responsibility to model ,explain and promote high standards of behaviour, positive attitudes and shared values, both in their dealings with the children and with each other, as their example has an important influence. Staff establish the boundaries and environment in which positive relationships can develop. Staff are aware that 'every interaction is an intervention.' During weekly briefings staff are made aware of any pupils that may require additional support in order to be successful so that we work together collaboratively to achieve this.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor and the classroom as well as during out of school activities. These expectations are also reinforced in class discussions as well as in whole school collective worship.

As adults we aim to:

promote good behaviour through positive feedback and rewards (see Rewards)
• emphasise the importance of being valued as an individual within the group
• promote, through example, responsibility, equality, achievement, consideration and honesty
• provide a caring and effective learning environment
• encourage relationships based on kindness, respect and understanding of the needs of others
• respect and celebrate differences
• ensure fair treatment for all, having empathy for individual circumstances and/or need
• show positive appreciation of the efforts and contributions of all.

When staff interact with children with respect to issues of discipline, we would usually expect to:
• use a calm tone of voice
• focus on the behaviour, not the child
• avoid arguing with pupils (be non-confrontational)
• give recognition for positive behaviour, especially honesty, from the start
• clearly state expectations to pupils
• ensure consequences for undesired behaviour are fair, appropriate and commensurate with the cause (see Sanctions)

- Use the 5:1 ratio theory of positive-to negative interactions with pupils regarding their behaviour

Rewards

The systems used in school are based overwhelmingly on positive reinforcement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We have a procedure whereby children receive a reward known as a take care point for normal good behaviour with staff highlighting where they have taken care of themselves, others, their work or God's world.

In EYFS - Children are rewarded by moving up their chart. When they reach number 10, they receive a prize and start again.

In Years 1-6 - This takes a slightly different form in each class but is based around the principal of awarding take care points during each session where normal good behaviour takes place. As a class, after collecting a given number of points, a reward is presented to the children. This may be an extra break or a treat.

Additional rewards include:

• Verbal praise for pupils - individually and in groups, publicly and privately
• Written comments on work
• Weekly celebration Assemblies, achievements are also published on the website in the 'Fantastic Friday' section
• Stickers, stamps or certificates
• Display of work in the classroom or public areas
• Pupils sharing successes with their class, the Assistant or Head Teacher
• Certificates presented in assembly for curricular or extra-curricular activities Celebration of extra-curricular activities in weekly celebration assemblies and our Awards and Achievements Assembly (termly)

Values charts

All children have an individual values card which children collect stickers on every time they demonstrate one of the 'habits' of our whole school values. These values include friendship, forgiveness, respect, service and determination. All adults and children in school are capable of rewarding a child if they spot this value being exemplified. When children complete a section on the card, they receive a certificate and a badge in a celebration assembly. Parents are invited to join us to share this celebration.

Sanctions

Although rewards are central to the encouragement of good behaviour at Gunthorpe, from time to time, children need to be reminded about behaviour. We believe that everyone in our school needs to be completely clear that there will be consequences for inappropriate behaviour, we employ a variety of strategies to enforce the rules and expectations of the school, each appropriate to the individual situation. At each stage, adults speak to children about

their behaviour, using age-appropriate language, trying to help them to build an understanding about behaviour that is appropriate at school.

What we do if your child misbehaves

- *Low level behaviour* (eg: inclusive but not exhaustive of, unnecessary talking, calling out, showing a lack of respect)

Dealt with by immediate staff member involved, with reminders of expectations. No recording needed; not every indiscretion needs to be passed on as this can negatively affect a child's self-esteem and lead to more negative behaviours.

At this stage, a verbal warning will be given as a reminder of the behaviour that is expected. We encourage children to take responsibility for their own behaviour and the choices they make, giving the child an opportunity to make the right choice. Where possible, we encourage children to try to resolve disagreements themselves.

- *Medium level behaviour* (eg: inclusive but not exhaustive of, repeated low-level behaviours, single incident of verbal aggression/unkindness, more minor physical aggression, disruption to others learning)

A yellow card is given (teacher record informally). This may be a physical card for pupils who need a visual reminder however this may not be appropriate for all children and staff may use their discretion regarding this.

Further negative behaviour will result in a second yellow card (teacher may record informally on CPOMS.)

If negative behaviours continue a red card will be issued, this will always be followed up with informal contact with parents by the class teacher. As with yellow cards this may be a physical card for pupils who find the visual reminder helpful, however this may not be appropriate for all children and this remains at staff's discretion. This may be logged on CPOMS, depending on the nature of the behaviour. The Head Teacher, Assistant Headteacher, SENDCO can be approached for advice and support if the behaviour is persistent. The pupil may miss play time/lunch time as a consequence of the red card and Junior children will not earn their extra break that week.

After 3 red cards in a half term, the Head Teacher/Assistant headteacher will become involved (Formal contact with parents by letter).

Any cards earned in a morning are wiped giving every child a clean slate for the afternoon. Incidents of unacceptable behaviour are recorded and if a child is regularly receiving red cards or the senior leadership team are being required to support, a more formal pastoral support plan will be put in place to support their individual needs through a parental conference.

Receiving a warning/yellow cards/red cards does not prevent a child from earning positive rewards such as take-care points or recognition in celebration assemblies.

- *Serious level behaviour* (eg: physical aggression, verbal aggression, prejudice-based behaviour, damage to property, persistent rudeness or total refusal to follow an instruction, bullying)

Children will receive a red card and a behaviour report created on CPOMS. Children can receive a red card with no prior yellow cards if behaviour is perceived to be serious. Class teacher or Senior Leader to inform parents of the behaviour. At this stage, the pupil may be withdrawn from an activity or miss all their break and/or lunchtime to discuss the behaviour further and agree a resolution. This will vary, depending on the nature of the incident. This maybe with the class teacher or a senior leader.

In some cases, [e.g. bullying] parents of all parties will be telephoned that day following an investigation. In the event of a racist incident, we are required to record the incident on CPOMS.

If physical restraint is required, relevant forms also need to be completed (See ASET Restrictive Intervention and Reasonable Force Policy) and uploaded to CPOMS. External agencies may be informed e.g. Social Worker, SEMH team. Headteacher or Deputy Head Teacher to inform parents of the behaviour. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves, others or property, the class teacher will stop the activity and may prevent the child from taking further part. At times, in order to ensure the

safety for all, adults may take the decision to move the class rather than the child who is displaying the negative behaviours.

After 3 incidents of serious level behaviour in an academic year, a parental conference will be called.

Next Steps' following a Parental Conference

The purpose of any parental conference is to agree a 'way forward' for a child to improve his/her behaviour. The meeting will usually involve parent(s), class teacher and SENDCO. The child may be invited to participate in part of the meeting. Discussions will usually result in the class teacher drafting a plan (sometimes known as a pupil support plan PSP) or creating an age appropriate behaviour chart. Staff will explain what measures will be put in place at school to help the child meet specified behaviour targets. The plan may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour. The PSP plan/ behaviour chart will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

Logged behaviour incidents will be regularly monitored by the Head Teacher, to ensure that actions taken have a positive effect on the behaviour of individuals. This information will also be used to review the effectiveness of behaviour strategies across school. This collaborative approach to behaviour regulation will ensure consistency and also serve to highlight any potential triggers to new and persistent behaviour.

Special Educational Needs and Disabilities

Some children may have persistent difficulties meeting behaviour expectations because of an identified additional need. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and differentiated approaches. It is important for adults to understand that some children will have a smaller 'window of tolerance' due to their personal experiences, including experiences of trauma. Children who have had adverse childhood experiences may struggle to handle something difficult and therefore may need support to manage distress, rather than thinking of them as choosing to behave badly.

It is also recognised that some pupils (e.g. adopted or looked after children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used, when incidents occur. It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through confidential briefings/meetings), to ensure that all children's needs are fully met. Additional guidance and resources are available within appendices of this policy.

Children with identified needs may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENDCo and may include:

- Regulation time – access to a quiet area in or outside of the classroom with resources to support (eg: busy box, sensory/fidget toys, social stories, drawing pads).
- Self-withdrawal, to a specific 'safe' place (to be identified as required).
- Support from in-school social and emotional coach
- Support from external services (eg: Rushcliffe Primary SEMH team, HFT (Healthy Family Team), Educational Psychology Service, Virtual School, MHST).
- Individual reward systems/charts.
- Short-term targets – written with child to address a specific issue.
- Therapy-based activities with 1:1 support.
- An individual risk assessment outlining details of support in place

Appendix 1- Physical Intervention – Recording form

Name of student	Additional students
Witnesses	Location
Date	Start time- Finish time-
Level of restraint- Low/Medium/ High	Staff involved
Parents informed- how and when?	Staff reporting

Pre-incident
(What were the triggers that led to this incident?

	Trigger
	Escalation

Incident details/ reason
(please record the approximate length of each hold that occurred during the incident)

	Crisis (option to act)

Post incident
(How was the incident de-escalated and resolved)

	De-escalation

Injuries
(Were any injuries to staff or pupils sustained during this incident, if yes please record the reference number of the appropriate form here)

Incident de-brief
(What happened post incident to ensure all involved were physically and emotionally well?)

	Post Crisis (Support)

Pupils views on the incident

	Post Crisis (Support)

Key learning
(What learning has taken place following the incident, what are we going to do differently to avoid this happening again)

	Post Crisis (Engage & learn)

Signed
Reporter-
Witnesses-

Incident reviewers comments

Signed reviewer-

Date- Designation

Appendix 2- Individual Pupil Risk Assessment

Pupil Name: Date of Birth: Class teacher(s): TA:	Date of Assessment: Review date:

General statement of need:

Identification of risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
Who is affected by this risk?	Self Staff Other Pupils Other (please specify)

Other assessment of risk	
In which situations does the risk usually occur? (possible triggers)	
How likely is it that the risk will arise?	Low Medium High
If the risk arises, who is likely to be injured or hurt?	Self Staff Other pupils Other (please specify)
What kind of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Communication of Pupil Support Plan and school risk management strategy			
Plans and strategies shared with	Communication method		Date actioned
Parents/carers	Copy of plan	Meeting	
Head teacher	Copy of plan	Meeting	
Classroom staff	Copy of plan	Meeting	
Midday supervisors	Copy of plan	Verbal instructions	
Supply staff	Copy of plan	Verbal instructions	
Other (please specify)	Copy of plan		

Staff training issues identified		
Training needs	Training to be provided to meet needs	Date training completed

Plan agreed by:
Signature: Date:

Appendix 3

Attachment Aware Approach – all staff should:

- Recognise behaviour as a form of communication.
- Consider what might be underpinning a child's behaviour. Their behaviour might be a very normal response to adverse life experiences.
- Promote a positive approach.
- Spot the child behaving well/doing the right thing.
- Offer specific and descriptive praise (or for those children who find it difficult to accept praise, offer discrete non-verbal feedback).
- Differentiate expectations - How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly? What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?
- Opportunities to celebrate success are vital, break a task down and celebrate a pupil attending to a task for a set period rather than how many questions they have completed. Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- If you notice a pattern of medium level 2 behaviours, be mindful of triggers which may be a certain lesson or a time of day.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupils aren't set up to fail.
- Differentiate response. Some children perceive public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person
- 'Engage, don't Enrage' (Look at your own behaviour – can you remain open and engaged?)
- Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if you are shouting out "this is boring!" because you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail". (For further guidance on scripts refer to appendix 10)
- Use agreed tools for recording, monitoring and sharing strategies so that they can be consistently implemented. Examples: behaviour logs, reports, pen pictures, individual pupil risk assessments (see appendix 5).

Appendix 4 – Emotion Coaching

Step 1 – Recognise emotions and empathise – be a 'STAR'

STOP - don't act or react straight away
THINK - what is going on for the young person right now? What feeling might lay underneath the behaviour you are seeing?
ATTUNE - yourself with that feeling by putting yourself in the young person's shoes
REFLECT – Think of an equivalent situation for you that could cause you to feel that way?

Step 2 – Show curiosity – label and validate emotions

Use words to reflect back the young person's emotion and help them to label it

'I can see that you get angry when that happens. I might feel angry if my work had been lost. It's OK to feel like that'

Simply observe – saying what you see rather than asking probing questions to which young people might not know the answer.

'I've noticed you're looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.'

Telling the person that you understand their emotional situation and that you don't blame them, helps sooth their emotional brain.

Step 3 – State the boundary limits of acceptable behaviour (positive limit setting)

Make it clear certain behaviours cannot be accepted.

ALWAYS retain young person's self-dignity

'You're angry that I've taken away your toy... but these are the rules everyone has to follow ... I will keep it safe for you'

Step 4 - Explore solutions to problems together

When the child is **calm and in a relaxed, rational state**:

- **Explore the feelings** that give rise to the behaviour/problem/incident
- **Scaffold alternative ideas and actions** that could lead to more appropriate and productive outcomes
- **Empower the pupil** to believe they can overcome difficulties and manage feelings/behaviour.

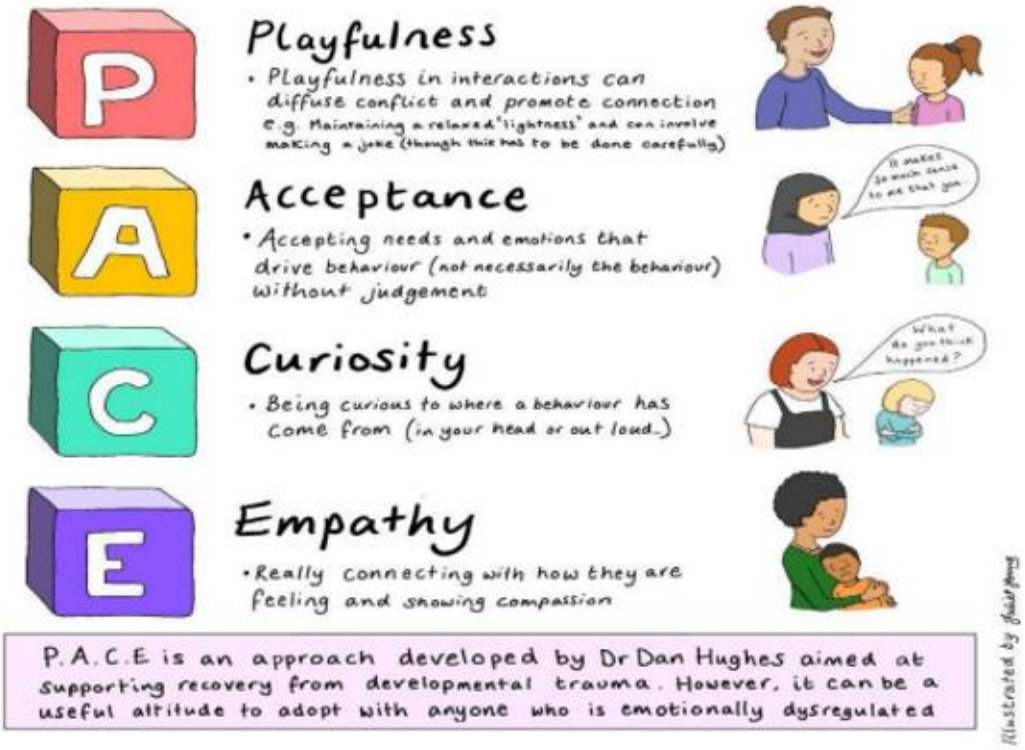
"Can you think of a different way to deal with your feelings?"
"Let's see if we can think together about new ways to do this."
"I can help you to think of a different way to cope."
"Can you remember what we said before?"

Support the child to repair relationships that may have been affected (restorative practice questions – appendix 9).

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before correct'
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries'
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (eg. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

Appendix 5 – Use of PACE



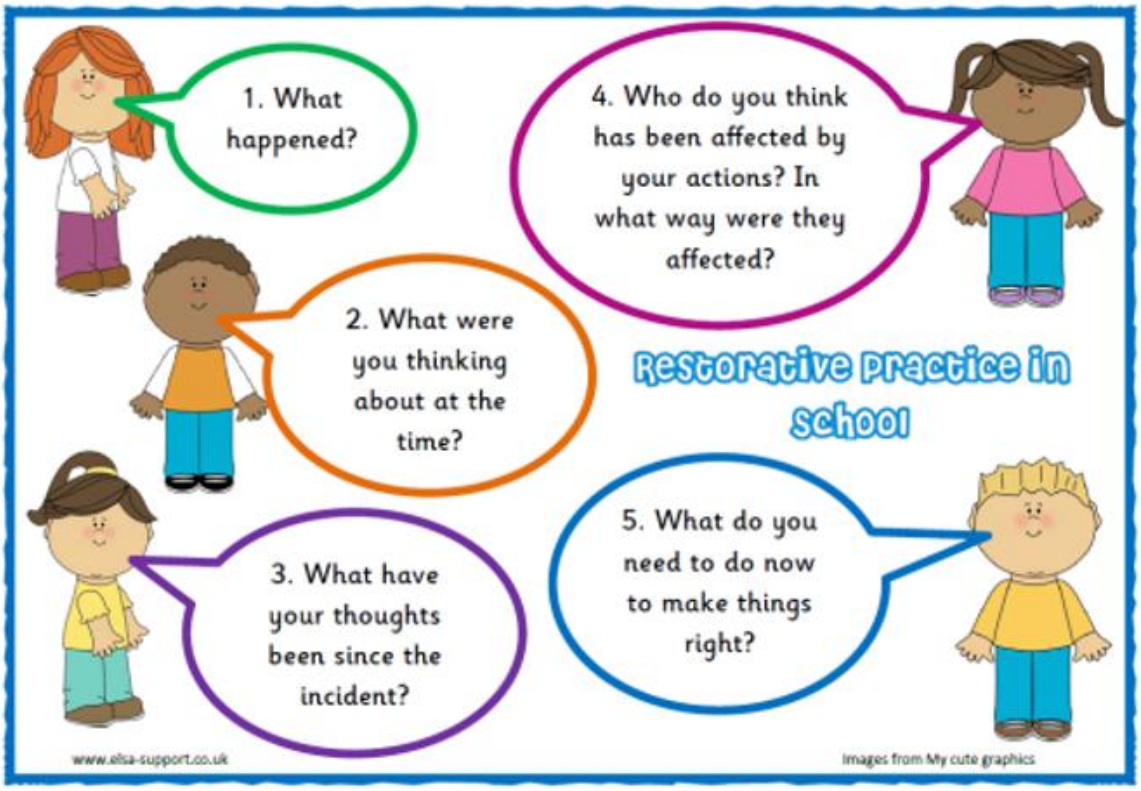
Common misconceptions about PACE

- Playfulness = does not mean you always have to be playing, you can be playful in interactions e.g. use of humour to diffuse a situation.
- Acceptance = not accepting all behaviours, but not rejecting the child.
- Curiosity = does not mean asking lots of questions.
- Empathy = see and understand the child's viewpoint; you don't always have to do what the child wants!

Appendix 6 – Use of resorative practice

These prompts may support restorative work and support a child to repair relationships and move on from a situation. Where possible, a solution should be linked to the incident.

(The activity on page 22 can be completed together, with both adult and child writing/drawing the child's responses.)



1.

What happened? Write or draw what happened

2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.

How did it make you feel? Draw your facial expression

Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.

5.

What do you need to do now to make things right? Write in the speech bubble.

ELSA support
www.elso-support.co.uk

Restorative Practice

Apprensix 7 – Being sensory aware

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organizing activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness 'just right'. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated. A sensory diet should consist of 4 or 5 appropriate activities designed to calm, alert or organise. If a student's levels of alertness are very high when starting the diet, it's probably a good idea to begin with a reasonably energetic activity and decrease the level of energy with each subsequent activity to lower the level gradually. Reverse this principle for a student who begins with a very low level of alertness.

Activities to include in Sensory Diets	
The organising activities can be used with both the calming and the alerting activities.	
Alerting • Bounce on therapy ball • Lycra body sox – star jumps, running, dancing • Arm circles – arms outstretched 10 circles each way • Jumping on a trampoline • Star jumps • Jogging Running, skipping (1 or 2 minutes) • Animal walks – crab walks/wheelbarrows • Side walker - outside gym equipment **Calming** • Pushing against walls with the hands, shoulders, back, buttocks, and head • Pushing/pulling weighted items • Weights/water bottles/tins held in extended hands for a few seconds – repeated 15 times • Ball squash – student lies on stomach, adult rolls a gym ball over them • Massage • Push a gym ball up and down a wall • Chair push ups • Manipulating putty – twisting pulling, rolling • Drinking thick liquid through a regular straw • Low level vibration is calming - use a massager on the back, arms, and legs	**Organising** • Log rolls on a mat - rolling with arms extended above head • Air walker – outside gym equipment • Rolling over a gym ball • Crawling through a play tunnel or under a blanket • Blowing (oral motor) – feathers off a hand, ping pong ball across a table • Ribbons or scarves to make large figure eights in the air • Popping bubbles across the mid body line • Pushing or pulling heavy loads – carrying heavy backpacks • Hanging by arms or climbing • Tug of war • Stretchy material/band – push/pull use with arms and/or feet (put around 2 legs of a chair and use feet to push band forwards • Wheelbarrow walking • Eating chewy foods or chewing on commercially available items such as Chewy Tubes or Chewelry • Exercise bike

Appendix 8 – Responding to unacceptable behaviour/supporting relational difficulties

Example approaches and scripts

Type of Incident	Type of Response (use natural consequences as far as possible)
Incident which disrupts learning	Child uses some of break to catch up or to problem solve with teacher—considering strategies which could be used improve engagement in the next lesson.
Incident against another person—hurting with actions or words (including speaking to others in a disrespectful way, demonstrating controlling behaviour).	Emotion Coaching and restorative approaches.
Incident relating to property (damage, theft, not leaving as found).	Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement).
Incident relating to participation in a specific activity e.g. football at break time.	Adults to work with children to resolve conflicts e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this (eg: only play when game is supported by an adult).

A Graduated Response

Incident Level	Response examples *(Responses will depend on context, the adult's knowledge of the individual, and on what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than an 'Authoritarian' (adults are controlling)*
1 Low	Re-focus child Have a quiet word, away from peers Offer of support: "Are you okay? Do you need anything?" Use name: "(Name), is everything okay?" Nip in the bud with a quick, quiet reminder Model or prompt an appropriate response: "Would you like to try saying that in a different way?" or "Did you mean to say, 'Please may I have that book'?" *See suggested script for further guidance*
2 Medium	Quietly remind the individual of expectations: Remind them of their choices and warn that if they repeat the behaviour there will be a sanction/consequence. Emotion Coaching: Where a significant reflection/problem solving/restorative element is required, this should be done during a break - 'time in'. Direct an adult or give extra support: Staff presence for the child. Wondering question: "Sam, I'm wondering if sitting too close to Rishi is making it difficult for you to concentrate on your work. Come and sit here where I can help you." Name the need: "I can see you're very cross because you wanted to go in that group first. I know that is hard but it's ok, everyone will get a go this week." Direct to regulation activities Distraction/redirection: "Mark, please pop next door and ask Miss Barnes if I can borrow a stapler – thanks." *Key Attachment Friendly Notes - if teachers need to write down names as a reminder to follow this through this should be done discretely and not where others can see. Follow 'time in' rather than 'time out' approach.*

High	Report to SLT Record on CPOMs (complete relevant forms, if required – eg: if prejudice-based incident, bullying or physical restraint) Devise individual behaviour plan Involve parents Involve ELSA or refer to external support Does the child require a risk assessment? (see appendix 5)
Last resort	Use of reasonable force - staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible. Exclusion (see exclusion policy) Every effort will be made to prevent a situation developing where this becomes necessary.