



Longshaw Primary Academy
The best in everyone™
Part of United Learning

School Behaviour Policy

2025-2026

**Incorporating Zones of Regulation
& Conscious Discipline**

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Longshaw Primary Academy Behaviour Policy

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. A key objective when considering whole school behaviour is to maintain consistency and fairness for all. We do this by expecting all staff to use the strategies detailed in this policy in a consistent way.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

At Longshaw we believe that good behaviour is essential for effective teaching and learning to take place and that all pupils have a right to feel safe at all times and have disruption free learning time. Our behaviour policy is therefore to promote an environment where everyone feels happy, safe and secure. Through our work we will promote positive relationships and encourage all children to be caring, responsible and increasingly independent and members of the school community.

At Longshaw we promote good behaviour through our positive interactions with each other and promotion of positive behaviour strategies. We encourage children to make positive choices about their behaviour, reward successes and give praise for effort and achievement.

We always revise our school rules with the children which form the basis of this policy and play a fundamental role in the daily life at Longshaw.

Longshaw School Rules

- We always try our best and come to school ready to learn.
- We use kind words and are respectful and friendly to each other.
- We always tell the truth.
- We show lovely manners at all times.
- We walk calmly around the school and line up quietly.
- We take care of our school, property and each other.
- We manage our own feelings.

Aims

Our aims for good behaviour at Longshaw are as follows:

- To work consistently and fairly in the positive management of behaviour.
- To help our children to develop in to caring and thoughtful individuals who respect and value feelings, opinions, beliefs, property and differences of others.
- To encourage staff, children and parents to value good behaviours.
- To develop our children's self-discipline.
- For our children to feel good about themselves.
- To ensure that all children feel safe and happy in school.

Objectives

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community.
- Appreciating and following agreed behavioural expectations.
- Encouraging our children to see themselves as members of the school team and recognise their responsibility within this.
- Develop the skills of cooperation and discussion.
- Encouraging everyone to take care of and have respect for their own and each other's belongings.
- Encouraging everyone to take pride in our environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child.
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models. We do this through:

- Demonstrating good manners and developing positive relationships with children.
- Modelling positive relationships with each other as well as with the children.
- Teaching appropriate behaviour and giving positive feedback when pupils are behaving well.
- Showing respect for every child as an individual.
- Making every child feel valued.
- Not accepting bullying, anti-social behaviour in school, on any level, at any time.
- Being aware of vulnerable children.
- Being seen to be fair and consistent.
- Responding quietly, calmly, consistently and positively.
- Criticising the behaviour not the child.
- Avoiding labelling.
- Listening with empathy and tact.
- Handling confidential information with sensitivity.
- Having regular liaison both internally and with relevant outside agencies to make our policy effective.
- An awareness of our appearance and the message it gives.
- Always ensuring we are seen as professional in the way we dress, speak and behave.

We expect all children to conform to the high expectations set.

Rewards:

Children will be rewarded when they go above and beyond the basic behaviour expected of them. For example, if a child does an exceptional piece of home learning or is recognised for a kind gesture, they can be sent to a member of SLT for recognition. If the class is exceptionally focused on their learning or has shown exemplary behaviour, they may receive additional playtime or play a game with their class teacher. Additionally, pupils are recognised for their achievements every Friday in Celebration Assembly.

Those pupils who have 100% attendance and punctuality will also have recognition and rewards for this.

Policy Implementation

All staff to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The **senior leadership team** of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for revising/devising school rules, annually, and adhering to them thereafter.

Procedures for Managing Behaviour at Longshaw & the Zones of Regulation

All children can experience success at school, at home and in the community, and much of that success depends on being ready to learn in classes. At Longshaw, we use the 'Zones of Regulation', a curriculum designed to foster self-regulation and emotional control. This is a cognitive behaviour approach that aims to help our learners recognise when they are in different states called 'zones', of which there are four – each represented by a different colour. The curriculum teaches strategies or tools that aims to help our learners to remain or return to the Green Zone, where they are considered ready to learn – or teaches them to regulate while in another zone, so the same may be achieved.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

It is recognised that adults and children may experience each of the zones as we go about our daily lives, and that being in any of the zones is not in itself negative.

In managing behaviour at Longshaw, we refer to the Zones and first direct children to use a tool to regulate their emotions and behaviours, to help them achieve a state whereby they and others can learn. We have Regulation Stations in each class that help to remind learners of the tools that can be used control any maladaptive behaviours. These are welcoming places for all children to go to upon suggestion by staff members or as the pupils themselves see fit.

The expectation is that teachers will form good relationships with the children and that most behaviour that falls beneath our high expectations will be dealt with at classroom level by setting clear boundaries and expectations and making use of the Zones of Regulation and the accompanying tools.

The steps that staff members will take when managing behaviour in the classroom and in other appropriate areas around the school, see table 1.

Table 1. Behaviour management steps/graduated approach

	Step One Child is not behaving in the way expected.	Action taken: Reminder of the expected behaviour is given to the child with a possible suggestion to use a tool to help them remain in the Green Zone.
	Step Two Child continues with maladaptive behaviours and continues to disrupt learning.	Action taken: Reminder of the expected behaviour, the class teacher/TA will discuss the reasons specifically with the child. The child is directed to use a Zones tool to regulate/self-regulate as appropriate.
	Step Three Child continues with maladaptive or escalating behaviours that continues to disrupt learning.	Action taken: Child directed to spend some time reflecting in the class Regulation Station. Discussion with class teacher/TA to aid re-engagement with learning.
	Step Four Child continues with maladaptive or escalating behaviours that continues to disrupt learning.	Action taken: Class teacher/TA redirects the child to one of the following (list not exhaustive): • Time out in other class, making use of their regulation station. • Going for a walk (adult guided) • Using a ELSA room (adult guided) Discussion with class teacher/TA upon return to own class, followed by the completion of reflection sheet (see appendices) upon return to own class. Class teacher contacts the child's parents at the end of the day – reflection sheet to be shared and signed by the child's parent, as appropriate. All actions, scanned reflection sheet and discussion with parents are to be recorded on our electronic recording system (CPOMS).

Staff members may not follow these steps sequentially as they must remain adaptive to the presenting needs of the children. Each class uses a visual class behaviour chart (see appendices).

As time can be limited in class, there will be occasions when children will benefit from remaining behind in class during break times or lunch times, so that emotions and behaviour can be explored or reflected upon. This is not a sanction of poor choices of behaviour, but a necessary part of the restorative process and re-engagement with learning.

Persistent maladaptive behaviour

If a child is persistently disruptive of learning or exhibits frequently poor choices of behaviour towards others, the reasons for this will be explored by the class teacher in the first instance with a 'Roots and Fruits' chart completed to help better understand the individual's behaviour; identify key triggers or when escalations are most likely to occur, and help identify how best to manage/prevent these. Understanding these factors is important when considering how best to differentiate our approaches for individuals and putting in place de-escalation techniques or specific behaviour targets. This will then be shared and discussed with a member of the SLT and/or the SENDCO.

Following this, the class teacher and a member of the SLT will meet with the child's parents, where it may be decided that specific behaviour targets are to be put in place over a specific timescale. It might also be appropriate to complete an individual risk management plan or a behaviour management plan (see appendices).

Possible reasons for any changes in behaviour will be discussed / ruled out as well as establishing if there are possible learning needs or special needs that have not been previously identified. If it is thought that there may be factors contributing to the behaviour then appropriate referrals to outside agencies may be made at this point including to CAMHS, the Speech & Language Therapist or Educational Psychologist.

If we know that a child is having a difficult time at home and parents have made us aware of circumstances, we can differentiate our approach to behaviour management. In some cases, it may be appropriate to access Early Help support for the family if there are wider issues.

The class teacher will monitor the child's progress with targets and liaise with the senior leader daily. Both will meet with parents to discuss behaviour targets set at key points.

Meeting with the HT

If the targets set by the class teacher and SLT member have not been effective, a second meeting is arranged with the parents, the SLT member and the HT. By this time, the behaviour of the pupil will have been causing concern over time and there will be evidence (in the form of the behaviour record) of all the strategies put in place to support the pupil to change their behaviour.

At this meeting the HT will be likely to discuss individual solutions for the pupil which could include a referral to alternate provision (respice). At this meeting, it will be discussed that such a referral will be a last resort and is only used in a small minority of cases. Therefore, the parents will be warned that unless there is a significant and sustained improvement in the child's behaviour the child could be at risk of exclusion (see below).

Consequences

Consequences are meaningful and always related to the transgression. Once regulated, a child will always reflect and take ownership of their actions/words and undertake a restorative process that is led by an adult. The

Serious transgressions

Unfortunately, there will be occasions when a serious incident must be 'fast-tracked' to the Head teacher or a member of the SLT. These incidents are classified as Grade 1 Incidents, which should go straight to the Head, and Grade 2 Incidents, which should go to a member of the SLT. See table 2.

If an incident is fast-tracked, a fast-track form (see appendices) should be completed by the class teacher/TA or other adult, if the incident occurs at lunchtime. For Grade 1 or 2 Incidents, parents will be informed and may result in more serious consequences such as exclusion.

Table 2. Grade 1 and 2 incidents

GRADE 1	GRADE 2
• Fighting • Threatening behaviour • Open defiance 'You can't make me.' • Theft • Deliberate destruction of school or others property • Bullying • Discriminatory behaviour: Racially or religiously offensive / homophobic	• Swearing • Damaging property • Graffiti • Serious disruption of learning • Dangerous play
Fast track to Head Teacher	Fast track to a member of the SLT

Exclusion

There are two types of exclusion, fixed term and permanent. A child may be excluded for a fixed term following a serious incident. Fixed term exclusion should not be used in the case of disruptive behaviour where the strategies described above should be used and recorded on an Individual Behaviour Record. If the child has an Individual Behaviour Record and all the strategies, consistently applied, have failed to make an impact then this could result in permanent exclusion. However, each case is reviewed on a case-by-case basis to discuss if exclusion is the appropriate next step. It is vital in these circumstances that the school is able to produce evidence of all the strategies and interventions that have been used to try to address the behaviour. Exclusions are set out more fully in the section that follows, below.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the school policy. A policy booklet is available to parents on the school website.

Prohibited items and searches

The policy should provide for searching both without and with consent and should reflect the legal position as indicated in the following notes. Please note that for primary school settings or EYFS, you may consider removing this section if it is not considered to be appropriate.

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for”. At Longshaw, this includes mobile phones, devices that are internet enabled or capable of making phone calls or transmitting information outside of school.

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). Should the Headteacher not be on the school site and unable to be communicated with – authority to perform the search will rest with the most senior member of staff on site, the Deputy/Assistant Headteacher.

The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

The school is also authorised to search for other item, which are restricted to:

- medicines
- mobile phones
- cameras
- 'smart watches'
- any device that is internet enabled or capable of making phone calls or transmitting information to the outside of school.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force will not be used to search for other items that is listed in the behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Inspection of data stored on a device

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device

if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules. Where a device is suspected to store a nude or semi-nude image of a child, this will not be viewed by staff members, but will be given to the Police for inspection.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice, MASH or the Police.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Longshaw Primary Academy.

Please refer to the school's ***anti-bullying policy*** for full details.

Malicious accusations against staff

Any such proven incident will be treated as a serious transgression, therefore will be for the Headteacher to decide on a sanction that may include exclusions, taking into consideration any other current or recent behavioural transgressions.

The power to discipline beyond the school gate

The school behaviour policy extends beyond the school gate and includes when behavioural incidents occur, as follows:

- taking part in any school organised or school related activity off-site, in or out of school time
- travelling to or from school
- anywhere where a child is wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying or cyber-bullying.

Use of reasonable force

Longshaw Primary Academy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. All staff using physical restraint will be specifically trained, as per the school's ***Positive Handling Policy***.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a behaviour management plan and share this with the parents/carers and relevant school staff.

It is important to remember that physical restraint should only be used as a very last resort and always in line with Team Teach training. It should only ever be used when the child is in danger of hurting someone else, themselves or potentially causing damage to school property.

Longshaw Primary Academy does not have a 'no contact' policy as this could mean that there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Other physical contact with pupils to assist in maintaining good behaviour

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary to negate a foreseen behavioural issue:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; and
- Supporting a child with SEND to get their attention when dysregulated or to calm them.

The school expects that any such contact made by staff is only acceptable on the least sensorial parts of a child's body where it is less likely to be deemed a breach of the 'peripersonal space' (PPS). For example, the shoulders, back and backs of arms. Staff always consider how each child might react in the circumstances and other methods of behaviour management, in line with school policy, should be used first.

Exclusions

The following lists the main items to be included. This may appear as part of the Behaviour Policy or as a separate Exclusions Policy. Please also read [United Learning Exclusions Guidance](#) and the [Permanent Exclusion Checklist](#).

Executive Summary or Explanatory Note

Exclusions are used as a sanction, as stated in the graduated approach to behaviour management, as mentioned above. Exclusions can also be used for single incidents that are serious to warrant the sanction. To ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That exclusion is the ultimate sanction. The decision to exclude is the Headteacher's alone or in his/her absence, the designated teacher in charge.

Legislation and Guidance

In applying this policy, the school adheres to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing body comply with statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example: travelling to and from school; on school trips; and the other examples noted above in the section entitled **The power to discipline beyond the school gate.**

Types of Exclusion

Fixed Term Exclusion

A fixed term exclusion may be used for a single occurrence of serious misconduct or for persistent misbehaviour. Examples of when this can be used are listed in the section above, entitled **Serious transgressions** and organised under the grade 1 and 2 behaviours. This list of examples is not exhaustive.

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) could be considered ineffective or failing to sufficiently meet a child's needs. Where this is occurring, the school ensures the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

It will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single one-off incident or extreme misconduct.

Examples of when this can be used are listed in the section above, entitled **Serious transgressions** and organised under the grade 1 and 2 behaviours. This list of examples is not exhaustive.

Any investigation as part of the exclusion process will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The student's previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the school behaviour policy, special educational needs policy and equality law obligations.

Principal/Headteacher's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed by a letter signed by the Headteacher, or designated

teacher in charge and will notify parents of the reasons for the exclusion. Guidance will also be given in the letter, should parents wish to appeal the decision.

Role of the Local Governing Body

The role and responsibilities of the Governing Body in the exclusion process includes:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and will give the reasons for the decision.

Additional Requirements for Permanent Exclusion

Where the Governing Body has upheld the decision of the Headteacher to exclude, the communique from the governing body will set out:

- the statutory timeframe for applying to an independent review panel
- to whom an application must be sent, together with the grounds and evidence
- the right for parents to request a special educational needs expert
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

Independent Review Panel Procedure

The set up and process of the IRP is set out in the DfE guidance. It is important to note certain key aspects, notably: timeframe, constitution, and the powers of the IRP. An IRP cannot compel reinstatement.

APPENDICES

Class Behaviour Chart

EYFS Reflection Sheet

KS1 Reflection Sheet

KS2 Reflection Sheet

Reverse page of reflection sheets

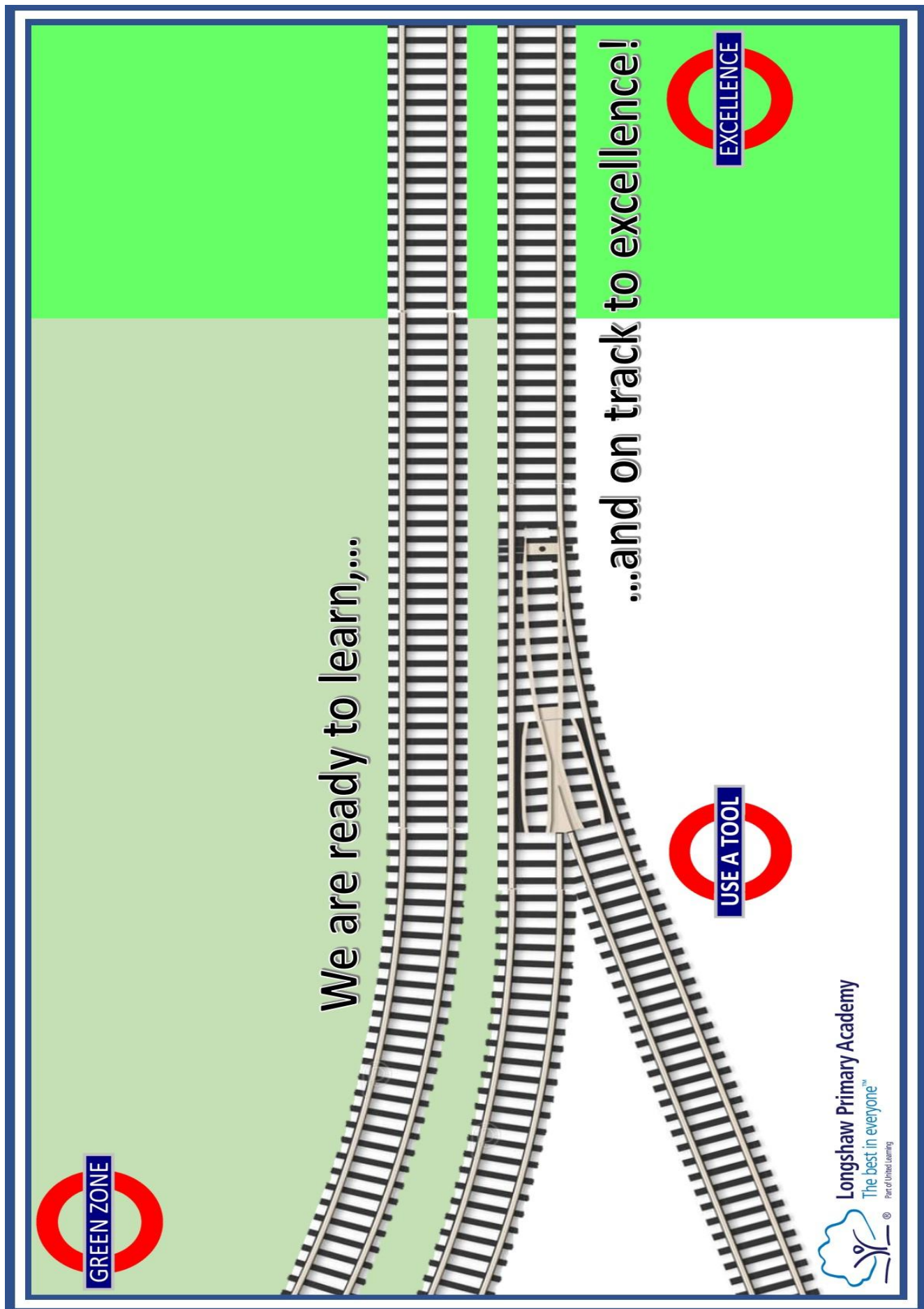
Fast Track Referral to the HT/SLT

Roots & Fruits Chart

Individual Risk Management Plan

Behaviour Management Plan

De-escalation Script



EYFS Reflection Sheet

Pupil: _____

Class: _____

Date: _____

Longshaw School Rules
• We always try our best and come to school ready to learn. • We use kind words and are respectful and friendly to each other. • We always tell the truth. • We show lovely manners at all times. • We walk calmly around the school and line up quietly. • We take care of our school, property and each other. • We manage our own feelings.

Reason for being in time out:

When I am in
time out I feel:

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

✓ Tick:

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How I can make things right?

KS2 Reflecton Sheet

Pupil name: _____ Class: _____ Date: _____

Write what led to you having to reflect. Just talk about your actions/words - remember this reflection is only about you. What Zone were you in and what triggered you?

							
							
Blue Zone	Green Zone	Yellow Zone	Red Zone				
Sad	Happy	Worried	overjoyed/Elated				
Bored	Focused	Frustrated	Panicked				
Tired	Calm	Silly	Angry				
Sick	Proud	Excited	Terrified				

Thinking about those you have affected, [your friend/classmate(s)/teacher(s)/family.] How has your behaviour affected others/how did their Zone change?

Name	How have they been affected?	How will you make things right?

What tools can you use in future to help you avoid these unwanted behaviours/words?

KS1 Reflecton Sheet

Pupil name: _____

Class: _____ Date: _____

Reason for being in time out:



How did you feel at the time you broke the school rule?

How do others feel about this incident?

How do you feel when you're in time-out?

What rule(s) did you break?

- ☐ We always try our best and come to school ready to learn.
- ☐ We use kind words and are respectful and friendly to each other.
- ☐ We always tell the truth.

- ☐ We show lovely manners at all times.
- ☐ We walk calmly around the school and line up quietly.
- ☐ We take care of our school, property and each other.
- ☐ We manage our own feelings.

How has your behaviour affected others?

How can you make things right? What tools can you use next time, to help you?

RESTORATION & CONSEQUENCES

- ☐ Natural
- ☐ Logical
- ☐ Problem-solving

Description of what has been undertaken:

Expected	Above and beyond

Teacher signature:

Child's signature

Parent / Carer signature

Date



Longshaw School Rules



We



try



our



best

+



come to



school



ready

to



learn



We



use



kind



words

+



are respectful

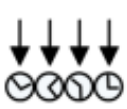
to



each other



We



always



tell the truth



We



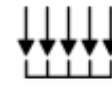
show



good



manners



all

the



time



We



walk



calmly



around

the



school

+



line up



quietly



We



take care of



our



school,



property

+



our



friends



We



manage



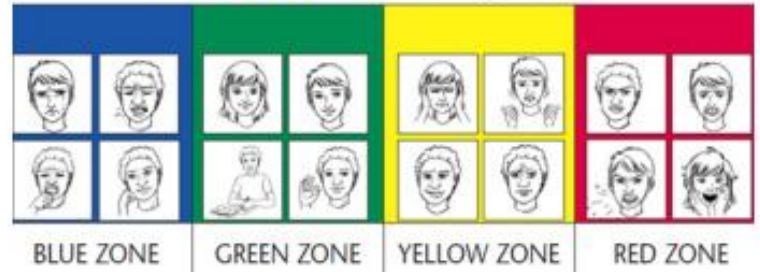
our own



feelings

? are you in time out?

The ZONES of Regulation®

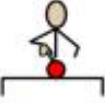


? has your behaviour affected others?

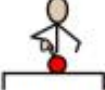
? can you make this right?

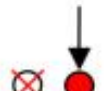
? tool could you have used?

 KS2 Reflection Sheet

 Please
  write
  what
  happened?

							
							
Blue Zone		Green Zone		Yellow Zone		Red Zone	
Sad		Happy		Worried		overjoyed/Elated	
Bored		Focused		Frustrated		Panicked	
Tired		Calm		Silly		Angry	
Sick		Proud		Excited		Terrified	

 What
  Zone
  were you
  in
  and
  what
  triggered you?

 How
  has
  your
  behaviour
  affected
  others?

 How
  can
  you
  make
  things
  right?

Teacher signature:

Child's signature

Parent / Carer signature

FAST TRACK REFERRAL TO THE HT OR SLT

(This form should be completed in the case of a serious incident. Please complete objectively and in as much detail as possible).

Name of child:

Date:

Description of the incident (including other children or adults involved, time location and circumstances).

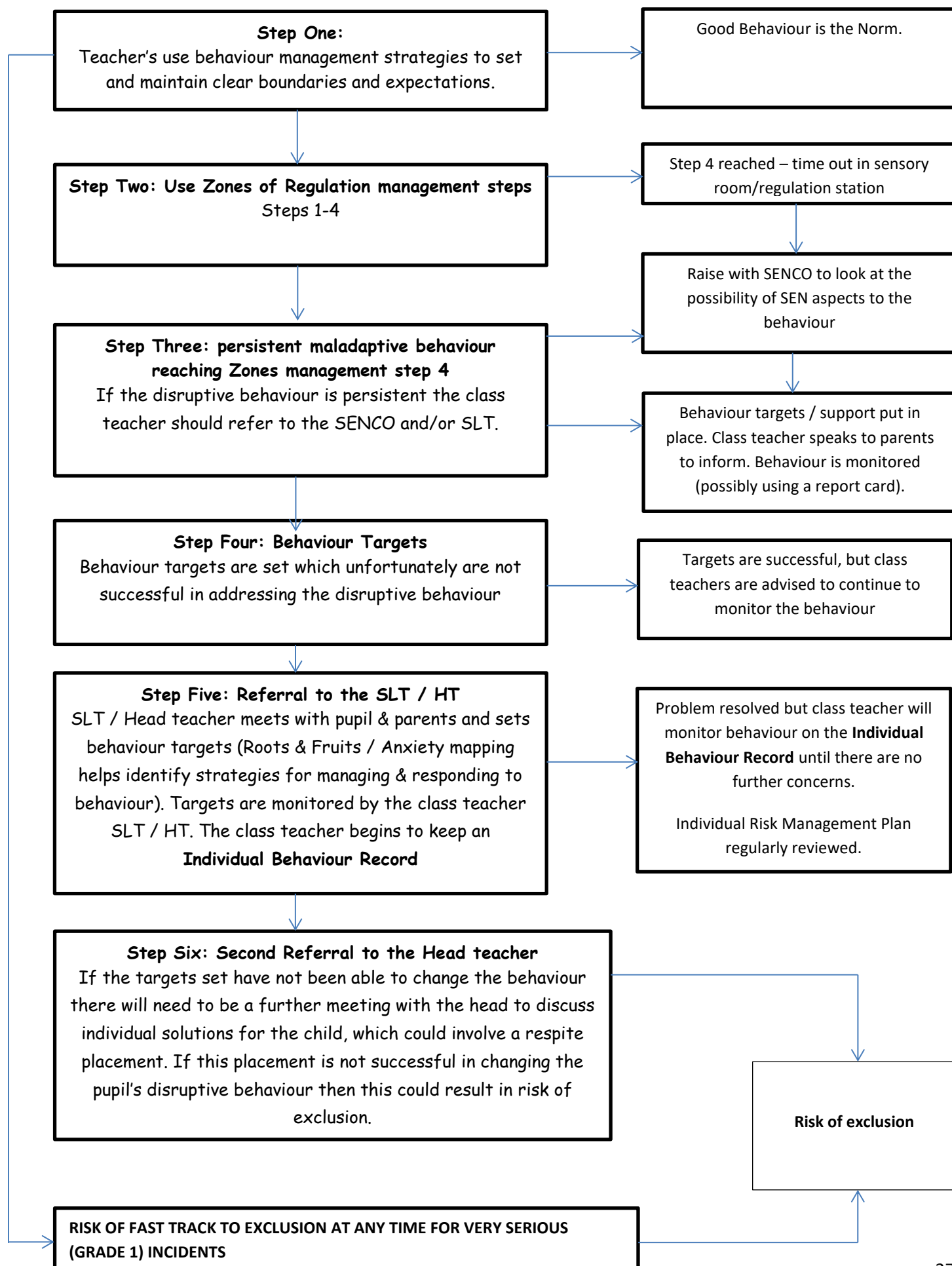
Grade 1 / Grade 2 (Delete as appropriate)

Outcome of referral to the HT / SLT

Signed (Member of staff referring)

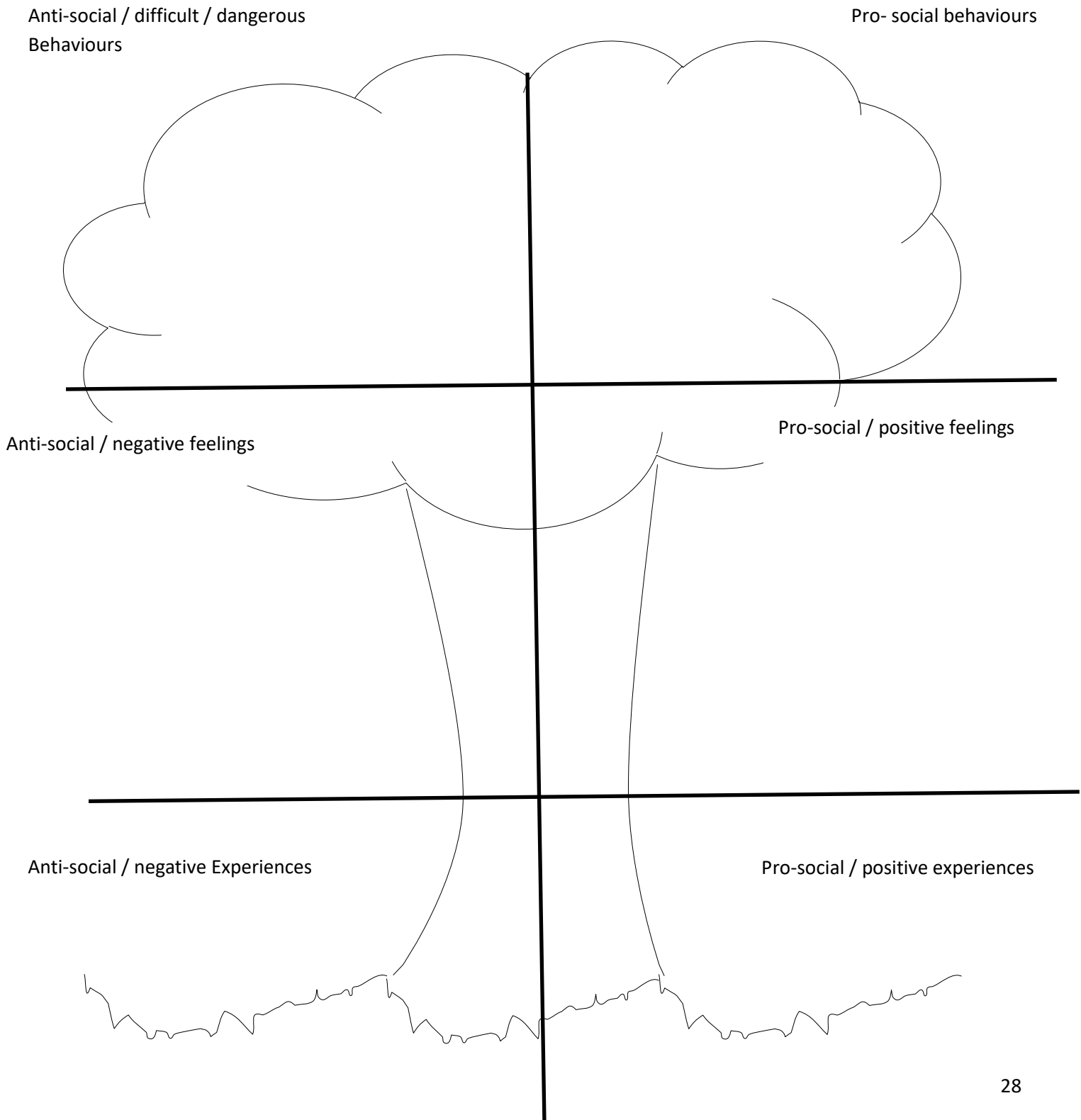
Date:

BEHAVIOUR MANAGEMENT FLOWCHART



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Individual Risk Management Plan	
Name: DOB: Date: Review Date:	
Photo	Risk reduction measures and differentiated measures (to respond to triggers)
Pro social / positive behaviour	Strategies to Respond
Strategies to respond	Strategies to respond
Crisis / Dangerous behaviour	Strategies to Respond
Member of staff signature: Parent Signature Pupil signature:	



INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Name: DOB:	Date plan starts:	Date of review:	Staff working with the pupil:
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Overview

YELLOW ZONE BEHAVIOURS

<u>Triggers for challenging behaviour</u>	<u>Resulting challenging behaviour</u>	<u>Potential preventative strategies</u>
	•	•

RED ZONE BEHAVIOURS

<u>Triggers for challenging behaviour</u>	<u>Resulting challenging behaviour</u>	<u>Potential preventative strategies</u>
	•	•

BLUE ZONE BEHAVIOURS

<u>Triggers for challenging behaviour</u>	<u>Resulting challenging behaviour</u>	<u>Potential preventative strategies</u>
	•	•

Strategies to foster positive behaviour

-
-
-

Additional Adult Support Needed

Support after crisis/an incident (no fixed timescale)

-
-

AGREEMENT:

Staff name:

Staff signature:

Date:

SLT name:

SLT signature:

Date:

Parent name:

Parent signature:

Date:

De-escalation Script

- Learner's name
- I can see something has happened
- I can see you are in the yellow / red Zone
- Describe the child's presentation
- I am here to help
- Talk and I will listen
- Come with me and.....
- When I'm feeling like this, what works for me is.....(try co-regulation/suggest using a tool)

*Zones of Regulation/conscious discipline elements