



Positive Behaviour Policy

Updated – 27th August 2024

The United Nations Convention on the Rights of the Child state:

Article 3 – ‘Everyone who works with children should do what is in the best interest of each child’

Article 19 – ‘Every child has the right to be protected from being hurt and mistreated, in body or mind’

Article 28 – ‘Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights’

Samarès Core Values: The Samarès School Core Values are determination, collaboration, engagement and respect.

This policy aims to:

- Provide a safe and caring environment with a foundation of positive relationships where optimum learning can take place
- To promote and encourage excellent behaviour in all pupils
- To provide clear and consistent guidance for pupils, staff and parents of expected levels of behaviour
- To ensure behaviour is managed consistently, fairly and effectively across the school
- To create a culture of high expectations of all pupils

We believe that every pupil and adult in our school has the fundamental right to learn and develop to his or her maximum potential, to feel safe and to be treated with respect and dignity.

We have high expectations of everyone in our school and our principles set out the rules, routines and consistencies that all pupils and staff follow.

Samarès School has 3 Rules:

1. Be Respectful
2. Be Safe
3. Be Ready

These 3 Samarès Rules apply to all areas of the school building, the outside environment and when pupils are on off-site visits. The consistency of language in having 3 rules, enables all pupils to understand what they mean, and they can become easily ingrained into the life of the school.

The Samarès Rules should be displayed around school, demonstrating what each rule means in different contexts.

All staff must use calm, consistent language, and reference the applicable rule when talking to pupils about their behaviour – whether it is rewarding positive behaviour or dealing with negative behaviour.

This policy is in 3 parts:

Part 1 – Whole School Behaviour Policy – procedures and systems for dealing with behaviour in school

Part 2 – Managing high level behavioural needs – Use of external agency support, Consistent Management Plans, Behavior Support Plans, Safer Handling Plans, risk assessments, and use of part-time tables and exclusions

Part 3 – Break and lunchtimes

Part 1 – Whole School Behaviour Policy

Expectations

Pupils:

Rights	Pupils will demonstrate this by:
<ul style="list-style-type: none"> • To be able to learn most effectively • To be treated with consideration and respect • To be listened to by the adults in the school • To know what is expected • To feel safe • To be treated fairly • To have their positive behaviour recognised and rewarded 	<ul style="list-style-type: none"> • Treating others with consideration and respect • Listening when it is others turn to talk • Following instructions from teachers and other staff • Attempting to settle any disagreements in a civil manner • Asking for help when they need it • Doing their best and letting others learn • Telling an adult in school as soon as possible if they know of a problem (e.g., someone has been hurt)

Staff:

Rights	Staff will demonstrate this by:
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents/carers and colleagues • To be able to teach without unnecessary interruption • To feel safe • To receive necessary support from other adults 	<ul style="list-style-type: none"> • Recognise, praise and promote pupil's positive behaviour • Refer to 'Respectful, Safe, Ready' • Meet and greet at the door • Model positive behaviours and build relationships • Establish routines in the classroom that actively promote the Samarès Rules • Plan lessons that engage, challenge and meet the needs of all pupils • Be calm and give 'take up time/wait time' when going through the steps • Follow up every time, retain ownership and engage in reflective dialogue with learners • Never ignore or walk past pupils who are not following our rules • Communicate regularly with parents/carers through consultations and school reports or, when appropriate, informing parents/carers of concerns or exceptional performance

Parents/Carers:

Rights	Parents/carers will demonstrate this by:
<ul style="list-style-type: none"> • To be sure their pupils are treated fairly and with respect • To be sure their pupils are learning well and making good progress • To know their pupils are safe • To be able to raise concerns with staff and to be told when there are difficulties 	<ul style="list-style-type: none"> • Ensuring that pupils arrive at school at the appropriate times • Treating other people's pupils with respect • Work closely with the school to ensure consistency • Supporting the school's system of rewards and consequences • Treating other parents/carers and staff with respect.

Rewards/Incentives

We celebrate and encourage positive behaviour throughout the school appropriate to pupil's age and stage which will praise positive actions, efforts, learning traits, behaviours and standard of work. Adult's first attention should be on best conduct and will explain **why** they are praising rather than just saying 'well done'. Staff should routinely advertise the behaviours they do want to see. Praise/rewards must not be used as a way of 'punishing' others.

The following rewards will be in place across the school:

Class Charts Point	Children should be awarded a positive behaviour point on Class Charts that demonstrate our school rules or values. A notification is sent home to parents to share this good news.
Instant verbal praise	This is given by all staff and should be explicit in what the good behaviour was, and where possible refer to the Samarès Rules. E.g., <i>"James, well done for being so respectful in the way you are walking through school."</i>
Certificates	Certificates will be given as appropriate for different activities e.g., completion of a challenge, achievement award in a specific area, external award for entry/prize giving
Values gems	Each class has 4 jars, one for each of the Core Values. Pupils who demonstrate the values can be rewarded with a gem to put in the relevant jar. The class teacher can use this as positive reminders and references to the values and reward demonstrations of the values either individually or for the whole class.
Termly awards	A Core Value termly award is given to a pupil from each key stage for demonstrating each of the Core Values. An overall Values Champion is also awarded. The procedure for this process is held by the school office.
Class internal rewards & recognition	<p>Classes may have supplementary internal reward systems e.g., table points, good news notes home/emails/phone calls home to celebrate positive behaviour. The class teacher has autonomy over this as different pupils and classes have different needs.</p> <p>The values, rules and consequences must remain consistent across the whole school and the systems in place must not undermine the Core Values underpinned in this policy.</p> <p>Staff should consider how these rewards can be shared with home to promote a culture of celebrating good behaviour. Staff must frame the rewards in the language of the Samarès Rules and Core Values. The aim is to develop intrinsic motivation.</p> <p>It is vitally important that children experience success every day, and know and understand what they have been successful in.</p>
Playground rewards	OPAL Gems will be given to children who are displaying our school rules at break and lunchtimes. Children will put the gem in a jar on the playground, which will be celebrated in assemblies. Positive regard and recognition of following our rules and adults being explicit in how they praise children is important.
Sharing with other members of staff and the Senior Leadership Team	Teachers will ask pupils to go and see a senior member of staff or another teacher to show them their excellent work or effort and receive praise.
Postcards home	For over and above recognition, teachers will write a Samarès School 'well done postcard' to be sent home for pupils to share with their families. A member of staff will write the postcard and

	give it to the Headteacher to counter sign. The Headteacher will record this on the achievement part of SIMs and then post it to home. The pupil will not be aware of the postcard and receive it at home as a surprise.
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Behaviour strategies and the teaching of good behaviour

Expected behaviours are taught, modelled and encouraged through a variety of methods. Assemblies are used to promote and reinforce positive behaviours. Good behaviour is promoted throughout the whole school and staff should be actively looking for opportunities to celebrate and recognise positive behaviour.

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models. This must not be used to shame other pupils.

Establishing good routines and high expectations within the class is vitally important. Behaviour expectations need to be explicitly taught and modelled.

The use of class assemblies and PSHE curriculum are important vehicles for promoting the Core Values and Samarès Rules. We teach the pupils how to develop positive relationships, manage conflict, and treat each other with kindness and respect throughout our curriculum, both in and out of the classroom environment.

Each half term will have a 'focus rule' for the term which assemblies and class discussions will be based upon. Each week there will be a focus of what this rule looks like in application to help teach the pupils of the expectations. For example, the focus rule for the half term is 'respect'. In week 1 there will be a focus on how we walk respectfully around the school, week 2 the focus might be about respecting the resources in our school.

The focus for each of the half terms will be shared with staff by the Deputy Head. Staff are encouraged to feedback to a member of SLT what they feel would be a beneficial focus.

The Zones of Regulation (Appendix 5) are used across the school to help teach pupils to regulate their feelings, emotions, and sensory needs. Using a shared language and approach, this systematic approach to teaching pupils about their feelings help to develop independence in regulating their responses to different feelings and emotions. Staff training will be given, and the language of the Zones and associated strategies should be displayed in classrooms and language consistently used with all pupils to help to teach pupils how to regulate themselves.

Opportunities to be involved in structured play, lunchtime clubs, and access to resources are designed to promote positive behaviour on the playground through OPAL (Outdoor Play & Learning). Where pupils struggle with this, further intervention is planned for, implemented in liaison with the SENCO and/or Deputy Headteacher using small groups, or bespoke plans which would be indicated on an individual Behaviour Support Plan.

The movement of pupils around school must follow the 3 Samarès Rules. All staff are responsible for ensuring these are carried out and must be proactive in ensuring compliance to these rules. Part of this is in ensuring good routines are established and regularly rehearsed – for example, walking to assembly in a safe and respectful manner, transition times etc. Consistency in language is incredibly important in helping pupils understand the expectation:

- 'At Samarès School we.....'
- Use of language of the Core Values and Samarès Rules
- Using 'thank you' rather than 'please' at the end of an instruction
- Offer a choice – e.g. 'In your drawer, or on my desk. Thank you'
- Fantastic Walking – hands behind back, walking on the left hand side of the corridors/stairs, in line order.

Positive recognition is a key part of our approach to managing behaviour at Samares School. Children should be recognised for following the school rules. Adults are encouraged to share this with parents and the wider community through the use of Class Charts. Additional notes or phone calls home, or speaking to parents at the end of the school day may also be used.

All adults at Samares School will adhere to the following principles when working with children:

- Routinely use, model and reinforce the Samares Rules and routines
- Notice and pay attention to best conduct first, to encourage others to follow. The 95% of children doing the right thing need to know they will be noticed first.
- Be proactive in recognising and celebrating children who follow the schools, ensuring children know why they have been successful – whilst not shaming others indirectly through this.
- Respond to poor behaviour with deliberate calm
- Be in control of their emotions before dealing with a child’s emotions. Unregulated children need regulated adults.
- Meet and greet children every day, setting a positive tone for the session
- To respond to poor behaviour in a consistent and calm manner
- Correct most poor behaviour in private, although it is acknowledged that this isn’t always possible
- Try to ignore secondary behaviours at the time (although should refer to later, once calm)
- Always follow up with the pupil for a debrief / restorative practice
- Have resolution/restorative meetings when appropriate
- Use natural consequences that are linked directly to the action/behaviour
- Involve and engage parents in the process
- Demonstrate ‘deliberate botherness’ – show deliberate acts of care, genuine interest in pupils, to build supportive relationships.
- Use positive practice to help teach expectations – e.g. If running in the corridor, repeat behaviour correctly by going back and walking. **“At Samarès School we walk through the corridors to keep everyone safe.”**

Sanctions/consequences

We acknowledge that at times during a pupil’s time at school, they may find the expectations at school challenging. While positive behaviour strategies are employed there are times when behaviours need to be addressed and supported by an adult. For many pupils the first warning stage will rectify the situation.

There is a 4-step process which should be followed:

- **First warning**
- **Second warning**
- **Reflection time**
- **Restore**

Some behaviours will need to be addressed by going straight to ‘Reflection Time’ due to the seriousness of the behaviour.

The age, context and location of the incident will determine how and where the 'Reflection Time' is spent. It may be appropriate for the pupil to spend time sitting out of the activity, going to a different part of the room, stepping outside the class, going to another class or space, or being sent to another member of staff.

Behaviours that lead to 'Reflection Time' (either through the warning system or straight to time out) must be recorded on Class Charts and parents informed. If a situation requires another member of staff to support, this will also be recorded and parents will be informed.

A school behaviour report is reviewed weekly by the Deputy Headteacher and a summary analysis will be presented each week at the Vulnerable Children and Safeguarding meeting.

The following procedure demonstrates how the 4 step procedure works:

Stage	<p>Action</p> <p>Purple – script for adult to use</p> <p>Example of a situation</p> <p>NB – language used by the member of staff might be adjusted depending upon the pupil's age/stage</p>
First warning	<p>A reminder is needed of the rules</p> <p>I noticed you chose to ... (noticed behaviour)</p> <p>This is a reminder that the school rule is that we need to be (respectful, safe, ready). Remember to make a good choice. Thank you.</p> <p>I noticed that you were playing in a rough way. This is a reminder that we need to be safe in the playground. Remember to make a good choice.</p>
Second warning	<p>A second reminder about the rules and explanation of what will happen if the behaviour continues.</p> <p>I noticed you chose to ... (noticed behaviour)</p> <p>This is the second time I have spoken to you about not being (respectful, safe, ready). If you choose to break the rules again, I will have to ask you to have time out (outside the classroom, in another classroom, to a break out space, stay with me during playtime) to reflect on your behaviour.</p> <p>Do you remember when (models of previous good behaviour). That's what behaviour I expect from you and I know you can make good choices. Thank you for listening.</p> <p>I noticed that you chose to distract the pupils around you. This is the second time I have spoken to you about being ready to do your learning. If you chose to break the rules again, I will have to ask you to have a time out in Year 4. Do remember yesterday when you really focused on your writing and were successful. That is the behaviour I expect from you and I know you can make good choices. Thank you for listening.</p>
Reflection Time	<p>The pupil will be asked to have a set time out of the situation with the time spent out depending upon the behaviour which has occurred. The time will be as short as possible and in relation to the age/stage of the pupil. Pupil's will be given a Reflection Time card (appendix 4) to help them with restoration.</p> <p>I noticed you chose to ...(noticed behaviour)</p> <p>You need to ... (go to a breakout space/quiet area, go to another year, go to see a member of the Senior Leadership Team, go to the Headteacher).</p> <p>Playground – You need to stand by me, go to another member of lunch staff, sit on the bench, go to see the Head/Deputy Head.</p> <p>I noticed you chose to use rude words. You are breaking the rule of being respectful. You have chosen to go and sit in the breakout space. I will come and speak to you in 2 mins. Thank you for listening.</p> <p>If a pupil is given Reflection Time, this will be recorded on Class Charts by the member of staff.</p>

Restore	<p>After a Reflection Time the member of staff will use the reflection card to help follow up, repair and restore. If there is a situation with two pupil's the 'solve it together' technique will be used.</p> <p>The member of staff will ask:</p> <ol style="list-style-type: none"> 1. What rules do we need to work on? 2. Who did this affect? 3. What do we need to do to make things right/better? <p>Pupil's will need differing support depending on their emotional literacy.</p>
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Extreme and serious behaviours

These behaviours may include:

- Verbal abuse with intent to cause harm
- Physical contact with intent (e.g., purposely kicking/hitting)
- Dangerous behaviour that puts the safety of others and/or self at risk
- Swearing or inappropriate language (racial/homophobic language)

The seriousness of these behaviours may require additional intervention to that outlined in the 4-step process. The consistency of language and restorative approach after the incident are still vitally important to ensure relationships are repaired and pupils are best supported.

The staff at Samarès School have MAYBO training which focuses on de-escalation techniques and this will be used first in any serious/extreme situations.

These extreme behaviours will often require the immediate support of another member of staff, or even the SLT, to either cover the class whilst the teacher/support staff deals with the incident, or for the member of SLT to deal with the incident. It is important that the class-based adult is seen by the pupil to deal with or be involved in the process, 'picking up their tab' and maintaining respect and relationship with the pupil.

The appropriate sanction will be dealt with collaboratively – dependent upon the need of the pupil, the consequences outlined on any Behaviour Plan already in place, the severity of the incident and, if applicable, the tariffs set out in the Positive Behaviour, Exclusions and Part Time Timetables Policy (CYPES).

A serious behaviour incident report form (see appendix 7) should be completed by the lead member of staff involved in the situation. This will then be uploaded to SIMS and sent to the relevant members of staff. A copy of this form should also be given to parents.

Part 2 - Managing High Level Behavioural Needs

At Samarès School, we recognise that universal systems are unlikely to meet the needs of all pupils. Pupils who need a higher level of support with their behaviour will have a bespoke Behaviour Support Plan. This may include a Consistent Management Plan, risk assessments and procedures for staff in supporting behaviour. The school rules still apply to pupil's requiring this additional support, but the approaches to helping and support the right behaviour choices requires a more bespoke approach than outlined in Part 1.

Pupils who are persistently breaking the school rules will have a behaviour plan and targets agreed using the format found in the appendices of this policy. This will involve input from parents, teachers, support staff and other senior members of staff e.g. SENCo or Deputy Head. The plan will be shared with all members of staff working with the pupil.

There are 2 levels of behaviour plan (examples can be found in Appendix 6:

1. **Behaviour Support Plan** – this is often short term, specific to a certain part of the school day that a pupil is struggling with, or about one or two specific behaviour targets the pupil is working on. This may be in the form of a ‘one page profile’ for a pupil, or in the format of a behaviour report card – time bonded, with an identified target, and means of recording whether the pupil has been successful in achieving the target at different points of the day/week. This should be regularly reviewed, and it would be expected that progress leads to the removal of this plan over time. This plan should be shared with staff and accessible for supply teachers.
2. **Consistent Behaviour Management Plan** – Using the template provided by SEMHIT, a Consistent Management Plan is designed to help support the needs of the individual through identifying baseline, rumbling, and crisis behaviours. This will be unique to each pupil with strategies that motivate the required learning and consequences that work best and meet the needs of the pupil. The plan outlines what works well for the pupil, known triggers, and effective ways of managing challenging behaviours. The plan is devised in partnership between the adults who work most closely with the pupil, the Deputy or Headteacher, and on occasions an advisor from SEMHIT. Parents should also be included in the formation and review of the plan. The plan should be reviewed after a significant incident, and at a minimum, should be reviewed half termly. A pupil at this level of behavioural support is likely to also require a risk assessment and Safer Handling Plan. Staff who feel a pupil should have a Consistent Management Plan should discuss this in the first instance with the Deputy Headteacher.

The process for the writing, review and management of the plan can be found in Appendix 8.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety or the safety of others is at risk e.g., being in a room where a pupil is clearly emotionally heightened and aggressive, then a dynamic risk assessment of the situation is required and pupils and adults may need to evacuate the space. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to a senior member of staff, calling for help or asking a pupil to get another member of staff.

At this point a member of SLT would be involved.

Following any extreme incidents, the staff team involved will meet with the SLT member who supported and debrief/review the incident and decision making will be shared - this could be done at lunch or straight after school. It may be at this meeting the Behaviour Plan is amended/adjusted in light of current concerns. At this meeting, it will be agreed who is contacting parents, how this is communicated and how it is followed up.

A **Serious Behaviour Incident Form** must also be completed and uploaded to SIMS. A copy of this will be shared with parents and the relevant members of staff.

Consequences of extreme and serious behaviours might include:

- internal suspension from the classroom or playground for a fixed period of time
- external suspension from the school/playground for a fixed period of time
- referral to Education Inclusion Team (for persistent behaviours)

- parent/carer meetings with Head/Deputy Head over a period of time to agree strategies of support and monitor effectiveness and impact.

Restrictive Physical Intervention will only be used a last resort and only in controlled situation where all other strategies to resolve any situation has been unsuccessful. It will only be used in the primary interests of the pupil, their safety or the prevent of accident or injury to themselves or others. This will only be used as stated in the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables'. Where pupils may require safer handling, a 'Safer Handling Plan' and 'risk assessment' will be completed which will be regularly reviewed and parents must sign.

Suspension is for a specified number of days. The Headteacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head must obtain the agreement in writing from the Chief Education Officer. Please see the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' for more details and a breakdown of suspension tariffs for given behaviours.

Where the Headteacher has assessed that there is a Child Protection issue or criminal issue relating to an assault, contact with outside agencies (Social Services, Police, CYPES etc.) will be initiated.

Internal exclusion and external exclusion are seen as the very last resort and we will work tirelessly and proactively with pupils and parents to prevent this from occurring.

Pupils, teachers and parents will also receive support (as required) from other agencies such as Social, Emotion, Mental Health inclusion team, Educational Psychology, Well Being, Autism and Social Communication Inclusion Team. Please refer to the 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' Policy.

Working closely with parents to provide a consistent approach to managing a pupil's behaviour will have the biggest impact, and thus communication and support is vital.

Part 3 Break and Lunchtimes

UNCRC Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Samares School is a Platinum Award winning OPAL School. Follow the link to find out more : <https://www.samares.sch.je/page/?title=OPAL+%2D+Outdoor+Play+and+Learning&pid=54>



Children’s right to play must be upheld by staff, unless the safety of others is at risk.

Timings and movement of pupils

Teachers are expected to escort and deliver their class to break time and lunch time play – this is to ensure that the staff on duty are outside before classes are left to play. Classes must not be left outside unsupervised.

Children should not be dismissed from eating lunch until 12:30pm to avoid cross over.

Lunch staff must be released from class on time – either for their own lunch break, or to be on duty in the designated place at the correct time.

At the end of breaktime and lunchtime, classes playing outside must be collected from the playground by the class teacher on time.

The bell rings at 12:57 and children are expected to help tidy resources and then line up.

Adults on break or lunch duty are expected to:

- Turn up punctually
- Ensure the space is safe and secure – report any concerns following school procedure.
- Be proactive and aware of areas which are less visible and ensure staff are well spread out across the outdoor provision.
- Intervene proactively in pupil activities to ensure the 3 Samarès rules and OPAL Playground Charter are being promoted and followed. These should be referenced and displayed for the children.
- Use OPAL Gems to recognise and praise positive behaviour choices
- Follow the expectations set out in OPAL training for outside play team
- Use deliberate calm with managing pupils behaviour
- Follow the principles of how behaviour is managed set out in Part 1 of this policy – **see page 6.**

The role of duty staff is to provide a safe and enjoyable environment for pupils.

Staff must positively manage behaviour in line with the ethos, rules and consequences lined out in this policy.

OPAL Gems are given out by staff to pupils who are demonstrating our school rules and OPAL charter. Staff are encouraged to recognize these positive rewards and tell the children why they are being given a gem to put in the jar, referencing the behaviour they are being recognized for. The playground jar of gems will be celebrated in assemblies regularly.

The same 4 step process should be followed when dealing with a behaviour incident:

First warning

Second warning

Reflection time

Restore

If a pupil is given Reflection Time, this must be recorded on Class Charts in a timely manner. The class teacher should then inform parents at the end of the school day.

In EYFS, if a lunch time Reflection Time has been given to a child, this should be recorded on a clipboard for the EYFS teachers to review and action that afternoon.

Where patterns, or concerning behaviours are being recorded, the next steps will be decided, and parents will be informed.

If there was no time for Reflection Time to be issued, the class teacher needs to be informed so this can roll over to the next appropriate time for the pupil.

Depending on the age and needs of the pupil, the member of staff on duty may ask that the Reflection Time is spent on a bench in the playground, or it may be by standing with a member of staff or sitting out of the play they were involved in for a set period of time (usually 5 minutes). The pupil must be told which school rule it is they have broken and an opportunity to restore the relationship and learn from the event needs to be given.

If a pupil refuses Reflection Time, ensure they have been given take up time, and de-escalation strategies implemented. If they continue to refuse, a member of the SLT should be called to assist.

Any incidents of a more serious nature will result in the pupil receiving an immediate Reflection Time for the remainder of that break time. The severity of the incident, and age and stage of the child will determine whether additional Reflection Time is required or even a further consequence. If the incident is of a serious nature which requires the intervention of a member of SLT, the SLT member will record the incident on SIMS and lead on the next steps required.

Fighting or deliberately hurting others will not be tolerated. An incident of this nature must be escalated to a Senior member of staff. Duty staff are encouraged to remain part of the process to ensure they maintain a sense of ownership and are an active part of the restoration process.

Where a situation requires additional intervention from a senior member of staff, the duty staff should call for a member of SLT to assist.

Supporting eating inside at lunchtime:

Staff members on duty in school at lunch time support a calm and orderly environment where pupils eat their lunch safely and respectfully.

Class teachers must communicate with duty staff their expectations of the class, and share any relevant information about individual pupils who the duty staff need to be aware of to support their needs. The use of the interactive whiteboard to watch an appropriate programme is acceptable.

Wet-play

Arrangements for Wet Play are made as part of the duty rota for lunch.

Class teachers should establish expectations with their class for wet play and have readily available resources to support children's play when indoors. These expectations should be visible and easily accessible for lunch staff.

If it is wet play at break time, all teachers return to their classrooms to supervise breaktime.

Appendices:

Appendix 1 – Staff Quick Card

Appendix 2 – 3 Samarès rules

Appendix 3 – Sanctions guidance

Appendix 4- Reflection card

Appendix 5 – Zones of Regulation

Appendix 6 - Behaviour Support Plan and Consistent Management Plan templates/examples

Appendix 7 – Serious Incident Report Form

Appendix 8 – Consistent Management Plan Procedures

Appendix 9 – Break/Lunchtime behaviour report sheet

Appendix 10 – One page summary for parents

Appendix 1

Staff Quick Card

School Rules

Be Respectful, Be Safe, Be Ready

Remember positive praise and reward

Sanctions

1st Warning

A reminder of the rules I noticed that you chose to ... This is a reminder that you need to be respectful/safe/ready. Remember to make a good choice.

2nd Warning

A reminder of the rules I noticed that you chose to ... This is the second time I have had to remind you about being respectful/safe/ready. If you do it again, you will have to have a time out of play. Remember yesterday when you ... This is what I want to see.

Reflection Time

I noticed you chose to You need to ... (stay with me for 2 mins, be with another lunchtime teacher, sit on the bench)

Restore

What rule do we need to work on?

Who did it affect?

How can we make it right/better?

Appendix 2 – Samarès Rules

Be Respectful

Be Safe

Be Ready

Appendix 3 – Staff guidance for sanctions

Stage	Action Purple – script for adult to use Example of a situation NB – language used by the member of staff might be adjusted depending upon the pupil’s age/stage
First warning	A reminder is needed of the rules I noticed you chose to ... (noticed behaviour) This is a reminder that we need to be (respectful, safe, ready). Remember to make a good choice. I noticed that you were playing in a rough way. This is a reminder that we need to be safe in the playground. Remember to make a good choice. .
Second warning	A second reminder about the rules and explanation of what will happen if the behaviour continues. I noticed you chose to ... (noticed behaviour) This is the second time I have spoken to you about not being (respectful, safe, ready). If you choose to break the rules again, I will have to ask you to have time out (outside the classroom, in another classroom, to a break out space, stay with me during playtime) to reflect on your behaviour. Do you remember when (models of previous good behaviour). That’s what behaviour I expect from you and I know you can make good choices. Thank you for listening. I noticed that you chose to distract the pupils around you. This is the second time I have spoken to you about being ready to do your learning. If you chose to break the rules again, I will have to ask you to have a time out in Year 4. Do remember yesterday when you really focused on your writing and were successful. That is the behaviour I expect from you and I know you can make good choices. Thank you for listening.

Reflection Time	<p>The pupil will be asked to have a set time out of the situation with the time spent out depending upon the behaviour which has occurred. The time will be as short as possible and in relation to the age/stage of the pupil. Pupils will be given a Reflection Time card (appendix 4) to help them with restoration.</p> <p>I noticed you chose to ...(noticed behaviour) You need to ... (go to a breakout space/quiet area, go to another year, go to see a member of the Senior Leadership Team, go to the Headteacher). Playground – You need to stand by me, go to another member of lunch staff, sit on the bench , go to see the Head/Deputy Head.</p> <p>I noticed you chose to use rude words. You are breaking the rule of being respectful. You have chosen to go and sit in the breakout space. I will come and speak to you in 2 mins. Thank you for listening.</p> <p>If a pupil is given Reflection Time, this will be recorded on Class Charts by the member of staff.</p>
Restore	<p>After a Reflection Time the member of staff will use the reflection card to help follow up, repair and restore. If there is a situation with two pupils the 'solve it together' technique will be used. The member of staff will ask:</p> <ol style="list-style-type: none"> 1. What rules do we need to work on? 2. Who did this affect? 3. What do we need to do to make things right/better? <p>Pupils will need differing support depending on their emotional literacy.</p>

Appendix 4 – Reflection card

Reflection Card

What rules do I need to work on?

Be Respectful Be Safe Be Ready

Who did this affect?

Me

Other pupils

Teachers / adults in school

The school environment

What do I need to do to make this right/better?

Appendix 5 – Zones of Regulation

The ZONES of Regulation

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

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

<https://www.zonesofregulation.com/free-downloadable-handouts.html>

The ZONES of Regulation

The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the pupils can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Appendix 6 –

A Consistent Management Plan template can be found here – [Consistent Management Plan Template](#)

A report card template can be found here - [Report card template](#)

A one-page profile example and template can be found here – [One page profile template](#) and - [One page profile - Pupil Passport exemplar](#)

Appendix 7 – Serious Behaviour Incident Report Form template:

Serious Behaviour Incident Report

Date and time:

Name of pupil and class:

Staff name (SLT):

Other staff involved in the incident:

What happened?

How was the incident resolved?

Next steps/actions to be taken, including consequence and restorative actions:

Copy to parents	
Uploaded to SIMS	
Consistent Management Plan updated?	
Notifiable incident report form required?	
Follow up with staff and other pupils involved	

Appendix 8 – The process for writing, reviewing and managing Consistent Management Plans can be viewed by clicking here [CMP management plan.docx](#)

