Stocks Green Primary School

Learning to Live, Living to Learn

Staff Response to Behaviour - Summary

Reviewed on	**October 2026**
Date for Review	**October 2027**
School staff responsible for policy	**SLT**
Designated Governor Committee	**P&P committee**

Tracking Changes	
October 2026	Change of learning behaviours being referred to the Teaching and Learning Policy rather than Behaviour Curriculum

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Beliefs, Stocks Green Rules and Values

Stocks Green Primary School believes that good behaviour is a cornerstone to effective learning and wellbeing for all. We recognise the importance and need to **not** manage behaviour but change it in order for our pupils to become responsible, kind and respectful members of society through our approach to teaching behaviour. We believe that good behaviour begins with a positive approach to behaviour management, effective role modelling of kind and respectful behaviour by adults and holding high expectations for all pupils. We believe that adults should reflect on their own behaviour when managing pupils and that they should teach children to reflect on how their behaviour impacts others. By modelling a consistent, kind, caring and respectful approach to behaviour, we believe we can create an environment and culture where pupils learn to be respectful and reflective citizens. Our ethos to behaviour is based on the approach outlined in the work of Paul Dix in his book 'When the Adults Change, Everything Changes.'

The Stocks Green Way

The Stocks Green Way underpins our core expectations and belief about behaviour and is used in all discussions about behaviour. We believe that The Stocks Green Way encompass all forms of behaviour within the school and allows students to have certainty in what is expected of them throughout the school day.

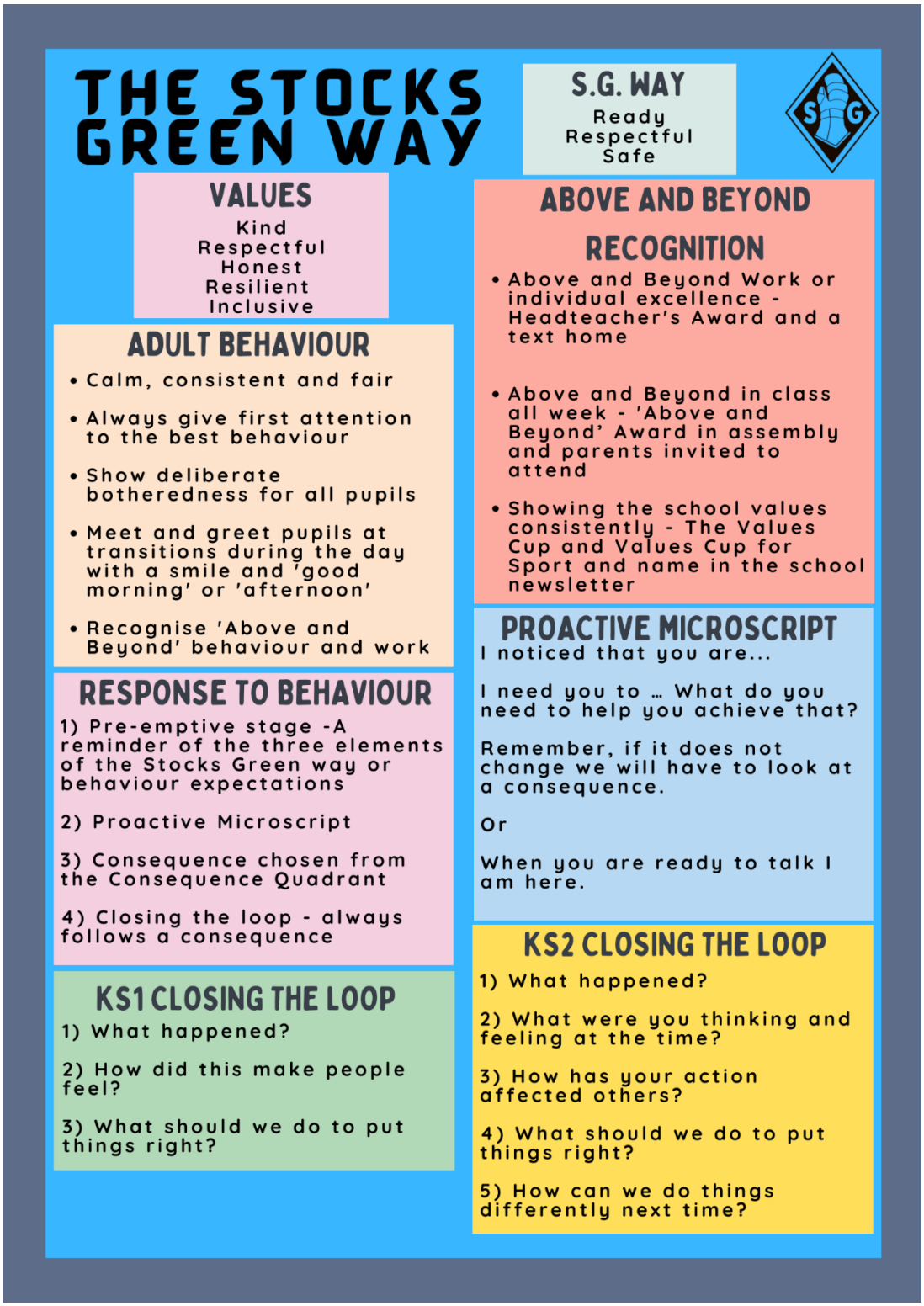


Our Core Values

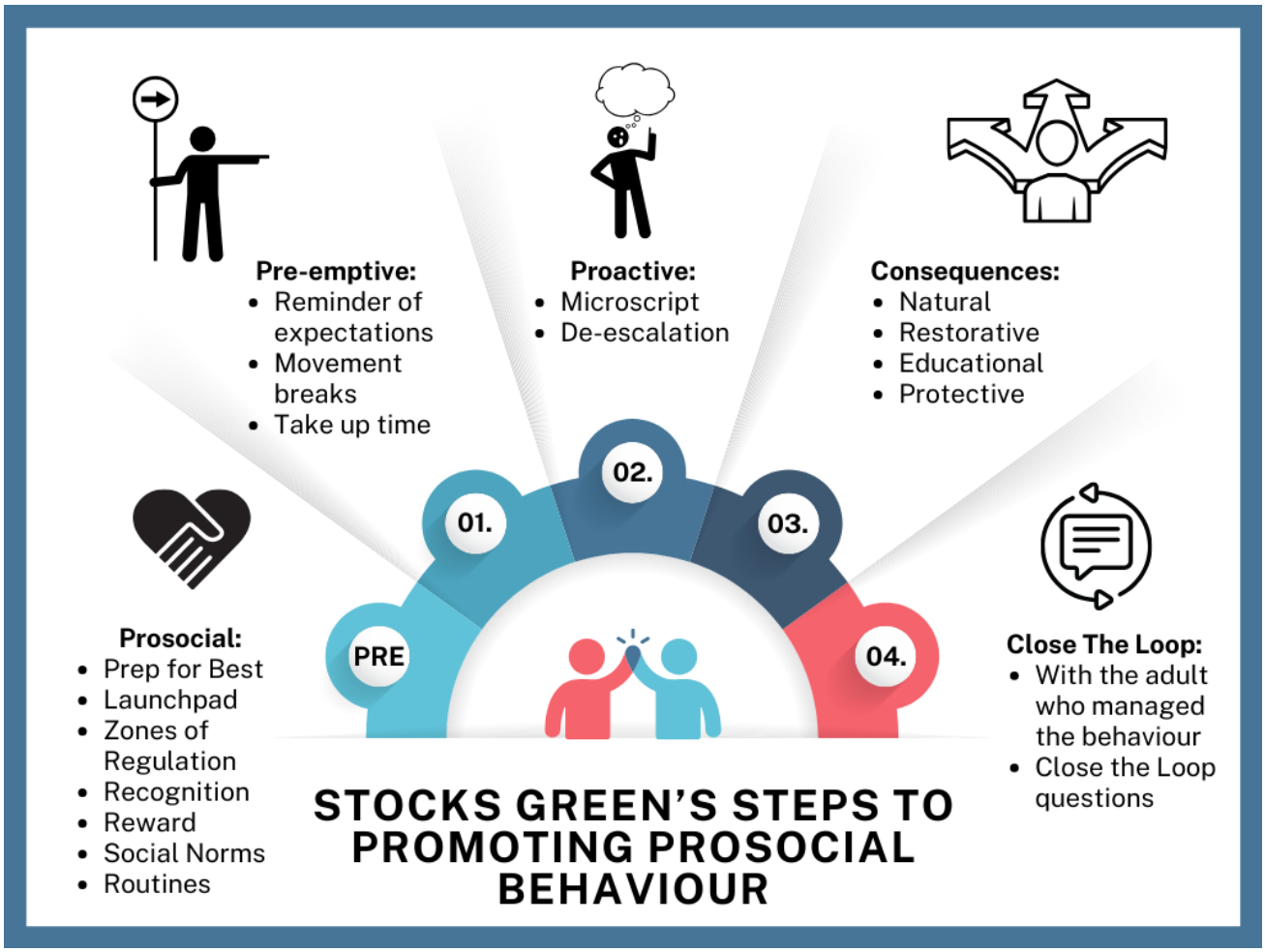
Stocks Green has worked with all stakeholders at the school to develop a set of shared values. These are the values which we feel will enable all members of our school community to grow, develop and thrive into considerate, reflective and responsible citizens. The values are embedded within the culture of the school, spoken about frequently and modelled by all adults. Children who show the values throughout the day are recognised in line with the school procedures.



The Stocks Green Way



Stocks Green's Approach to Promoting Prosocial Behaviour



Behaviour terminology

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the ‘absence’ of antisocial behaviour.

Unsocial Behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Leaving their table without permission

Leaving the carpet during input/story without permission

Refusing to complete the work set

Refusing to take part in PE / Forest School /Singing Assemblies and Music

Choosing to do another activity other than the one the class are doing (reading/drawing on whiteboard etc)

Rocking on their chair

Calling out/talking to a friend

Not listening to instructions

Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

Antisocial Behaviours (Misbehaviour)	Dangerous Antisocial Behaviours (Serious Misbehaviour)
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Anti-Bullying Policy for definition)

It is important not to group unsocial behaviour with antisocial behaviour.

The learner who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Routines

Routines serve as the foundation for prosocial behaviour. They are consistent sequences of actions designed to help achieve specific goals. In the classroom, routines are the essential building blocks of a positive culture and should be taught through modelling, practice, feedback and regular review - not simply explained. When behaviour needs improvement, routines play a key role in establishing positive habits and shared expectations. By giving children clear, modelled examples, whether through direct demonstration or by observing others, they are better able to internalise and apply these behaviours in real situations.

We use routines to:

- reduce cognitive load for our learners

- save time

- maintain expected behaviours

- provide expected daily structures

- form habits

- keep us safe

Social Norms and Routines

Social Norm versus Routine- **Social norm** is an expectation of how we should all behave in our school a **Routine** is where there is a series of expectations for children to do certain things in a sequence at specific points of the day

Social Norm

Are the shared expectations about how we treat each other and what behaviours are valued across the whole school community. They are about relationships, attitudes, and the “unwritten rules” that help everyone feel safe, respected, and included.

Examples:

- We listen when someone is speaking.
- We include others in games and activities.
- We treat mistakes as learning, not failure.

Social norms shape the culture and climate of the school and apply across settings — in the classroom, playground, assembly, lunch hall — without needing a fixed schedule.

Routines

Are the predictable, repeated actions we follow in certain situations or times of day.

They help create structure and smooth transitions, especially for younger children or those who need predictability.

Examples:

- Lining up quietly after playtime.
- Hanging up coats when entering the cloakroom.
- Washing hands before lunch.

Routines help manage time, safety, and organisation — but they don’t automatically build positive relationships or inclusive attitudes.

Norm	Scripting	Explicit Teaching and Modelling
We walk calmly around the school	**Recognition** Thank you for walking calmly on the left Thank you for walking in our school Thank you for being calm **Reminders** We walk on the left We walk in our school We are calm in school We walk our bikes and scooters through the school	Explicit teaching on how to move around the school spaces – walking on the left -calm walking - acknowledgement from staff for following the Stocks Green way Time to practice when learners find it challenging Arrows on floor to distinguish left and right
We maintain our environment	**Recognition** Tidy spaces help everyone, thank you Thank you for maintaining our environment. **Reminders** Remember to keep our school tidy Remember we maintain our environment	Keep trays and desks tidy and organised Keep classroom tidy and organised Keep the cloakroom tidy and organised If you see something that is not where it should be, pick it up and put it where it should be. Teachers model this as they move around the school All resources are labelled with pictures and words so learners know where to put things away. Prep for best stations need to be clearly displayed and labelled.
We are kind and look after each other	**Recognition** Thank you for being kind Thank you for looking after …… **Reminders** Remember at Stocks Green we are kind to each other We respect other people's difference We use kind hands We use our words	Recognise acts of kindness, not reward them. Modelling deliberate botheredness. Teach language for kindness: Give children simple phrases they can use to comfort or help others ("You can play with us!" "Can I help you?" "I'll wait for you.")
We are considerate in our everyday actions	**Recognition** Thank you for... **Reminders**	Modelling considerate actions. Recognising those tiny everyday actions, such as greetings in the

	Remember at Stocks Green we are considerate, you could… (e.g. Hold the door for someone else) We use our manners at Stocks Green	morning, holding doors, the offer to help, carry or collect something.
We speak calmly to each other	**Recognition** Thank you for using your calm voice **Reminders** We use our calm voices at Stocks Green Remember we use calm voices at Stocks Green	Modelling through conversation around the school and acknowledgement of when calm voices are being used. Discussions with classes at the start of the year about the use of calm voices around the school and at lunch. Regular opportunities to practice the use of calm voices during group work.
We take pride in our appearance	**Recognition** Thank you for tucking your shirt in Thank you for taking pride in your appearance. **Reminders** We tuck our shirts in Remember we take pride in our appearance.	Modelling of tucked in shirts from all staff who are wearing shirts. Reminders and acknowledgments. Regular shirt checks before assembly, after lunch etc.
We are polite	**Recognition** Thank you for using your manners. Thank you for saying please or thank you. Thank you for saying sorry. **Reminders** Remember we use our manners. Remember we say please and thank you. Remember we are honest when we make a mistake.	Modelling of manners and politeness by staff. Regular discussions in class and during assemblies about using manners and being honest when we make a mistake. During 'Closing the Loop' conversations, staff to discuss politeness and how we can have good manners.
Learning behaviours	**See Teaching and Learning Policy**	

Routine	Scripting	Explicit Teaching and Modelling
Start of the day- Coming in out of the school	**Recognition** Thank you for preparing yourself for best Thank you for putting your things where they need to be **Reminders** This is prep for best, you have X minutes to go to the toilet, have a drink, get your stationery ready. This is prep for best. You have X minutes	This will be taught through rehearsal and reminders from the staff and prefects at the gate. Prep for best to include: Go to desk, unpack bag, go and put coat & bag on peg and come back into class- prep for best. Water bottle at waters stations Phones should be off before they enter the school gate and switched on as they leave the school gate Acknowledgement at the door - greetings Calmly waiting outside your classroom
Packing up at the end of lunch.	**Recognition** Thank you for maintaining our environment. Thank you for putting your wellies away tidily. Thank you for helping put everything in the right place. **Reminders** We all help tidy up. Remember to look everywhere for things to put away. Remember to put everything in its rightful place.	This will be taught through rehearsal and reminders at the start of each year as well as reminders in assemblies. - Prefects will get boxes out the shed for OPAL at the start of play. - Only Prefects are allowed in the shed. - At the end of play there is a whistle, all children stop, then all children tidy up and put everything back in the boxes. - On a second whistle, all children take their wellies off. - The prefects then return the boxes to the shed. - All children are reminded to help tidy up. - After everything is tidy, learners then get their shoes back on and wait on the playground for the bell. On the bell, they line up silently, facing the front.
Lunchtime in the hall	**Recognition** Thank you for being calm Thank you for waiting patiently You've left your space tidy, thank you Thank you for tucking your chair in **Reminders** We use our calm voices at Stocks Green	This will be taught through rehearsal and reminders at the start of each year: - Walk in calmly and find your seat. - Use quiet voices so everyone can enjoy their lunch. - Use good table manners – be polite and kind. - Eat sensibly.

	Find your seat calmly and quietly – thank you Remember to tuck your chair in Remember to scrape your tray	- Clear up when you've finished – tidy trays, and put rubbish away. - Listen to adults and follow instructions the first time. - Lunchtime is a time to refuel, be respectful, and enjoy a calm break together.
Expectations in Cloakroom	**Recognition** Thank you for putting your coat on your peg, and head back to class Thank you for putting your bag on your peg, and head back to class. **Reminders** Coat on peg, back to class, thank you Bag away, back to class, thank you	This will be taught through rehearsal and reminders at the start of each year and repeated as necessary. To explicitly teach that the cloakroom is a place of calm and quiet and a place to hang coats and bags. Social spaces are classrooms and the playground
Assembly	**Recognition** Thank you, Stocks Green, for sitting ready to listen Thank you, X it's time to listen Thank you for looking and listening **Reminders** Hands in lap, legs crossed It's time for assembly, sitting down, hands in lap, legs crossed Looking, Listening	This will be taught through rehearsal and reminders at the start of each year and repeated as necessary. To explicitly teach learners to line up silently in class, in assembly places. Once in assembly, review the expected social norms: - Walk silently and calmly on the left into and out of the hall - Sit silently or join in with the song when in the hall - Listen to the person that is speaking
Prep for Best	**Recognition** Thank you for preparing yourself for best Thank you for being ready to learn **Reminders** Come in calmly and prepare to learn. Return to class quietly, ready to start the lesson. Remember to do a Zones Check-in. Remember to check you have all the equipment you need. Remember to check our environment is tidy.	This will be taught through rehearsal and reminders at the start of each year and repeated every day: - Arrive calmly and go straight to our learning space. - Sit ready to learn – calm body, focused mind, positive attitude. - Prep for best stations need to be clearly displayed and labelled. - Children have a drink if they need one. - Children go to the toilet if they need to.

	Remember to go to the toilet if you might need to go during the lesson. Remember to have a drink.	
Lining up on the playground	**Recognition** Thank you for lining up silently. Thank you for facing the front. **Reminders** Remember this is the first step in being prepped for your best! Remember this is where we get ourselves ready to learn. Remember we line up silently. Remember we stand one behind the other. Remember we face the front.	This will be taught through rehearsal and reminders at the start of each year and repeated everyday: - Line up quietly and calmly – ready to go. - Face forward – eyes ahead, feet still. - Keep hands and feet to yourself – respect everyone's space.
Sticking in work / presentation	**Recognition** Thank you for putting the date and learning question on the left Thank you for taking pride in your work **Reminders** Remember the date and learning question go on the left Remember we use a pencil and ruler when drawing lines	This will be taught through rehearsal and reminders at the start of each year and repeated every day. Where children are struggling with this, learners will be given time to practise and rehearse this. Explicit teaching and modelling using the visualizer on a daily basis.

Recognition

The Staff at Stocks Green Primary School believe that recognition is the most powerful form of influencing learners' behaviour when it is specific and linked to the school's expected behaviours and Core Values/Behaviours.

Wherever possible it is our intention to promote prosocial behaviour through the public and private recognition of what is expected. Wherever appropriate, children's best efforts will be recognised.

We believe that all learners should meet the expected behaviour level in our school. Staff will positively praise where learners show our social norms. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The school believe that positive reinforcement should always be the first step for promoting good behaviour in school.

- Specific verbal feedback and smiling at learners e.g. 'I like the way you are showing resilience by...', 'I like the way you are being respectful by....', 'Thank you for walking calmly on the left.'
- Specific verbal feedback to parents about their child e.g. He/She has been showing resilience when tackling a maths problem today.

Recognising ‘Above and Beyond’ Learning and Attitudes

Whilst positive verbal recognition is used for reinforcing and recognising where children follow the school social norms and exhibit prosocial behaviour, the school acknowledges that further recognition should be used when children go ‘above and beyond’ these expectations. ‘Above and Beyond’ Learning and Attitudes can be defined by learners using their initiative, pushing themselves to work beyond their usual capacity and show excellence in their attitude. It is individual to a learner and ‘Above and Beyond’ for one learner may look significantly different to another learner.

‘Above and Beyond’ will be rewarded with:

- ‘Above and Beyond’ Certificates - given out during assembly on a Friday at 9am. These are for showing an ‘Above Learning Attitude’ all week. Parents are texted on Thursday lunchtime and invited to attend, should they wish to.
- Headteacher’s Awards – given out by any member of the ‘Headteacher team’ (SLT) for an individual piece of work that is ‘Above and Beyond’ the child’s normal expectations. The Headteacher team will send a text message home to the parents to let them know. The award will be announced in the celebration assembly on a Friday.
- The Values Cup and The Values Cup for Sport - given out during assembly on a Friday at 9am. These are for showing the school values all week either in class or during PE lessons. Parents are texted on Thursday lunchtime and invited to attend, should they wish to.

Responding to behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Unacceptable behaviour is never accepted. However, the behaviour is always dealt with by focusing on how it can be improved and the impact that the behaviour has on others.

All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school believes that a restorative approach to behaviour is the best way to address misbehaviour. In the vast majority of cases the school will follow the procedure set out below.

	Steps	**Possible Example Actions**
1	Pre-emptive stage	A reminder of the Stocks Green Way (ready, respectful, safe) delivered privately where possible. Expectations reminder – remember we use kind words. A non-verbal prompt – eye contact, moving closer to learner. Reduce use of language. Chunk tasks.
2	Proactive Microscript	Use the microscript to engage with the learner (privately where possible). *Microscript:* *I noticed that you are...* *I need you to … What do you need to help you achieve that?* *Remember, if it does not change we will have to look at a consequence.* ***Or*** *When you are ready to talk I am here.* Allow time for the learner to reflect on their actions. If the behaviour improves, ensure that you have shown deliberate botheredness by acknowledging it at the end of the lesson or playtime.
3	Consequence Quadrant	All behaviours are responded to with consequences from the Consequence Quadrant in appendix 4.
4	Closing the Loop	A closing the loop conversation will always follow a consequence. **This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below.** We have different questions for EYFS and Key Stage 1 and Key Stage 2 to reflect the age and development of the learners. EYFS and Key Stage 1 Closing the Loop: 1) What happened? 2) How did this make people feel?

		3) What should we do to put things right? Key Stage 2 Closing the Loop: 1) What happened? 2) What were you thinking and feeling at the time? 3) How has your action affected others? 4) What should we do to put things right? 5) How can we do things differently next time?

In the most serious of cases, the school may also adopt one of the following consqeuences:

- Letter or phone call home to parents
- Internal Exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

However, any such consequence will be followed up with a Closing the Loop conversation and plan for supporting the learner to reflect on their behaviour and actions.

The school believe that all behaviour should be managed by the individual staff member. However, more senior members of staff may address behaviour alongside that staff member.

Personal circumstances of the learner will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Pre-stage - To prevent the need for behaviour responses - Strategies and provision used to support and promote prosocial behaviour

The school has an Inclusion lead, Sarah Tracey, who leads nurture and therapeutic provision from the school's launchpad.

Inclusive classrooms

At Stocks Green Primary School all classroom environments are inclusive; they are designed to enable all learners to make progress and achieve through utilising a therapeutic approach universally. For example, all classrooms have: visual timetables, regular timetabled movement breaks, zones of regulation displays, calm reading corners.

Prep for Best

During transitional times of the school day, the children are given an opportunity to Prep for Best. This includes, having a drink, going to the toilet, regulating their temperature, ensuring their equipment is ready and that they are regulated and ready for learning with the long-term goal of learners developing a clear understanding of their needs in order to learn at their best.

Launchpad

The Launchpad is a tool for achieving our wider school vision for Inclusion.

It is supportive hub for our neurodiverse community. But more than this, it is a safe and supportive place that can be used by any learners that need pastoral support.

The Launchpad is a reliable support where learners build connections and feel empowered.

In the Launchpad, learners gain confidence and understanding of their personal needs. They explore their barriers and emotions. They develop their toolkit and learn how to use this in their everyday lives.

Our learners build skills in the Launchpad: pro-social friendships, emotional regulation, function skills, communication skills, early listening and talking skills. In addition to this, learners access the Launchpad for check in's and transitional support to enable opportunities to reset, ready again for learning in a whole class setting. Not all learners will use this space but all learners can, if they need to, to learn and rehearse essential skills which will enable the same access as all and opportunities for successful learning and play in all areas of school life.

We have high expectations for all our learners at Stocks Green Primary School and this is structured with high support. This raft of support takes place in the Launchpad, in the classrooms and around our school. We endeavour to promote consistency within our structure and promote prosocial behaviours in all areas of our learning.

Zones of Regulation (Emotional/Sensory Regulation)

The Zones of Regulation framework is used across the school to help learners identify, understand, and regulate their emotions, behaviours, and levels of alertness. It provides a common language and set of visual cues to support emotional literacy and self-regulation.

The four zones are:

Blue Zone – Low state of alertness

Feelings such as tiredness, boredom, sadness, or sickness. Learners may be withdrawn, lacking energy, or moving slowly.

Example strategies: movement breaks, positive interaction, sensory input, rest.

Green Zone – Calm, alert, and ready to learn

Feelings such as happiness, calmness, focus, and readiness to engage. This is the optimal state for learning and social interaction.

Example strategies: maintain engagement, provide challenge, positive reinforcement.

Yellow Zone – Heightened alertness, loss of some control

Feelings such as frustration, worry, excitement, or silliness. Learners may be fidgety, anxious, or beginning to struggle to manage impulses.

Example strategies: breathing exercises, time in a quiet space, structured movement, sensory tools.

Red Zone – Extremely heightened state of alertness, loss of control

Feelings such as anger, rage, panic, extreme frustration, or elation. Learners may be unsafe to themselves or others.

Example strategies: adult intervention, removal from triggering environment, use of personalised regulation plan.

Purpose in School

- To help learners recognise and label their emotions using a consistent, shared language.
- To support learners in developing a toolbox of strategies to move between zones in a safe and appropriate way.
- To promote self-regulation, resilience, and readiness to learn.

Plans

Learners with additional and specific needs will be provided with an individualised plan to ensure that their needs are met through a variety of approach and support mechanisms. Regular TAC meetings (team around the child) are held to ensure all members of staff working with the child are clear on the approaches and expectations for them. These meetings also allow for provision to be reviewed and plans to be updated.

Where needed, Risk Assessments are written and followed for children as an additional support to ensure all learners are kept safe within our school environment.

A passport plan – is a child-friendly plan that is created by the class and inclusion teams with input from parents and learners. It outlines the high support available for learners in order for them to meet the high expectations of the school. It will state when they use the Launchpad, but will also state strategies that are used in class to support the learners.

A support plan – is a detailed plan for any learners who are on the SEN register. It follows the graduated response and outlines the full 'Assess, Plan, Do and Review' cycle for the learners as well as the areas of need. A learner with a support plan will also have a child-friendly version in their passport plan. This has increased levels of support and intervention as needed.

An IEP (Individual Education Plan) plan – is a detailed plan for any learner who requires increased levels of support. It outlines the interventions used to support the learners. These are drawn from the provision map for the class. A learner with an IEP will also have a child-friendly passport plan.

Provision map – an online document which records all the interventions used for a class. It is assessed on a regular basis and interventions are assessed for their success. Where necessary, interventions are changed and updated to meet the presenting needs of the cohort.

Interventions

Groups and sessions are set up within the school on a needs-basis. Children who require specific support with executive function or social skills may be invited to join such a group. The children would be clear about their reason for attending and the group goals.

Step 1: Pre-emptive Stage for Managing Behaviour

Pre-emptive phase

This is an ongoing assessment on each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom, it will ensure many needs are met and behaviour adjusted in the moment.

Quality First Teaching (QFT) means high quality inclusive teaching for all learners in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment to review each child's progress and maintain the highest possible expectations for all learners in the class.

● Initially staff will use a pre-emptive phase to tackle low-level/minor classroom misbehaviour;

e.g. not concentrating, loudness, distracted, distracting, low level attention seeking. (See Appendix 1) At this stage, positive reinforcement is used for learners who are following our School Values / Behaviours.

● Next, if necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of School Values / Behaviours etc.

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Values / Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.

- **Build the relationship**: listen without giving advice/opinions, show you understand how a child feels "I can see you are cross....", reject the behaviour, not the child.
- **Build children's self-confidence**: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- **Remind pupils of behaviour expectations rather than telling them off**: "Remember, we use kind words in our school". Model expectations at all times.
- **Expectations reminder:** Could ask a question 'What is our expectation for.....?'
- **Display behaviour expectations** visually and use as a non-verbal prompt
- **Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition**, such as: "I like the way you put your hand up to answer the question".
- **Use specific proximity recognition:** Acknowledge a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- **Behavioural direction and "take up time"** : Use child's name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief: "Jake, turn round, thanks."
- **Use "First.....then....."** Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Reduce your use of language and speak slowly and calmly:** consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.
- **Chunk tasks (verbally and visually):** "Write the date and the first sentence – I'll come back to check in with you in 5 minutes".
- **Build in regular brain/learning/movement breaks.**

- **Provide prompt cards**: with ideas for “five things you could do if you are stuck”,” five things you could do if you need to calm down”.
- **Identify agreed calm-down areas/safe space**: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

Be honest and reflective about your own behaviour and practice; support and feedback sensitively to each other on a regular basis. Build this into the way you work.

Step 2: Proactive Stage for Managing Behaviour – Scripts

For general behaviours the response is the use of the proactive microscript:

I noticed that you are...

I need you to … What do you need to help you achieve that?

Remember, if it does not change we will have to look at a consequence.

Or

When you are ready to talk I am here.

Proactive - for children presenting difficult and dangerous behaviours

Situation	Actions	Script / Example
A learner struggles to remain in their chair during lesson time (unsocial)	- Does the learner need a break to help them manage chunks of time? - Does the learner need a timer to help them manage chunks of time? -Whole class reminders and praise for those following instructions - Jobs: "When you are ready, I have a job for you" -Praise for those sat in their seat - When learner engages appropriately, use positive praise - Visuals for non-verbal communication	We sit in our chairs during lesson time. When we are sat down, we can begin. 'Well done X, Y and Z. You are sat in your chair'
A learner hides under their table (unsocial)	- Does the learner/class need a movement break? Ignore unsocial behaviour - Move other learners away if needed - Whole class reminders and praise for those following instructions - Use visuals and praise for those following instructions - When learner engages appropriately, praise positively - Praise for those also behaving appropriately (be explicit)	We sit in our chairs during lesson time. When we sit down, we can begin. Well done X, Y and Z. You are sat in your chair.
A learner hides under their table, upset (unsocial)	- Is the learner safe? - Move the other learners away if needed - Check in and retreat - Give learner time and space to calm	'I can see that you are sad/upset/angry. When you are ready to talk, I am here.'
A learner picks up a resource at inappropriate times (unsocial)	- Does the learner need a fidget tool? - Does the learner need a movement break?	'We keep our hands to ourselves. We can touch our pencils/fidget tool.' 'Well done X, Y and Z for keeping your hands to yourselves'

	- Does the learner need a timer to help them manage chunks of time? - Ignore unsocial behaviour - Visuals for non-verbal communication	
A learner struggles to follow whole class timetable / adult agenda	- Choice of sheets and pen - Work with a partner or individually - Now and next board - Choice of learning space	'NAME, it is time for SUBJECT. Would you like X or Y sheet?' 'NAME, now it's X next its Y.'
Key support ideas: Proactive to prevent – what might the behaviour be trying to tell us? Make expectations clear and explicit – good sitting, what does this look like?		

De-escalation - for children presenting difficult and dangerous behaviours

Situation	**Action**	**Intervention Script (by Lead Adult) – *Cue in, Stock Phrase, Take-Up-Time, Repeat*** Delivered on pupil's level using calm quiet language
A child has left the classroom and is in high adrenaline state *What does this look like?* Wandering or running outside of the classroom	- One adult to follow from a distance or have the child in view if they are on the playground but do not chase or give lots of attention - Attempt to keep out the classroom until regulated - Consult child's individual risk assessment for further action	'NAME, you are showing me that you need some help. I am here to help you.'
A child has left the classroom feeling very angry, frustrated or upset (walking or hiding in school) *What does this look like?* Wandering or running outside of the classroom crying or shouting	- One adult to follow from a distance or have the child is in view if they are on the playground but do not chase or give lots of attention - If the child becomes dangerous, swap with another adult who may have a better relationship	'NAME, I can see you are angry/upset/frustrated. When you are ready, I am here.'
A child is causing damage in the classroom in an agitated state.	- Key adult to remove the rest of the class to an alternative area - Intervene if a child is near electrical equipment and is a risk to themselves or others	'NAME, you are not safe in class. These are your two choices, to go X or to go Y.' No further conversation needed.
A child enters another classroom inappropriately.	- Key adult to remove the child - Reminders about safe space	'NAME, this not your classroom. Safe space (Launchpad) or outside.'

A child is attempting to hurt another child	- Remove the child who is being targeted to another classroom or alternative safe space - If removal of child deescalates the situation, move to closing the loop. If the child continues to be agitated and aggressive, consider taking them off to complete a task or brain break before discussing their frustration towards another child.	'I am here to help you' – close the loop.
Key support ideas: - Avoid multiple adults being around one child. - When a child is in a dysregulated state, do not discuss behaviour incidents in front of them, it can be a trigger to increase anxiety. - Check in with the adult who is working with the child to see if they require support or need to swap. - Don't over talk or offer too many choices / alternatives. Keep to the script – time to process.		

Step 3: Consequences

Stocks Green Primary School employs a range of consequences in order to support learners in demonstrating expected behaviours. These consequences include **educational consequences** such as an intervention that supports executive functions skills; **restorative consequences** such as closing the loop and reflection time; **protective consequences**, such as time in a new environment within the school; and **Natural Consequences**, such as missing out on a turn or tidying up mess at lunchtime.

The majority of our learners are able to work within this framework. However, some of our learners who have additional and specific needs require individualised plans to ensure their needs are met. These plans will detail the learners' individual non-negotiables and the assigned sanction, used to support when addressing the behaviour.

Group sanctions will not be used, unless the adult can be sure all members of the group have not followed our behaviour expectations.

Consequences:

Consequences are given clearly and consistently across the school and provide a clear framework for all. The consequences have been set up to support learners to learn how to maintain our expected behaviours.

● The Consequence Quadrant is a set of consequences that will be chosen by the adult in the event that a learner is struggling to maintain the expected level of behaviour, including responding to the pre-emptive phase.

- Each learner starts afresh at the beginning of each session – first session, after break and after lunch. A total of 3 sessions.

The aforementioned rewards, Behaviour Expectations and consequences will be enough for the majority of children. However, should it be necessary, then the SLT may consider more serious consequences such as Internal Exclusions, Suspensions and Permanent Exclusions.

Consequence Quadrant

When a learner has not responded to the offer of help or the pre-emptive stage, the adult will choose an appropriate consequence from the Consequence Quadrant. All of the consequences are given with the aim of teaching the child to respond in a more appropriate way in the future. Adults should choose consequences that are appropriate to support the pupil to learn from their actions when closing the loop.

Consequences are divided into four categories: restorative, educational, natural and protective.

Natural Consequence - What happens as a direct, logical result of a student's actions, without unrelated punishment. E.g. a child has not finished their class work so they stay in at breaktime to finish it.

Educational Consequence - Additional task or activity designed to help the student learn the skills or knowledge they missed or misused. E.g. a child has been struggling with turn taking so they play turn taking games with a play team member at lunchtime.

Protective Consequence - Steps taken to keep the student or others safe from harm. E.g. a child has hurt another child with a tennis racquet two days running, so they are not allowed to play tennis for a set period of time.

Restorative Consequence - Actions taken to repair harm or restore relationships caused by behaviour. E.g. a child undertaking a reflection time activity to reflect on how unkind words might affect others.

Consequence Quadrant

Natural

What happens as a direct, logical result of a student's actions, without unrelated punishment.

ACTION	CONSEQUENCE
Not completing classwork	Must finish it at lunch.
Talking during instructions	Misses information and has to spend extra time catching up.
Leaving a mess	Must clean it up before leaving.

Educational

Additional task or activity designed to help the student learn the skills or knowledge they missed or misused.

ACTION	CONSEQUENCE
Struggling to turn take	Play a turn taking game with an adult.
Inappropriate use of play equipment	Spends time with adult learning how to use equipment correctly.
Not showing assembly behaviours	Practice how to sit in assembly during breaktime.
Being unkind to others on multiple occassions	Work with Mrs. Tracey to think about how our actions affect others.

Restorative

Actions taken to repair harm or restore relationships caused by behaviour.

ACTION	CONSEQUENCE
Being unkind to someone once	Undertake a reflection time activity with the adult who managed the situation
Interrupting a lesson twice	Reflection activity during breaktime.
Speaking to adults rudely	Reflection activity during breaktime

Protective

Steps taken to keep the student or others safe from harm.

ACTION	CONSEQUENCE
Hurting children during a multiple football games	Not allowed to play football for a set period of time
Throwing mud at people on multiple occasions.	Not allowed to go on the field for a period of time.
Being unsafe or interrupting other's education	Child to be removed from the classroom to work with another class/adult

Step 4: Closing the Loop

After a consequence has taken place, staff will always ‘Close the Loop’. This is a restorative conversation that takes place between the member of staff who originally dealt with the behaviour and the learner. It is designed to enable learners to reflect on their actions and consider the impact of them on others. Pupils also think about how they could have regulated themselves and reacted in a different way in the future.

Closing the Loop should take place when the pupil is calm and ready to reflect. This is referred to in school as ‘striking when the iron is cold’. With some pupils, they may appear calm and ready to talk. However, prior knowledge of a pupil’s reactions or SEN needs will be taken into consideration when considering when is the best time to close the loop. Where possible, this will take place on the same day. However, there is an acknowledgement that, if an incident occurred right at the end of the day or a pupil is still heightened, that this may need to take place the next day.

Closing the loop is a series of questions aimed to enable the child to reflect. As a school we have differentiated these by Key Stage.

Key Stage 1 Closing the Loop

1) What happened?

2) How did this make people feel?

3) What should we do to put things right?

Key Stage 2 Closing the Loop

1) What happened?

2) What were you thinking and feeling at the time?

3) How has your action affected others?

4) What should we do to put things right?

5) How can we do things differently next time?

Appendix 1: Reflection Time Activity

If a dispute happens, we will deal with this with:

- Care: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing ‘pupil voice’ is fundamental.
- Consistency: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
- Focus on repairing harm, rather than punishment.
- Using restorative questioning/debrief:
  - o What happened?
  - o What were you feeling/thinking at the time?
  - o What do you think/feel about it now?
  - o Who has been affected by what has happened?
  - o In what way?
  - o What impact has this incident had on you and others?
  - o Which Core Behaviour/Value has not been followed?
  - o What has been the hardest thing for you?
  - o What do you think needs to happen to make things right?

These questions are always neutral and non-judgmental; they are about a perpetrator’s behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that ‘Why’ questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a pupil refuses to admit not following our Core Behaviours/Values, an investigation will take place to ascertain witnesses’ accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a court of law. When deciding on a sanction, the adult should apply the ‘balance of probabilities’ standard of proof; i.e. whether it is more likely than not that the pupil did what he / she is accused of doing (this is not the same as requiring the criminal standard of ‘beyond reasonable doubt’ to be applied).’ Department of Education.

Reflection Time	
What happened?	How did it make you feel? How did you react?
Which school values were not shown? How could you show the school values next time?	What Zones of Regulation Tool could you use next time? What could you do next time to instead?