MANOR ROAD PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

September 2026

Manor Road Primary School

Behaviour and Relationships Policy

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Manor Road Primary School

Behaviour and Relationships Policy

STATEMENT

Manor Road Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise that understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role is to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this Behaviour and Relationships Policy is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences in the world beyond the school gates.

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

AIMS AND OBJECTIVES

Manor Road Primary School is committed to the emotional mental health and well-being of its staff, children and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Behaviour and Relationships Policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Manor Road treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.

Our aims are:

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children, the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

There are eight main aspects to Manor Road's Behaviour and Relationships Policy, which are:

- Building and maintaining positive relationships
- Three simple expectations
- Consistent use of language
- Positive recognition
- Curriculum offer
- Emotional Coaching
- Restorative and problem solving approaches
- Graduated Response

ROLES AND RESPONSIBILITIES

Maintaining positive behaviour and mutual respect is the responsibility of all. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

At Manor Road:

Governors

- Understand and support the policy and practices, ensuring they are effective.

- Support the mental and emotional well-being of all stakeholders.

Headteacher and Senior Leaders

- Develop and support a non-judgemental, child centred culture across the school where mutual respect for all is paramount.
- Lead by example, being a positive role model to all and effectively promoting and following the Behaviour and Relationships Policy and practices.
- Ensure all stakeholders understand and effectively follow the policy and practices, offering further support and training where needed.
- Ensure there is a comprehensive induction process for new staff so they can fully understand and follow the Behaviour and Relationships Policy.
- Ensure there are frequent opportunities for all staff to reflect and revisit the policy and practice in order to make improvements where needed.
- Encourage healthy and positive professional challenge and problem solving across the school through various approaches.
- Ensure the curriculum design and delivery is effective in educating all children to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- Provide opportunities to communicate the practices with parents so they understand and support the Behaviour and Relationships Policy as well as building up their confidence to take on aspects at home.

All Staff

- Lead by example, being a positive role model and effectively promoting and following the Behaviour and Relationships Policy and practices.
- Build positive and safe relationships with the whole school community including parents.
- Be emotionally aware of themselves and others.
- Create a safe and happy learning environment for all.
- Be reflective of own practice, seeking further support or training when needed.
- Be effective in the teaching and learning of children’s emotional awareness and use restorative approaches to repair harm and restore relationships.
- Engage in respectful, healthy and positive professional discussions and problem solving.

Children

- Keep themselves and others safe.

- Be ready to listen and learn
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others and be positive role models for their children.
- Follow the Parental Code of Conduct
- Follow the Parental Code of Conduct for the Acceptable Use of Class / Year WhatsApp Groups

KEY PRINCIPLES TO MANOR ROAD'S EIGHT KEY APPROACHES

We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships. The key principles below uphold the eight main aspects of the policy.

- **Being fair is not about everyone getting the same** (equality) but about everyone getting what they need (equity)
- **All behaviour is a form of communication.**
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first** by promoting strong relationships between staff, children, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
- **Maintaining clear boundaries and expectations around behaviour.** In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours,

and should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.

- **Encouraging parental involvement is crucial** when addressing and planning support for a child’s social, emotional or mental health needs.
- **It is everyone’s responsibility** to respond to and provide for the emotional well-being of a child.

EXPLANATION OF OUR EIGHT KEY APPROACHES

Aspect 1 - Building and Promoting Positive Relationships

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-child, child-child, staff-parent/carer, child-parent/carer relationships.

Promoting positive school staff relationships and emotional well-being

In order for school staff to be able to effectively build relationships with children and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice promotes this through formal and informal practices such as;

- Pro-active and present leadership who put well-being at the forefront of decision making.
- Reflective practice opportunities including group and individual supervision or problem solving.
- Well-being focus within teacher appraisal process/ annual performance management discussions for support staff
- All views are seen as valid through annual well-being questionnaires and subsequent actions.
- Plentiful opportunities for staff to work in teams for example: class teams around a child, inclusion team, office team, subject leadership.

Positive home-school relationships

At Manor Road, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating with parents are two-way through being proactive and positive rather than reactionary and punitive.

Approaches to building positive relationships in school

Building and maintaining trusting relationships with children and each other is an expectation for all staff at Manor Road. Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school:

- Daily Meet and Greet for children and parents/carers
- Calm Corridors (being noticed)
- Clear routines and expectations in class and school (including transitions & lining up)
- Visual timetables in class and individual (where required)
- Comprehensive recruitment and induction process for new staff.
- Thorough transition processes for new children in-year / start of the year
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through emotional coaching as part of our restorative approach
- An emphasis on relational repair through restorative approaches (Appendix 4)
- An ethos where mutual respect for all is an expectation.

Aspect 2 - Three Simple Expectations

At Manor Road, children follow three simple expectations.

- Ready
- Respectful
- Safe

The school expectations are discussed with children regularly in class, and are displayed in every classroom and across the school.

When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered as an anchor point. Similarly, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated, to further develop children's understanding and knowledge of these.

For low level behaviours, which do not pose a health and safety risk to adults or children, we will follow the process below;

Reminder – A reminder of the three school expectations; Ready, Respectful, Safe. This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Stop and Think- Give children time to reflect and self-regulate or change behaviours. The aim should be to avoid any escalation.

Consequence and Repair – When the child is completely calm and self-regulated, a quick restorative conversation at an appropriate time and place will be initiated (Appendix 4). A safe and fair consequence might be agreed. This may include discussing the behaviours with parents/carers to support/ follow this up at home.

Formal Discussion – If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified. Parents may take part in the discussion if deemed appropriate. The class teacher will be the senior person in the first instance, then the Deputy Headteacher or Headteacher if deemed more serious. The Repair step may be revisited here and more serious consequences agreed. Where formal discussions are becoming frequent, the child will move on to a personalised behaviour plan (Appendix 6)

Aspect 3 - Consistency of Language

Through the systems we have here at Manor Road, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and non-judgemental.
- We use positive language, saying what should be done rather than what shouldn't (eg walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language focuses on the feeling not the behaviour.
- Language shows empathy towards a child.
- Our language engages children in learning about the effects of their actions making sure the reason for a decision is always understood.

- We set clear expectations for the future.
- Restorative approaches are used to help children understand the effect of their actions and the importance of taking responsibility to make things right.

Aspect 4 - Positive Recognition

This policy is not to be implemented through the promotion of consequence for non-compliance but through positive reinforcement of all the fantastic things that happen on a daily basis. This policy promotes the understanding that people should do positive things for the good of themselves and others and not just for the reward itself.

At Manor Road, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships. Positive reinforcement takes place in the following ways;

- Acknowledgment of ‘expected’ behaviour and actions through positive praise.
- Boards of Recognition in each classroom.
- Stamps/positive comments in books.
- Dojo messages home to parents.
- Child visiting Deputy Headteacher or Headteacher to celebrate above and beyond behaviour.
- Each Friday afternoon, the Headteacher personally awards one child per class a Headteacher’s Award. A photograph and message is sent to the child’s parents.

Aspect 5 - Curriculum Offer

At Manor Road, we believe children should learn to take responsibility for their own actions by empowering them to understand themselves and others. Our curriculum offer is designed to support this by teaching the children to:

- Learn about themselves and recognise their own emotions.
- Develop a wider understanding of emotional vocabulary to describe how they feel.
- Recognise how their emotions can affect their own behaviour and that of others.
- Recognise that their behaviour can impact on the feelings of others.
- Express their emotions appropriately through socially ‘expected’ behaviours.

- Develop lifelong regulation skills through developing their own ‘tool boxes’.
- Take responsibility for their own actions and begin to independently problem solve when relationships need repair.
- Recognise emotions in others, developing empathy, confidence and the skills to support others when they are emotionally dysregulated.
- Understand how to build and maintain strong, healthy relationships

Although many of the points above are woven through our interactions every day, we also specifically teach them through:

- Our PSHE lessons (see PSHE policy)
- Zones of Regulation (Appendix 5)
- Emotional coaching techniques

Aspect 6 - Emotional Coaching

When dealing with an ‘unexpected’ or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- Teaching the child ‘in the moment’ about the world of emotion.
- Supporting the development of strategies to deal with emotional ups and downs.
- Accepting all emotions as normal and valid.
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.
- Building trusting and respectful relationships.

Staff will use the four step approach (see Appendix 4):

Step 1 – Notice and empathise

Step 2 – Name and validate it

Step 3 – Set boundaries and expectations

Step 4 – Problem solve and learn

If a child is in an emotionally heighted state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part.

Aspect 7 - Restorative and Problem Solving Approaches

Thinking of a child as behaving badly makes you think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, positive reinforcement and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to children and undermines the work of other staff and children' confidence in our systems.

Poor behaviour choices will be revisited in order for the child to learn what went wrong and how to deal with it more appropriately next time. This is often done as a restorative conversation. Restorative approaches have been found to be very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility and acknowledging harm as appropriate responses to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Limit setting and problem solving can follow some time after an event, when the child is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later using a restorative approach to support them to consider alternative approaches.

A consequence may simply be a two-minute conversation at the end of a lesson. The consequence must be relevant to the issue, repair any relational damage and ensure learning has taken place regarding what went wrong.

Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our children. For children who need a more bespoke approach, an Individual Outcome Plan will be written using appropriate visual prompts to remind them of the outcome of specific behaviours (see Appendix 7).

After a child completes catch up, reflection time, or a consequence it is important to repair and restore the staff-child relationship. Staff should praise his or her behaviour at the first

opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the child that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.

In addition to consequences, children will be supported to reflect on their behaviour and be given an opportunity to problem solve. For example, they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

Aspect 8 - Graduated Response

For the majority of children, inappropriate behaviour will be dealt with using the same processes as described above in this policy. However, for some individuals this system may not be effective as a consequence of their individual needs or circumstances. For this minority of children, tailored individual behaviour plans (Appendix 6) will be established as part of a graduated response). These will reflect the young person's needs as well as an agreed set of approaches to support them to regulate themselves appropriately.

Where appropriate, an individual risk assessment will also be completed to safeguard the child, their peers and the adults supporting the individual. Parents/carers will be involved in the writing, and review of these documents. These will be reviewed and adapted where necessary for children in school, to ensure they are safe to implement for staff and children during this period.

PLAYTIMES AND LUNCHTIMES

The READY, RESPECTFUL and SAFE expectations remain in place at all times of the school day.

Adults on duty during playtimes and lunchtimes must:

- Ensure that all children are READY, RESPECTFUL and SAFE
- Encourage and teach children to play games
- Space out around the playground and field
- Be vigilant throughout the playtime or lunchtime
- Use positive language

- Practice ‘Praise in Public, Reprimand in Private’
- Use the hands up signal consistently

OUT OF SCHOOL CLUB

Manor Road has high expectations for both adults’ and children’s social behaviours and this extends to our Out of School Club provision. We expect children to follow our three simple expectations of READY, RESPECTFUL and SAFE in our Breakfast and After School Clubs and we expect parents to support us in promoting desirable behaviour through these expectations in our Breakfast and After School Clubs. If children are not able to behave in accordance with our Behaviour and Relationships Policy whilst at the clubs, we reserve the right to revoke their place at Out of School Club.

RECORDING BEHAVIOUR

At Manor Road, we monitor children’s behaviour and record incidents, including Physical Intervention, using an electronic system called CPOMS. Where there have been significant issues regarding behaviour, staff must record this on CPOMs, ensuring they detail what the outcome was as well as the incident itself and communicating with the relevant staff and parents where appropriate.

PHYSICAL INTERVENTION

Although every opportunity will be taken to diffuse a situation and support children to regulate, there will be occasions when children lose control and a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at Manor Road Primary School who are certified in the Team Teach approach and they follow our Restrictive Interventions (Including the Use of Reasonable Force) Policy and procedures for Physical Intervention.

Parents will be informed if their child is involved in a significant incident. Please refer to the DfE document “Restrictive Interventions Including the Use of Reasonable Force in Schools” (April 2026). Physical intervention must be recorded on a separate Physical Intervention form (see our Restrictive Interventions including the Use of Reasonable Force Policy) and also on CPOMS. A meeting will be held with a member of the Senior Leadership Team to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Restrictive Interventions and Reasonable Force

Manor Road Primary School is committed to using positive behaviour support, de-escalation and preventative strategies to minimise the need for restrictive interventions. In exceptional circumstances, trained staff may use reasonable and proportionate restrictive interventions, including reasonable force, where it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property or causing serious disruption. Any use of restrictive intervention will be lawful, proportionate, necessary and for the shortest time possible. Significant incidents will be recorded, reported and reviewed in line with the school's Restrictive Interventions Policy and statutory guidance.

The school recognises that some pupils, particularly those with SEND or additional needs, may require individual risk assessments and behaviour support plans. Wherever possible, interventions will be planned, child-centred and developed in partnership with parents / carer and relevant professionals.

SUSPENSION / PERMANENT EXCLUSION

Owing to our inclusive ethos at Manor Road, the decision to suspend or permanently exclude a child will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to school for a fixed period of time (suspension) or in extreme circumstances, may be subject to a permanent exclusion in which case, we will refer to the Statutory DFE Guidance

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. (July 2026)

The decision to exclude sits with the Headteacher and in their absence, the Deputy Headteacher.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Internal Suspension (Suspension Within School)

The school may use internal suspension as a proportionate response to serious breaches of the Behaviour & Relationships Policy. During an internal suspension, a pupil will be removed from their usual class and supervised in an alternative area where they will continue their education and be supported to reflect on their behaviour. Parents will be informed and the pupil will be reintegrated into class with appropriate support.

LINKS TO OTHER POLICIES

This Behaviour and Relationships Policy links to the following policies we hold in school:

- PSHE Policy
- RSE Policy
- Anti-bullying Policy
- Safeguarding & Child Protection Policy
- Attendance Policy
- Health and Safety Policy
- Equality Policy
- SEND Policy
- Inclusion Policy
- Induction policy
- Staff Code of Conduct Policy
- Parental Code of Conduct
- Parental Code of Conduct for the Acceptable Use of Class / Year WhatsApp Groups
- Restrictive Interventions Policy (including Use of Reasonable Force and Seclusion)
- ‘Suspension and Permanent Exclusion Policy’ from DFE– July 2026

POLICY REVIEW DETAILS		
Policy written by	Karen Marshall and Kellie Foulds	

Policy implemented	November 2023	
Policy reviewed	June 2024	Renamed as Behaviour and Relationships Policy for clarification.
	October 2024	Policy reviewed and updated with Outcome Plan
	September 2025	Policy reviewed and updated: • Parent Code of Conduct • Parent Code of Conduct for Acceptable Use of Class / Year WhatsApp Groups • Dates of documents referenced
	September 2026	Policy reviewed and updated: • Restrictive Interventions included • Updated reference to statutory guidance on Suspensions and Permanent Exclusions
Review schedule	Annual	Policy to be reviewed every year

Appendix 1

Vision Statement and Aims

Our vision is for everyone
to Learn and Grow together

To realise this vision, we aim to…

- Ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment.
- Equip children with the resilience and perseverance to become creative, independent thinkers.
- Encourage learning for life within an ever-changing world.
- Foster an enquiring mind in order to stimulate reflection, challenge and innovation both inside and outside the classroom.
- Provide first hand experiences in order to develop in our children a love of learning, a pride in their work, respect for their surroundings and good relationships with others.
- Promote rights and attitudes of care, tolerance, trust and respect through a broad and balanced curriculum.
- Build strong, collaborative partnerships between the school and wider community.

Appendix 2

SUPPORTING EXPECTATIONS
(Classroom Version)

Reminder 	I will be given a reminder of the expected behaviour. I will then show the expected behaviour.
Stop and Think 	I will stop and think about what I need to do to show the expected behaviour. I will ask for help if I need it, use the zones of regulation or use my toolbox to help me show the expected behaviour- this may be a chat with someone after the lesson.
Consequence and Repair 	I need to fix what has gone wrong. People around me can help me do this. I will be asked to catch up on my work at playtime. I will think about how I can do it differently next time.
Formal Discussion 	I need more help to see where I can fix things. Adults outside of the classroom and at home will be involved.

Appendix 3

SUPPORTING EXPECTATIONS
(Adult Version)

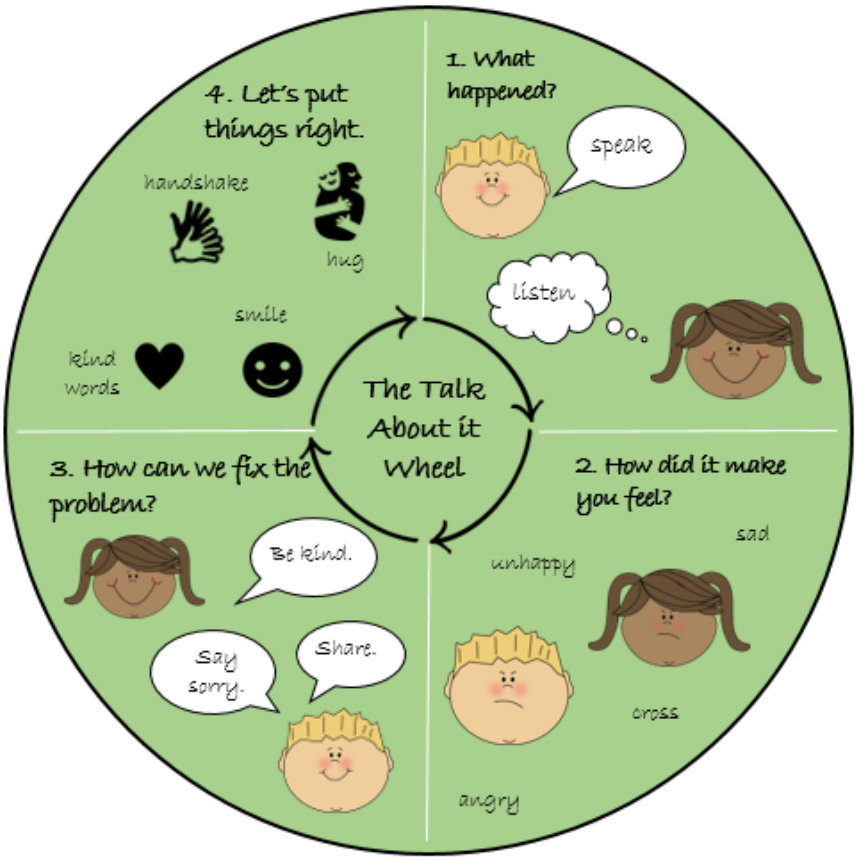
Reminder 	• Praise the positive behaviours you want to see • Reminder of expectation given (Ready, Respectful, Safe) • Adult makes them aware of their behaviour and explains they have a choice to do the right thing • The child may have several quiet reminders before moving to next stage	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening. Example - 'I notice that you're running. You are breaking our school expectation of being safe. Please walk. Thank you for listening.'
Stop and think 	• Private, low key explanation of expectation (calm but firmer) • Adult offer appropriate support or problem solving • Challenge set to put right what has gone wrong and praise given with this • This step may include some regulation activities (brain break, walk and a drink etc) • Reminder of next step quietly if behaviour is not shown	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson at break time. If you choose to break the expectations again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area/calm room etc) (learner's name), Do you remember when ……. (model of previous good behaviour)? That is the behaviour. I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation. Example - 'I have noticed you are not ready to do your work. You are breaking the school expectation of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
Consequence and Repair 	• Child asked to spend time in a quiet area/self-regulation • A reminder that the child will be missing some of their break time to reflect on what happened • Repair / use restorative conversations to fix/ solve what has happened • Reminder of next step and parent contact	I noticed you chose to (noticed behaviour) You need to… (Go to quiet area / Go to sit with other class / Go to another table etc/outside with adult to work) You will now spend your break time reflecting on your choices. Playground: You need to … (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.) and spend your next break time/free time reflecting on your choices. Example - 'I have noticed you chose to use rude words. You are breaking the school expectation of being respectful. You have now chosen to go and sit in the quiet area and use your break time to reflect on your choices. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adults in front of the child* Restorative Conversations What happened? How did it make you feel? How can we fix this problem? Let's put things right
Formal Discussion 	• If the child finds it difficult to improve their behaviours and make appropriate choices, SLT will become involved • Contact parents on Dojo • The repair step may be revisted here and more serious consequences agreed • Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed(individual regulation plans)	

Appendix 4

Emotional Coaching

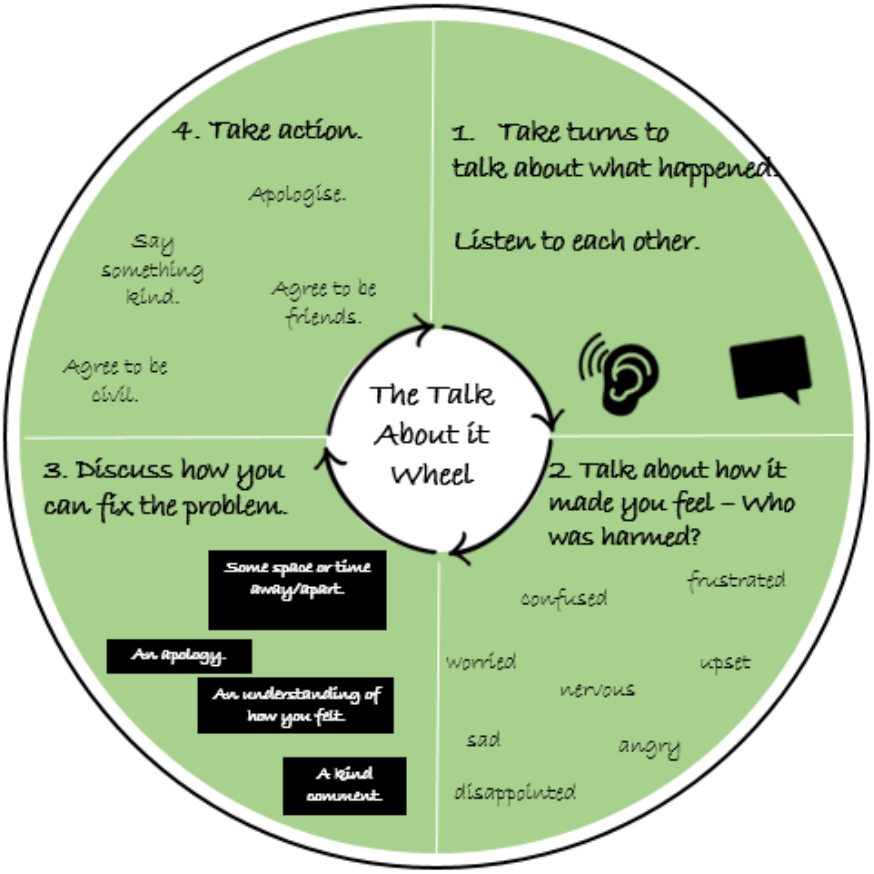
At Manor Road…..

EYFS and Key Stage 1



Year 3 and 4

Year 5 and 6



Appendix 5

Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as ‘self-regulation’.

Self-regulation can go by many names such as ‘self-control’, ‘impulse management’ and ‘self-management’. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’.

At Manor Road School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don’t give up so easily when faced with difficulty. We want children at Manor Road to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don’t turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal ‘toolkit)’.

What are the different Zones?

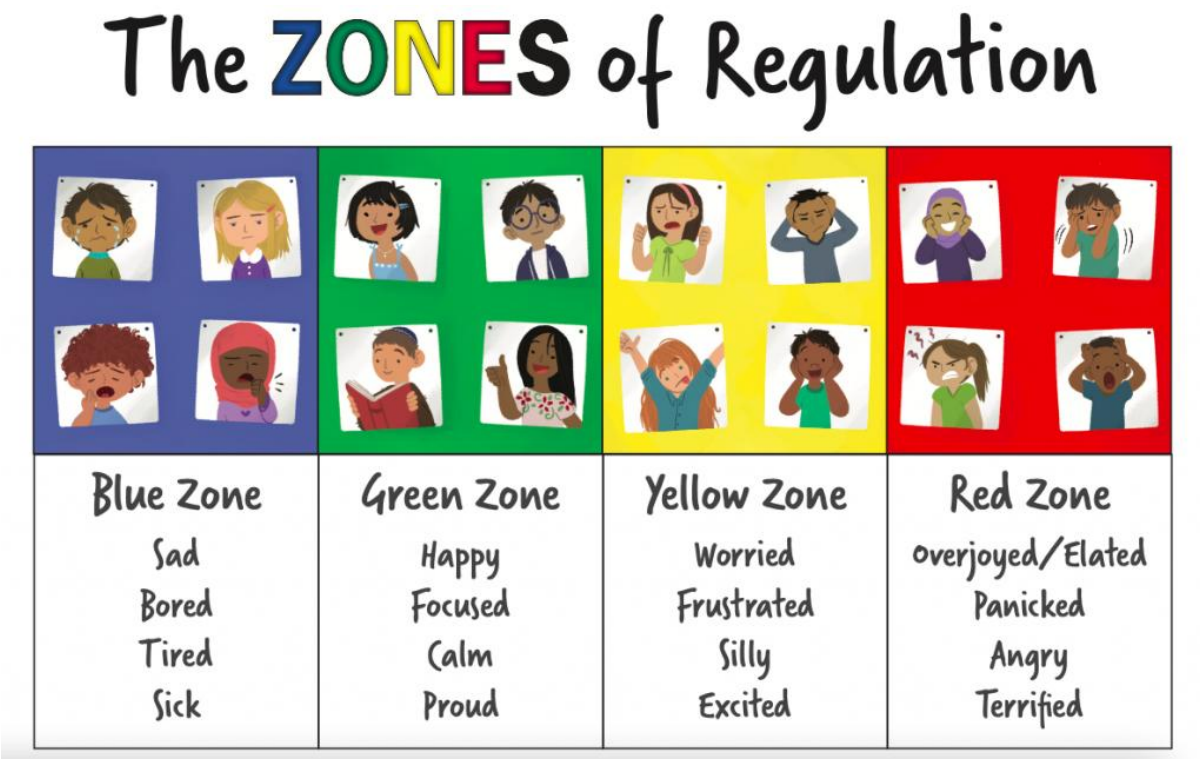
Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.



Appendix 6

Behaviour Plan – Child

TIME

Stage Zero

What are my signs?

- Good sense of humour
- Loves sharing news
- Attentive
- Co-operative
- Engaged and engaging discussions
- Joins in with class activities

What can be done to help me?

- Stickers
- iPad time
- Play with small world toys
- Positive messages home

Stage One

Need for support and resistance

What are my signs?

- Avoiding tasks
- Diverting away from activity
- Negotiating differences to activity
- Ignoring instructions

What can be done to help me?

- Clear expectations of now and next.
- Positive reinforcement.
- Positive affirmations.
- Calming strategies
- Short brain break

Stage Two

Need for diversion, resistance, clear limits boundaries and choices

What are my signs?

- Throwing things
- Refusal and screaming
- Hiding
- Becoming defiant

What can be done to help me?

- Now and Next- 10 mins on, 10 mins off
- Games/distraction
- Discuss his interests/ topics of his choice
- Clear expectations.
- Short break outside

Stage Three

What are my signs?

- Hitting and kicking
- Throwing equipment and books on the floor
- Angry shouting and screaming
- Running out of the classroom

What can be done to help me?

- Clear expectations of boundaries.
- Removing Child to a quiet area
- Talking to Child and reassuring him.
- Suggest we involve parents
- Suggest a game

Stage Four

Need for continued letting go. Support and resistance

What are my signs?

- Crying /becoming upset
- Calmly chatting
- Yawning/ tired

What can be done to help me?

- Giving time on the iPad
- Sitting alongside Child
- Engage in low-level chat of Child's choice
- A quiet space to recover.

Stage Five

Need for observation support and monitoring. Recovery and repair.

What are my signs?

- Negotiates the activities
- Some avoidance tactics
- Calmer

What can be done to help me?

- Needs now and then reminders.
- Time outside to stay calm.

Stage Six

Listen
Link
Learn

What are my signs?

- Calm and responsive to instructions.
- Child engages in chat.
- Doesn't like to be reminded about his actions.

What can be done to help me?

- Quiet, calm discussions.
- Reflective together about making the right choices.
- Discuss the positives/ achievements of the day.

Appendix 7

Working Together Outcomes Agreement

Helping Me Be Safe, Happy and Successful at School

What I Do Well

My strengths and successes

What We Need to Work On

We have noticed some behaviours that make it harder for you or others to be safe, happy and ready to learn. If you do not make the right choices, the outcomes for each of these will be:

Behaviour	Outcome

What helps me most:

Is there anything adults need to know?

Agreement

We agree to work together to help everyone feel safe, respected and successful.

Child Signature

Name: _____

Signature: _____

Date: _____

Parent Signature

Name: _____

Signature: _____

Date: _____

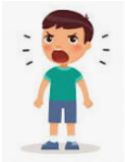
School Signature

Name: _____

Signature: _____

Date: _____

Outcome Plan for: _____

I noticed you chose to…	The outcome for the behaviour is…
Shout at a child or grown up, even after a reminder. 	Miss of bikes/police fancy dress.
Hit another child.	Miss of choosing time.
Sit in a different carpet spot, even after a reminder.	Miss of bikes/police fancy dress.