

# Behaviour policy and statement of behaviour principles



Cam Everlands Primary

“We believe, achieve and celebrate”

|                     |                |                             |
|---------------------|----------------|-----------------------------|
| <b>Approved by:</b> | Governing Body | <b>Date:</b> September 2025 |
|---------------------|----------------|-----------------------------|

|                          |                |
|--------------------------|----------------|
| <b>Last reviewed on:</b> | September 2023 |
|--------------------------|----------------|

|                            |                |
|----------------------------|----------------|
| <b>Next review due by:</b> | September 2027 |
|----------------------------|----------------|

# Contents

|   |    |
|---|----|
| 1. Aims .....   | 2  |
| 2. Legislation, statutory requirements and statutory guidance.....                                | 3  |
| 3. Roles and responsibilities .....   | 3  |
| 4. School Ethos .....   | 5  |
| 5. The Curriculum and Learning .....  | 8  |
| 6. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)..... | 10 |
| 7. Lunchtimes.....  | 10 |
| 8. Moving around school.....  | 11 |
| 9. Parental partnership.....  | 11 |
| 10. Children’s valuables and possessions .....  | 11 |
| 11. Restraining pupils.....   | 12 |
| 12. Links with other policies .....   | 12 |
| Appendix 1: written statement of behaviour principles.....  | 13 |
| Appendix 2: Reward and Consequence Chart .....  | 14 |
| Appendix 3: Cam Everlands Golden Rules.....   | 17 |
| Appendix 4: Zones of Regulation.....  | 18 |
| Appendix 5: Incident Form.....  | 20 |

## 1. Aims

This policy aims to:

- Create an positive environment which encourages and reinforces positive behaviours using our principles
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Promote our Cam Everlands GOALS which foster and encourage safe and positive behaviour attitudes in class
- Define what we consider to be acceptable and unacceptable behaviours
- Establish clear guidelines and rules, based on common sense and safety, by which the school will operate
- Encourage calm, consistent and considered response to all behaviours
- Provide information to parents in order to achieve consistency in the messages children receive about behaviour
- Ensure that the school's expectations and strategies are widely known and understood
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

This policy sets out: -

1. what we mean by positive behaviour and inappropriate behaviour, safe and unsafe choices
2. how we manage behaviour inside and outside the classroom
3. rewards for positive behaviour
4. sanctions for undesirable behaviour
5. appendices – conduct codes

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Roles and responsibilities

### 3.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 3.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body

- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment and culture encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **3.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Ensure we meet the needs of the children, making an effort to empathise with their individual needs
- Ensuring no children are ever made to feel ashamed of their behaviour or humiliated
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **3.4 Parents and carers**

Working collaboratively with parents is vital in ensuring the best outcomes for all pupils.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure that they are available to discuss their child's behaviour if needed and make certain that the school has up-to-date contact details
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of unacceptable behaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### 3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Golden Rules (see Appendix 3) and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with support sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour in school to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

## 4. School Ethos

*'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit.'* Behaviour in Schools: advice for headteachers and school staff, DfE (2022)

This policy builds on our core values: respect, trust, honesty and empathy. These are a thread which are central to the way in which we manage the behaviour of our children.

Children should begin to learn about positive behaviours at home before compulsory school age. Building on this foundation, and in partnership with parents and carers, we aim to create a happy, friendly, safe and caring environment where children grow to respect:

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone – everyone matters

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

*"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."* Paul Dix

## 4.1 Underlying Principles

Our behaviour management strategies and policy are based on 2 key principles:

Everyone understands they have the right:

- to feel safe, valued and respected, and
- to be able to learn and teach free from the disruption of others

As a school community we will create a sanctuary of kindness through connection and support.

As adults we will:

- offer the children and each other a welcoming smile
- use the language of safety and reassurance
- be authentic, listen, engage and connect with every child
- model our high expectations of behaviour and attitudes to learning
- show appreciation of the efforts and contribution of all
- be consistent, calm and considered in responses

By doing this we aim to

- create a positive, safe and inclusive climate with high expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment
- model and encourage relationships based on kindness, respect and understanding of the needs of others

Maintaining a positive culture requires constant work and at Cam Everlands we positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning.

## 4.2 Restorative Approach

The restorative approach to behaviour management can be defined as:

*"Restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising."* (McCluskey, 2018)

The basis for this approach is that children are encouraged to take responsibility for their behaviour by thinking through the causes and consequences of their actions:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

It recognises the needs of people to feel safe, feel respected, to belong and to understand and have positive relationships with others. Our approach to behaviour follows this and recognises that, when there

has been conflict, there needs to be an opportunity for asking everyone involved to explain how the situation has made them feel and why they are behaving in the way which they are. It aims to use this discussion to enable a resolution to be found which everyone can agree to.

The school has a four step restorative approach to support behaviour:

1. **Verbal reminder** – a reminder of our Cam Everlands GOALS e.g. 'Are you giving your best? Are you listening?'
2. **Verbal warning** – (a clear verbal caution) and clearly stating the consequences if they continue. (Move away is a good way to deter behaviour with a particular friend and to halt poor behaviour in class.)
3. **Second verbal warning** – At this stage the child will lose 10 minutes of their play time or lunch time to discuss the cause and impact of their behaviour with the class teacher
4. **Consequence/Reflection** – If the child's behaviour remains disruptive, or if their behaviour is deemed to be of a serious nature, they will receive a consequence in line with the chart in Appendix 2

Following all of these, the child will be given the chance to repair, through an apology or other means deemed appropriate by the school, depending on the situation.

### 4.3 Zones of Regulation

The concept behind Zones of Regulation is to assist people to understand how they feel and allow them to begin to self-regulate. This is based on research by Leah Kuypers which identified how challenges that children faced in self-regulation impacted on their ability to learn and interact with others.

We use the principles to support the children with understanding the full range of their feelings as well as exploring strategies to support their wellbeing. It also helps for everyone to have and use a common language when discussing their feelings.

The desired outcomes from using Zones of Regulation are to:

- Improve competencies in co-regulation and self-regulation
- Self-identify feelings, energy, and levels of alertness
- Build self-awareness of body signals as they relate to emotions
- Develop perspective-taking skills
- Integrate situational awareness with self-awareness to determine how to regulate
- Learn why regulation matters in relation to goals and well-being
- Identify, practice, and utilize effective regulation and wellness tools/strategies
- Understand when and how to use tools
- Build positive decision making and problem solving skills
- Reflect on situations or experiences
- Identify triggers and sparks that impact regulation

All classrooms have posters which are used with the children to discuss how all of the children feel and as a basis for discussion.

The posters used in class, along with the vocabulary and zones themselves can be found in Appendix 4.

### 4.4 Positive behaviours

It is our expectation that everyone: -

- Lives by our Cam Everlands GOALS
- Follows our Golden Rules
- Shows kindness, empathy, courtesy and consideration for others
- Is honest and truthful
- Learns and plays together cooperatively
- Shows they are 'walking tall' around our school

- Makes safe choices
- Has respect for everyone and everything in our school environment
- Shows manners to everyone ('please', 'thank you', 'sorry' etc.)

It is the policy of our school that those who go above and beyond these expectations are consistently acknowledged and praised by teaching staff, support staff and the Senior Leadership Team (all adults who come into contact with the children).

#### **4.4.1 Rewards**

When children meet or exceed our expectations in terms of their behaviours, we have many ways of recognising their efforts. Examples of rewards include, but are not limited to, the following:

- Verbal or written praise
- Stickers
- Class Dojo points
- Recognition from another teacher, senior leader or headteacher
- Being included in 'Gold Book'
- Awarding of a certificate in Achievers Assembly
- Invitation to attend Gold Badge Day with the headteacher
- Inclusion in 'Out of School Achievers' in Achievers Assembly
- Celebrations of sporting achievements

#### **4.5 Consequences**

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. A reference guide which will be used to decide consequences can be found in Appendix 2. These consequences are designed to give the children the opportunity to reflect on their actions, consider their motivations and also think of a way to resolve the situation. The chart allows everyone to understand the consequences of chosen behaviours.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred. For example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified) or is experiencing significant challenges at home.

Should it be necessary, we will request a meeting with parents. This meeting will focus on the support that is available for the child and may include our SENCo who can support the class teacher in developing a support plan.

#### **4.5 Suspension and exclusion**

Whilst we will do everything we can to prevent serious incidents from occurring, we reserve the right to use suspension and exclusion to ensure everyone is kept safe. Please see our Suspension and Permanent Exclusion Policy for more information regarding this.

Where high level incidents involve extreme violence and/or the use of restraint or classroom evacuation this will also be recorded in more detail using an incident form (appendix 5).

The Senior Leadership Team will review medium and high incidents and report to governors through the termly Headteacher's Report along with data around suspension and exclusion.

## **5. The Curriculum and Learning**

Our school's curriculum is built around children developing learning behaviours which enable them to be actively engaged and involved in their own learning (metacognition). A creative and well-structured

curriculum that ensures effective learning will contribute to positive behaviour and positive attitudes to learning.

Lessons have clear learning objectives which the children can understand. They are adapted to meet the needs of all abilities allowing all children to succeed and feel positive about their learning and themselves.

Feedback (including verbal comments) should be used to provide positive confirmation to children of their progress and next steps showing how to progress further. This feedback should clearly signal to children that their efforts are valued.

Teachers will be ready to welcome children into each lesson with a smile and ensure that appropriate resources are prepared and ready.

Classrooms are set up to promote high quality learning. Children are seated appropriately and given maximum opportunity to achieve their full potential.

## 5.1 Cam Everlands GOALS

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our Cam Everlands GOALS underpin our positive learning culture and are referred to every day in class. They are designed to inspire the children to work hard in class and behave in a way which maximises the time spent learning as well as ensuring they allow their peers to learn at the same time.

**Give your best** - always put in 100% effort, persevere and don't give up

**Open your mind** - be curious, make links and ask relevant questions

**Aim high** - aspire to greatness, challenge yourself, set yourself targets

**Look and listen** - be an active learner, collaborate with others, manage distractions

**Show what you can do** - produce your best work, share your knowledge and understanding



## 5.2 Managing classroom behaviour

Where needed, teachers/teaching partners will follow the four steps listed in section 4.2 when addressing inappropriate behaviour which disrupts the learning of others.

Children will be frequently praised for the effort that they demonstrate, not how well they attain. This is based on evidence that pupils who have a growth mindset who learn to value effort and persistent have more chance of achieving well (*Duckworth and Seligman, 2005*)

The school promotes learning-based initiatives such as growth mindsets. Class teachers will focus on using Cam Everlands GOALS in lessons throughout the school day. Children demonstrating this will be celebrated on a recognition board or in Celebration Assembly.

Teachers may select children demonstrating Cam Everlands GOALS to see the Headteacher to share their learning and receive a Headteacher's award (known as Gold Book). They may also be rewarded with a certificate in our Achievers Assemblies.

### **5.2.1 Supportive classroom strategies**

We will endeavour to anticipate potential causes of disruptive behaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and classroom screen
- managing the seating position of the children to help manage distractions
- removing apparatus on tables to reduce distractions
- use of 'fidget toys' when appropriate (approved by SENDCo)
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- allocated talk partners

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

We will also provide training for staff in understanding neurodiversity conditions such as autism and ADHD and other specific learning needs to support them to support the children.

## **6. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Cam Everlands, we endeavour to consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We work together to ensure our inclusive, whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We work together to create calm environments which will benefit pupils with SEND, enabling them to learn.

We recognise that some behaviours can be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their needs.

We understand the importance of managing pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

We have adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

## **7. Lunchtimes**

Midday supervisors will support our Behaviour policy through modelling positive play and supporting children to interact appropriately with each other using our 4 step approach (outlined in section 4). They will endeavour to manage any situations in the moment through discussion and the restorative approach.

When necessary, lunchtime staff are to record any behaviour incidents and report the incident to the class teacher at the end of lunchtime after having explored the incident with the children involved.

All lunchtime staff will be given training in the restorative approach and how to de-escalate conflicts.

## **7.1 Playground and field**

It is our expectation that children will play sensibly and safely with due care for themselves and others using the equipment provided. It is also an expectation that they treating all equipment and resources with care.

## **8. Moving around school**

In order to move around the school safely and calmly, the expectation is that everyone will 'walk tall'. This means to walk calmly, in an orderly way, respecting others. There will be no shoving, rushing or running inside the school building.

When lining up, children will stand quietly, facing the front and will not 'save spaces'.

Children who demonstrate these expectations will be praised using our school rewards.

## **9. Parental partnership**

A positive partnership with parents/carers is crucial to building trust and developing a common approach to relationships, behaviour expectations and strategies for dealing with problems.

Parents/carers can expect to be kept informed of their child's relationships and behaviour at school and staff will contact parents to share positive messages as well as any concerns. This could be face-to-face, using the telephone or via email.

In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise a support plan in conjunction with the parents/carers. In some cases, behavioural problems may be linked to the social, emotional and mental health of a child and could lead to the involvement of external agencies to support both at school and in the home.

Parents/carers who have concerns about behaviour in the school should make an appointment to speak with the class teacher in the first instance. Where concerns are not being addressed or the nature of the concern is more serious parents should ask to see our Head of EYFS/KS1, Deputy Head or Headteacher.

## **10. Children's valuables and possessions**

Children may not bring personal items to the school (money, games, toys, etc.). Anything of this nature brought in without the express permission of the class teacher will be confiscated and returned to the pupil at the end of the school day. The school is not responsible for the loss or damage of anything brought into school in this way.

### **10.1 Mobile Phones**

For safety reasons, some parents want their child to carry a mobile phone with them if they walk to and from school unaccompanied. We fully understand this position. Pupils who need to have mobile phones in school MUST hand them in to their class teacher when they arrive at school (see ICT and Acceptable Use Policy) at the beginning of the day.

## 10.2 Money

Children who need to bring money to school are responsible for this and it should be a sensible amount. If the school requires money to be brought in (i.e. for donations to charity) then parents and carers will be informed.

## 10.3 Watches

Children are responsible for their own watches during P.E. and other sporting activities. Pupils are not allowed internet enabled watches. If the watch becomes a distraction in class, the pupil may be asked to stop wearing it.

## 11. Restraining pupils

According to the DfE document '*Behaviour in Schools: Advice for headteachers and school staff*' (2022), there are circumstances where staff may need to use 'reasonable force' in order to safeguard children (reasonable force is defined as 'using no more force than is necessary'). Staff should only use reasonable force with children in the following situations:-

- If the child is at risk of harming themselves or others
- If the child is causing significant damage to property
- If the child is disrupting the good order of the school
- If the child is committing an offence

If a member of staff requires assistance, a message should be sent to a team teach trained staff member.

Restraining does not automatically mean a child should be sent home or suspended or excluded – this decision will be made at the Headteacher's discretion in line with our Suspension and Permanent Exclusion policy.

## 12. Links with other policies

This policy is linked to the:

- Child protection and safeguarding
- Online Safety
- SEND Policy
- Suspension and permanent exclusion policy
- Accessibility

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Understanding emotions is a key aspect of understanding and managing behaviour
- We promote emotional literacy and our approach ensures that the development of positive social, emotional and learning behaviour is at the heart of our behaviour policy.
- We place an emphasis on relationships as a priority in our signature pedagogy: we build positive, caring and trusting relationships between children and staff, children with their peers and between school and parents.
- We are committed to the emotional and mental well-being of our staff and pupils. We use our understanding of social and emotional development and learning as part of our approaches to all learning and in our response to behaviour.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually when the behaviour policy is reviewed.

## Appendix 2: Reward and Consequence Chart

| Positive/desirable behaviour |  |   |
|------------------------------|--|---|
| Rewards                      | Positive behaviours will be rewarded in a wide range of ways including: <ul style="list-style-type: none"> <li>• Verbal or written praise</li> <li>• Stickers</li> <li>• Class Dojo points</li> <li>• Recognition from another teacher, senior leader or headteacher</li> <li>• Being included in 'Gold Book'</li> <li>• Awarding of a certificate in Achievers Assembly</li> <li>• Invitation to attend Gold Badge Day with the headteacher</li> <li>• Inclusion in 'Out of School achievers' in Achievers Assembly</li> <li>• Celebrations of sporting achievements</li> </ul> | Rewards will be given at the discretion of adults to those children who demonstrate good learning behaviours (Cam Everlands GOALS) or who live out our school values. |

| Negative/undesirable behaviour |                       |  |   |
|--------------------------------|-----------------------|--|---|
|                                |                       | Example  | Consequence   |
| Low level behaviour            | Verbal warning        | <ul style="list-style-type: none"> <li>• You have disrupted the learning of your classmates (e.g. shouting out, chatting, making unnecessary noises)</li> <li>• You have been running or pushing when moving around your classroom or the school</li> </ul>  | <ul style="list-style-type: none"> <li>• You will be given a <b>verbal reminder</b> of the Cam Everlands GOALS or Golden Rules</li> </ul>   |
|                                | Verbal reminder       | You have repeated low-level behaviour despite the verbal reminder or... <ul style="list-style-type: none"> <li>• You have not taken part in the learning in class</li> <li>• You have shown bad manners</li> </ul>   | <ul style="list-style-type: none"> <li>• You will be given a <b>verbal warning</b> by an adult and may be moved</li> <li>• Incomplete work may be sent home to be finished at home</li> <li>• if behaviour doesn't improve, you will be given a <b>second verbal warning</b></li> </ul> |
| Mid-level behaviour            | 10 minute consequence | You have repeated previous behaviours despite verbal warning or... <ul style="list-style-type: none"> <li>• Your behaviour continues to be disruptive in class or in the school</li> <li>• You have lied</li> <li>• You have been disrespectful to an adult in school (e.g. lying to them, answering back, rolling eyes or refusing to do as you are told)</li> <li>• You have called another child unkind names</li> <li>• You have hurt someone through inappropriate actions (e.g. running in doors, swinging play equipment dangerously)</li> <li>• You have caused minor damage to someone else's property</li> </ul> | <ul style="list-style-type: none"> <li>• You will <b>lose 10 minutes of your break or lunchtime.</b></li> <li>• You will be asked to take positive action to restore the situation (e.g. write a letter of apology, tidy a space)</li> <li>• Your parents may be informed</li> </ul>    |

|                      |                         |  |  |
|----------------------|-------------------------|--|--|
|                      | Lunchtime consequence   | <p>You have repeated 10 minute consequence behaviours within 5 school days of previous incident or...</p> <ul style="list-style-type: none"> <li>You have hurt someone through dangerous, thoughtless or careless actions</li> <li>You have left the classroom without permission</li> <li>You have been heard swearing</li> <li>You have been involved in a 'minor scuffle' (verbal confrontation, pushing, shoving, tripping etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>You will receive a <b>lunchtime detention</b> which will be spent with a member of the Senior Leadership Team</li> <li>You will have a discussion about how to improve your behaviour in future with a member of staff</li> <li>Your behaviour will be noted in the school behaviour log</li> <li>Your parents will be informed by your class teacher</li> <li>Your behaviour will be closely monitored for 5 days. Repetition or further incident in this time will lead to a 3 lunchtime detention</li> </ul>   |
|                      | 3 lunchtime consequence | <p>You have repeated behaviour at lunchtime consequence level within 5 school days of the previous incident or...</p> <ul style="list-style-type: none"> <li>You have physically attacked another pupil or have been fighting with another pupil</li> <li>You have sworn at another person</li> <li>You have taken something which doesn't belong to you</li> <li>You have caused significant damage to someone else's property</li> <li>You have been spitting</li> <li>You have made a serious threat to hurt someone in our school</li> <li>You have touched someone else when they have asked you not to ("no means no") in an isolated incident</li> </ul>                          | <ul style="list-style-type: none"> <li>You will receive a <b>3-day lunchtime detention</b> with school leaders</li> <li>Your parents will be informed by your class teacher or a leader.</li> <li>If school property has been damaged then they may be asked to pay for it</li> <li>Day 1 – You will write a letter (or draw a picture) for the person you have hurt.</li> <li>You will also do this for your parents to explain your behaviour.</li> <li>Day 2 – You will make amends for your actions in and around school.</li> <li>Day 3 – You will make amends for your actions in and around school.</li> <li>You will be given an individual behaviour plan</li> <li>Your behaviour will be closely monitored for 4 weeks.</li> </ul> |
| High-level behaviour | Internal suspension     | <p>You have repeated behaviour at 3 lunchtime consequence level again within 4 school weeks of a previous incident or...</p> <ul style="list-style-type: none"> <li>You have been bullying another child/children (this could be physical, verbal or cyber-bullying)</li> <li>You have been involved in a violent outburst which has scared or caused pupils or adults to feel threatened</li> <li>You have been involved in a serious fight or led a physical attack on another pupil/adult</li> <li>You have left the school site without permission</li> <li>You have demonstrated worrying or problematic sexualised behaviour (including the use of sexualised language)</li> </ul> | <ul style="list-style-type: none"> <li>You will receive an <b>internal suspension</b>: you will spend time on your own, away from other pupils for a minimum of one school day</li> <li>Your parents will be asked to come into school to discuss your behaviour with senior leaders</li> <li>The school may consider informing the police if cyber-bullying or problematic sexual behaviour has taken place</li> <li>Your behaviour will be noted in the school behaviour log</li> <li>You will be given an individual behaviour plan</li> </ul>  |
|                      | Fixed-term suspension   | <p>You have repeated behaviour at internal suspension level again within a period of 12 months or...</p> <ul style="list-style-type: none"> <li>You have meant to show racist or discriminative behaviour</li> <li>You have intentionally targeted an individual or a group with worrying sexual behaviour</li> <li>You have been involved in a serious fight or led a physical attack on a pupil resulting in visible (moderate) injury</li> <li>You have organised and taken part in a serious fight</li> <li>You have been part of an out of school incident which negatively affects life in</li> </ul>  | <ul style="list-style-type: none"> <li>You will receive a <b>fixed term suspension</b>: you will not be allowed on the school site for a given period of time and will learn at home</li> <li>Your parents will be informed</li> <li>The school will consider informing the police if the law has been broken</li> <li>Your behaviour will be noted in the school behaviour log and the Local Education Authority will be notified</li> <li>Your behaviour will be closely monitored for 12 months in school.</li> <li>You will be given an individual behaviour plan</li> </ul>   |

|  |                     |  |   |
|--|---------------------|--|---|
|  |                     | school or the harms the school's reputation  | <ul style="list-style-type: none"> <li>• Repetition or further incidents in this time may lead to permanent exclusion</li> </ul>  |
|  | Permanent exclusion | <p>There is repeated behaviour at fixed-term suspension level or...</p> <ul style="list-style-type: none"> <li>• You have physically attacked a pupil resulting in significant injury or attacked a member of staff with intention to hurt them</li> <li>• You have caused serious harm to another individual through your behaviour (including sexual behaviour)</li> </ul> | <ul style="list-style-type: none"> <li>• You will be <b>permanently excluded</b> – this means that you will be asked to leave our school</li> <li>• Your parents will be informed</li> <li>• The school will consider informing the police if the law has been broken</li> <li>• Your behaviour will be noted in the school behaviour log and the Local Education Authority will be notified</li> </ul> |

Notes:

- Examples of behaviours are not exhaustive and other behaviours will be dealt with at the discretion of school staff
- If a child has wilfully avoided telling the truth in an attempt to avoid consequences then the level of the resulting consequence may be reconsidered at a higher level.
- Specific circumstances will be taken into account in each incident and consequences may be adjusted accordingly in light of these. This is at the discretion of the Senior Leadership Team
- Leaders may consider revoking a pupil's privileges in light of repeated poor behaviour i.e. representing the class on the school council or eco council, participation in school sport events, attendance at extra-curricular clubs, enrichment visits etc.



# The Golden Rules

**Respect - Trust – Honesty – Empathy**

**At Cam Everlands Primary School:**

- 1. We are kind and helpful.**
- 2. We listen.**
- 3. We try hard and allow others to learn.**
- 4. We move calmly and quietly.**
- 5. We look after property.**
- 6. We are honest.**

## Appendix 4 - Zones of Regulation

### Blue Zone



The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

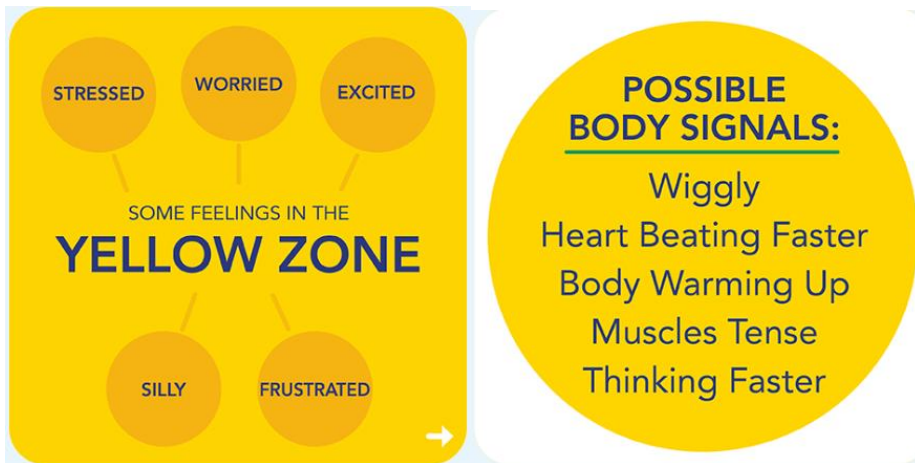
### Green Zone



The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too.

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

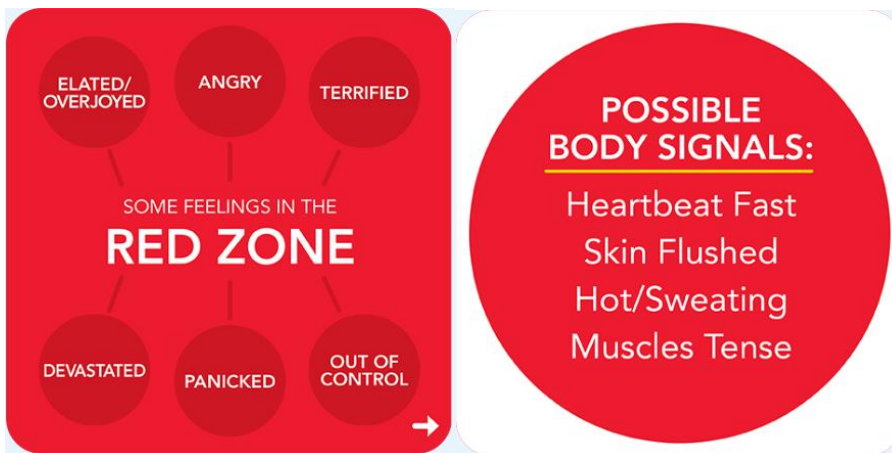
## The Yellow Zone



The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

## The Red Zone



The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

## Appendix 5 - Incident sheet

|  |  |               |  |         |  |                        |  |
|--|--|---------------|--|---------|--|------------------------|--|
| Date   |  | Time          |  |         |  |                        |  |
| Name of pupil(s)   |  | Year group(s) |  |         |  |                        |  |
| Location of incident   |  |               |  |         |  |                        |  |
| Details of incident (please give as much information as possible including specific details) |  |               |  |         |  |                        |  |
|  |  |               |  |         |  |                        |  |
| Who was involved?  |  |               |  |         |  |                        |  |
|  |  |               |  |         |  |                        |  |
| What actions were taken? (including sanctions)   |  |               |  |         |  |                        |  |
|  |  |               |  |         |  |                        |  |
| Are any follow-up actions required? If so, please give details.                              |  |               |  |         |  |                        |  |
|  |  |               |  |         |  |                        |  |
| Who has been informed?   |  |               |  |         |  |                        |  |
| Class teacher  |  | Senior Leader |  | Parents |  | Other relevant parties |  |