



# SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

Frimley Road, Camberley, Surrey, GU15 2QB  
t: 01276 63870 e: schooloffice@southcamberley.surrey.sch.uk  
[www.southcamberley.surrey.sch.uk](http://www.southcamberley.surrey.sch.uk)

Executive Headteacher: Mrs Nicky Wright



## Relationships and Behaviour Policy

### November 2025-26

<b>Date of Approval</b>	<b>Date of Review</b>
September 2025	September 2026
<b>Status and Review Cycle</b>	<b>Statutory Annual</b>

## 'Connections before Corrections'



## Relationships and Behaviour Policy

**Aim:** Our South Camberley Primary and Nursery School relationships and behaviour policy is based on the principles of making positive relationships and connections to promote children's understanding of making the right 'choices.' We understand behaviour is a form of communication and any poor behaviour choices are often a sign of an unmet need.

'All behaviour is a form a communication' Paul Dix, Everything Changes When the adults change

### **To be read in conjunction with the anti-bullying policy, safeguarding and child protection policy**

#### Principles:

- We teach children to make the right choices, so they are safe, able to learn and feel welcome and valued.
- Through our zones of regulation approach, children are taught the importance of taking responsibility, articulating their feelings and reflecting on strategies to move forward positively.
- We build positive relationships and make meaningful connections with the children in our care
- We have exceptionally high expectations of behaviour, and we expect individuals to respect others' differences, their families, culture and beliefs. Our learning environment is safe, engaging and vibrant and we recognise effort, kindness and achievement.
- We encourage strong partnerships with parents and our wider community, and we believe that collaboration leads to greater benefits for all.
- Our three certainties of 'Ready, Respectful and Safe' instil a culture and climate where everyone can learn and achieve.

#### Our behaviour approach:

- All adults use positive language and support children to regulate and make the right choices. Positive behaviour is recognised through our whole school and classroom strategies.
- All adults model excellent social and emotional skills through their language, verbal and non-verbal behaviours.
- The school has consistently high expectations of children's behaviour, language, verbal and non-verbal behaviours.
- We systematically teach children routines and expectations at the start of the year and revisit regularly and as required.
- We teach and use the language of the 'zones of regulation', to enable children to recognise the cause of their behaviour and give strategies and choices to identify their feelings and manage this themselves.
- All staff actively and consistently support children to make the right choices through:
  - Systems and routines which promote excellent behaviour
  - Use of behaviour/ classrooms management strategies to pre-empt possible issues
- Understand that behaviour is communication of need and that this needs to be to consider through both a safeguarding and SEN lens.

#### Behaviour Certainties:

Our school has three simple rules: 'Ready, Respectful and Safe' which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community and apply both inside and around school.

Ready	Respectful	Safe
<ul style="list-style-type: none"><li>• School Uniform</li><li>• Home learning work</li><li>• Listening</li><li>• PE kit</li></ul>	<ul style="list-style-type: none"><li>• Listen to others</li><li>• Good manners</li><li>• Right voice, right time</li><li>• Looking after people and things</li></ul>	<ul style="list-style-type: none"><li>• Keep hands feet, objects and unkind words to yourself</li><li>• Walking around school</li><li>• Play with equipment safely</li></ul>

<ul style="list-style-type: none"> <li>• Ready in the line/next lesson</li> <li>• Ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Represent the school</li> <li>• Kind and helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping environment tidy</li> <li>• Safe to talk to adults in school about concerns and worries</li> </ul>
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### Visible Adult Consistencies

We apply behaviour expectations consistently. These are the visible behaviours exhibited by staff which are consistent and can be expected by children. We are calm and regulated in our approach and build respectful relationships with pupils. We recognise that the same strategies may not work for all children, but consistent high expectations remain the same.

- Children are greeted at the classroom door and/or in the classroom, daily by the adult, and at key transition points within the school day, including how we dismiss children. This enables everyone to start or end each session positively and with a smile. Members of staff will also meet and greet children and parents at the gate or in other areas of the school as needed.
- Staff are calm, consistent and equitable work with children, parents and colleagues. Adults in school will avoid shouting at children or become emotionally charged. They will model emotional regulation through their measured approach and will deal with individuals fairly.
- Staff will endeavour to catch children 'doing the right thing' in order to use specific praise and recognise desired behaviours and identify children to be role models/ take on positions of responsibility within the class routinely and make expectations on behaviour clear for all. We narrate the behaviour we want to see.
- Staff teach and rehearse 'relentless routines' e.g. coming in and out of assembly, walk on the left, lining up, transitions, moving around school – they model it, remind and reinforce daily until embedded.
- A member of staff leads children out of the school building at break time, lunch time and at the end of the day. Children are not left unattended in classrooms.
- We use visual timetables for whole classes to share what the day is to include.
- Changes to a typical routine will be explained clearly to the children. Social stories, now and next boards, cartoon conversations are used to support children.

### Excellent Learners

Our philosophy of creating 'Excellent Learners' enables children to have an understanding of key learning behaviours, and to develop a growth mind-set/metacognition skill in order to help them in being successful.

Excellent learners:

- Ask for help
- Like a challenge
- Listen well
- Learn with others
- Ask questions
- Are not scared to make mistakes
- Don't give up
- Can learn by themselves
- Want to learn more
- Are creative

### Recognising Right choices

Regularly recognising, celebrating and recording when pupils are making the right choices should outweigh the recognition of wrong choices (this may be for the class rather than for the individual as using public praise encourages the whole class). There are many ways to recognise the right choices that all staff can use, as set out below.

Free and frequent:

- Smile
- Warm eye contact
- Saying well done

- Saying thank you
- Describe exactly what they are doing right – narrating the behaviour we want to see
- Using a child as an exemplar
- Recognising all of the pupils who are making the right choice
- Offering touch e.g. high five, handshake

### **Class based systems**

At the start of the school year, each class agrees a reward system to recognise right choices and identifies the behaviours they are working on through the recognition board. In addition, there may be class rewards such as table points, house points, star jar, charts, rewards, stickers, teams, notes home and establishes an agreed class charter to promote expectations.

### **Whole school systems**

At South Camberley, our four school houses promote pride and collective responsibility through teamwork. Children may be awarded house points by any member of staff for demonstrating positive behaviour towards learning or by being an upstanding member of the school community and modelling our **P.U.R.E. Principles:**

(Positivity, Urgency, Resilience Equity).

The house with the most house points will receive a reward afternoon each term.

We recognise positive behaviour through

- Verbal praise: this may be done by any member of staff to highlight excellent behaviours, attitudes or achievements.
- Recognition board: children's names are written on the recognition board, (updated weekly) when they are observed to be making the right choices, an excellent contribution to their learning or the learning of others.
- House Points
- Peer recognition
- PURE principal stickers
- Celebrate children's work - 'wow work' google classroom , newsletter etc'
- Certificates
- A message to parents: make phone calls, positive postcards, post-it note with positive message sent home
- A visit to another member of staff to recognise and celebrate.
- Ambassadors/ House captains
- Outstanding Achievement awards: This is the highest level of award in our school. These prestigious awards are presented for effort and achievement in the following areas: Academic, Arts, Sport, Community and Endeavour. A special centralised book records and commemorates those pupils who have received this award.

### **Recognition Board**

The recognition board celebrates positive learning attitudes, choices and behaviour. This board is a prominent position in the classroom. The recognition board focuses on a specific learning attitude, behaviour or expectation which is relevant to that class at the time, and which is explicitly taught to the class with good examples highlighted. These may be used when working to embed a particular aspects of learning behaviour or for 'positive noticing.'

When a child demonstrates the specified learning attitude/behaviour/expectation, their name is added to the board. Their name remains on the board for the week – this achievement cannot be undone by other negative behaviours. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board.

The recognition slips stay on the board for the week and slips are sent home.

Where possible, children are *praised publicly* and reprimanded in private.

### **If children are making the wrong choices**

For the vast majority of children for the vast majority of the time, our system for rewarding positive attitudes to learning will be enough to support them in making excellent choices.

For some children they may require access to bespoke positive behaviour plans which may be led by their interests and is carefully targeted towards rewards and sanctions to reinforce positive aspects of behaviour.

On occasions where wrong choices are made, they will be addressed as they arise, by *any* member of staff. Behaviour scripts are used to promote positive and consistent language from all members of staff to support children to make the right choice.

In many cases, positive behaviour management strategies will be effective in reminding children of the choices they should be making, for example: clear instruction, a hand gesture, a look, "Are you making the right choice?" and use of recognition when they comply, such as a thank you or thumbs up gesture. Where children are presenting escalating behaviour, de-escalation techniques will be used. Examples of these are included in the appendices of this policy.

All children whose behaviour does not meet expectations may receive a consequence *proportionate to the circumstance*. Levels of behaviour 1,2,3. We do not issue 'blanket consequences' e.g. a whole class sanction due to the poor choices of one or two pupils. Most poor choices will be managed as follows:

- Up to three warnings using behaviour management strategies such as those listed above
- A private reminder and explanation of the warning
- Minutes of play time lost
- Opportunity for reflection
- Follow up action. This may include a telephone call home or face to face conversation at the end of the school

All children whose behaviour leads to a consequence will complete a reflection activity and a restorative conversation at an appropriate time after the event. This will allow them to consider alternative decisions that may have been a preferred choice and to reflect how they could make a better choice in future. Staff will discuss the reflection with the child and keep reflection sheets in their classrooms. This will allow for staff to identify patterns in behaviour and to identify areas for concern around the well-being of a child, allowing for early intervention to support.

When logging a behaviour incident on CPOMS, staff will choose one of the pre-loaded buttons to identify which level behaviour they are logging. The incident will only describe the level of incident and the clear action taken. We don't have green holders anymore?

### **Restorative Conversations (see Appendix 2 & 3)**

If children feel safe, happy and respected, they are more likely to display pro-social behaviours. They don't always get it right and if they get it wrong, they are given a fresh start. Every day is a new day and adults model forgiveness.

Following incidents of poor behaviour choices, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect, on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

- Children should be guided through the discussion appropriate to their age/stage/feeling using the Zones of Regulation to help e.g. Which zone were you in when this happened?
- When you were in this zone, how might this have caused others to feel?
- Which zone are you in now?
- What strategy supported you to move from the ..... zone to the ..... zone?

Zones of Regulation language and strategies are used to support children to self-regulate.

Children may need time to become calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, children are to be supervised at all times and are the adult's responsibility. Children sent out of class are always accompanied by an adult and for a time bound period. Staff use de-escalation techniques as appropriate (see **Appendix 1**).

Depending on the nature of the incident or the needs of the individual child, other consequences may be given in addition to or above those set out above., however need to be proportionate to the incident. These may include:

- Limited choice e.g. 'complete phonics tasks first/ complete maths activity first
- Restorative conversations between pupils facilitated by an adult
- A verbal or written apology
- 'Pay back' of missed learning time
- Suspension of a privilege, for example: representing the school at a sporting event, attending a school
- Being placed on an individual behaviour plan
- 'Community pay back' such as tidying a messy area/damaged display
- Referral to third parties, such as an Educational Psychologist
- Time out in an identified room within the school with an *adult* to complete work who will then integrate back to reset/ready to learn
- Behaviour should be considered through a 'safeguarding lens'- is the behaviour a communication of an experience of abuse or expression of a concern that they would struggle to communicate in another way.
- A fixed term internal or external suspension (to be agreed with Executive Headteacher)
- Permanent exclusion

If a child is in distress or crisis and unsafe or destructive behaviour is observed, it maybe that the remainder of the class be evacuated to minimise disruption to learning and maintaining the safety of others. Children who leave the classroom without permission will be monitored by an adult from a distance.

A child who has spent time in 'crisis' may need time to calm down before any educational or other consequences or conversation takes place, 'Change of face' where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are effective strategies. Adults use restricted language when children are in this heightened state and techniques of distraction may also be used.

After a change of face a restorative conversation must be had with the adult who had the original interaction

**Appendix 1** outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve. All level 2 & 3 behaviours are recorded on CPOMS.

### **Patterns of behaviour and escalation of support**

We understand that repeated patterns of behaviour are often a sign of an unmet need. When patterns of behaviour are emerging, in the first instance the class teacher should **support the child** to enable improvement and involving parents and carers e.g.

- Alternative arrangements for playtimes/lunchtimes and transition times
- Additional reward/recognition structures
- Setting clear targets for improvement

- Additional coaching support to develop their social emotional skills
- Additional in-class support
- Calm areas within all classrooms
- Areas/rooms at each site which are dedicated spaces where children can go to have some agreed 'time out', for an agreed movement break or to regulate their emotions

If the behaviour does not improve, the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours, a **referral to the Inclusion Team** should be made and a discussion with the DSL considered. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). A **Behaviour Review Meeting** may be called and recorded on CPOMS. This will involve the class teacher plus the SENCO, any other appropriate staff as appropriate and parents/carers. The SLT lead will be informed or attend and will lead review meetings. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an '**Individual Behaviour Plan**' being put in place etc. Following any incidences of high-level distressed behaviours, the staff involved will meet on the same day (or as reasonably possible) to review triggers and adjustments to be made, recorded on CPOMS. Some children may require a risk assessment.

### **Off-site visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff and volunteers are involved in any offsite visits. All trips are risk assessed and if a child's behaviour is identified as high risk, we will consider what the key risks are of the child attending the trip. For example, unsafe behaviour in school may place the safety of them and others at considerable risk.

### **Confiscation, Retention and Disposal of Items**

The school can confiscate pupils' property, as a disciplinary sanction in certain circumstances e.g. to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated. In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day.

The school has the power to search without consent if we believe there are prohibited items, such as Knives or weapons, alcohol, illegal drugs and stolen items; and

- Tobacco and cigarette papers, vapes fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

All confiscations will be in line the [DfE Searching, Screening and Confiscation Guidance](#).

### **Bullying**

South Camberley does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We encourage all children to speak out against any behaviour by others that bothers them and make time to listen to pupils and families who are concerned. The Preventing Bullying policy can be found on the school website.

### **Use of Positive Handling and Physical Intervention**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

Physical intervention with children is always used as a last resort but may be occasionally necessary in order to prevent a child from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the police will be contacted if necessary.
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.
- We do not lock doors or classrooms to restrict children's pathways.

All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Consideration of a pupils' individual needs, including disability and special educational needs, is taken into account if reasonable force is required to allow for reasonable adjustments.

The school acts in accordance with the DfE guidance on the [use of reasonable force](#).

### **Suspension and exclusion**

Wherever possible, the parents/carers of children at risk of suspension because of the seriousness and/or persistence of their behaviour will be invited to attend a risk of suspension meeting with the Head of Site/Executive Head Teacher and any other staff as necessary before exclusion occurs. Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as follows:

- Internal Suspension – children attend the school but are separate from other children for a period of time.
- Fixed Term Suspension (up to the equivalent of 45 days in a school year)
- Permanent Exclusion

A suspension can be sanctioned without the steps above if the child's behaviour is deemed detrimental to the education or welfare of themselves or others in the school. The Executive Headteacher makes the decision to suspend.

The school acts in accordance [with DfE guidance on suspensions and exclusions](#).

### **Governor Oversight and Monitoring**

The Local Advisory Committee (as delegated by the EEEA Trust Board) has a statutory responsibility under the Education and Inspections Act 2006 and the Department for Education's Behaviour in Schools (2023) guidance to ensure that the school's behaviour policy is effective, applied consistently, and contributes to a safe and supportive environment for learning.

Governors will:

- Review and approve this Behaviour Policy annually to ensure it is compliant with statutory guidance and reflective of the school's ethos.
- Monitor behaviour trends and patterns through regular reports from the Headteacher and Senior Leadership Team, including:
  - o numbers and reasons for suspensions and exclusions (fixed-term and permanent);
  - o use of internal suspensions and managed moves;
  - o behaviour incidents by type, frequency, and pupil group (including SEND and protected characteristics under the Equality Act 2010);
  - o bullying incidents, including prejudice-based bullying;
  - o use of reasonable force or positive handling;

o searches and confiscations.

- Hold school leaders to account for the fair and consistent application of the policy, including reasonable adjustments for pupils with SEND or other vulnerabilities.
- Ensure pupil voice and parental feedback are considered in policy evaluation.
- Oversee the effectiveness of preventative strategies, restorative approaches, and alternative provision arrangements for pupils at risk of exclusion.
- Receive training to enable them to carry out their responsibilities effectively and in line with statutory requirements.

The LAC will ensure that the Headteacher's termly safeguarding and behaviour report is discussed at committee and full governing body meetings. Any significant issues or emerging concerns will be escalated to the Trust Board where appropriate.

### **Additional Sources of Information**

When the adults change – Paul Dix

After the adults change- Paul Dix

Managing behaviour of pupils with SEND webinar

<https://nationalcollege.com/webinars/manage-the-behaviour-of-pupils-with-send-primary#>

### **Behaviour in schools 2023**

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1158816/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_-\\_May\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1158816/Suspension_and_permanent_exclusion_guidance_-_May_23.pdf)
- **School suspensions and Exclusions Guidance 2023**  
<https://www.gov.uk/government/publications/school-exclusion>

### **Searching Screening and confiscation July 2022**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## Appendix 1

### Discussion and reflection

Discussion and reflection around wrong behaviour choices, at all levels, is key in developing an understanding for the child and staff member. In discussion, staff should guide children through the six key points appropriate to their age/stage of development. For example:

- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is there any important reason? (e.g. safety) - What choice should you make? Why?
- Why are you making the wrong choice? (if the child understands what the right choice is and why – often this will come down to an emotional or social reason) - What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Children may need time to calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, children will be supervised and staff will use de-escalation techniques as appropriate.

### De-escalation techniques

A variety of approaches may be employed to support children in managing their emotions and the behaviours arising. There is no 'one size fits all' approach to de-escalation and several different techniques may be required.

Examples of some techniques we use are listed below:

- Calm stance
- Calm voice
- Consequence reminder
- Contingent touch (touch which involves little, if any, active resistance such as: reassuring touch, physical prompts and guides or unobtrusive personal safety responses to low level risks)
- Distraction
- Change of face/person
- Diversion
- Firm, clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Options offered
- Patience
- Planned ignoring
- Reassurance
- Step away
- Leave the space (maintaining a level of supervision)
- Swap adult
- Success reminders
- "Talk and I will listen"
- "When you are calm, I will be ready to listen"
- Time to think
- Verbal advice and support
- Withdrawal directed "Step away"
- Withdrawal offered "Come with me, we will leave this situation"
- scripts that recognise children's feelings but still require them to follow instructions in times of distress eg. I understand that you feel like that right and yet I still need you to... '

### **Patterns of behaviour and de-escalation of support**

When patterns of behaviour are emerging, in the first instance, the class teacher should support the child to enable improvement. This may involve parents and carers. For example:

- Alternative arrangements for playtimes/lunchtimes
- Additional reward/recognition structures
- Setting clear targets for improvement
- Additional coaching support to develop social and emotional skills and awareness
- Additional in-class support

If the behaviour does not improve, are regularly at a medium or high level, or if an underlying need/personal circumstance, including a safeguarding concern, may be contributing to these behaviours, a referral to the Inclusion Team should be made and a discussion with the DSL considered. The Inclusion Team will then assess and review. They may seek additional support for the child (including outside agencies). A Behaviour Review Meeting may be called at this stage. This will involve the class teacher, SENCO and any other staff as appropriate. Parents/carers may be called to this meeting. The aim of the meeting is to bring together views, build a picture of the child's difficulties and to review and improve the strategies/support in place for the child. Outcomes of the meeting may include: referrals to outside agencies, multi-agency assessment, an Individual Education Plan being put into place.

## Appendix 2

Time:	Reported by: _____	Child(ren) Name and Class: _____	Description of Incident: _____
Date:	Location: _____ _____	Target (if any) Name and Class: _____ _____	_____ _____ _____
Behaviour (highlight)	<b>Low (repeated and after warnings)</b>	<b>Medium</b>	<b>High</b>
	<ul style="list-style-type: none"> <li>- Calling out</li> <li>- Out of seat</li> <li>- Near-by distraction</li> <li>- Running in school</li> <li>- Work avoidance</li> <li>- Not following instructions</li> <li>- Name calling/teasing</li> <li>- Snatch/throw to disrupt</li> <li>- Misuse equipment (no damage)</li> <li>- Not lining up</li> <li>- Pushing</li> <li>- Littering</li> <li>- Risky play</li> </ul>	<ul style="list-style-type: none"> <li>- Not accepting responsibility</li> <li>- Vandalism/graffiti (low cost)</li> <li>- Refusal to follow instructions</li> <li>- Using objects with intent to hurt</li> <li>- Targeted/repeated name calling/teasing</li> <li>- Refusal to complete work</li> <li>- Disrupting class</li> <li>- Rude to adults</li> <li>- Deliberate use of feet to hurt (i.e. kicking)</li> <li>- Deliberate use of hands to hurt (i.e. hitting)</li> <li>- Deliberate use of mouth to hurt (i.e. biting)</li> <li>- Swearing (reaction/to shock)</li> <li>- Stealing (minor)</li> <li>- Leaving classroom</li> <li>- Showing or touching private parts (as a game)</li> </ul>	<ul style="list-style-type: none"> <li>- Threatening/intimidating (pupils)</li> <li>- Threatening/intimidating (staff)</li> <li>- Show/touch private parts (not game)</li> <li>- Discriminatory Language (gender, sexuality, race, religion, heritage) - Vandalism/graffiti (repair/replace)</li> <li>- Disruption stops learning</li> <li>- Running away/around school</li> <li>- Risk to safety</li> <li>- Swearing (intimidate/threaten)</li> <li>- Bullying</li> <li>- Stealing (major)</li> <li>- False accusations against staff</li> <li>- Fighting</li> <li>- Refusal to leave/blocking room</li> <li>- Open defiance/derogatory to staff</li> <li>- Assault on staff</li> <li>- Bringing/sharing prohibited items</li> <li>- Attempting to leave premises</li> <li>- Risk of/actual injury to others</li> </ul>
Follow Up Action(s) (highlight)	Discussed with adult:	Discussed with adult:	Discussed with adult:
		Parent informed by:	Parent informed by:
		Added to CPOMS? Y or N	Added to CPOMS? Y or N
	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out off playground</li> <li>- Sent out of class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out off playground</li> <li>- Sent out of class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with adult</li> <li>- Time-out in class</li> <li>- Time-out off playground</li> <li>- Sent out of class</li> <li>- Discuss at break/lunch</li> <li>- Restorative action/reflection</li> </ul>
		<ul style="list-style-type: none"> <li>- Discussed with Inclusion/SLT</li> <li>- Referral to Inclusion Team</li> <li>- Individual Behaviour Plan</li> <li>- Behaviour review meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed with Inclusion/SLT</li> <li>- Referral to Inclusion Team</li> <li>- Individual Behaviour Plan</li> <li>- Behaviour review meeting</li> </ul>
		<ul style="list-style-type: none"> <li>- Discussed with Head of Site/ Executive Headteacher</li> <li>- Risk of exclusion meeting</li> <li>- Internal exclusion</li> <li>- Fixed term exclusion</li> <li>- Permanent exclusion</li> <li>- Contact police</li> </ul>	

## KS2

### Reflection Form

I recognise that I was in the following zone (circle the relevant zone and if applicable the specific emotion).

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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On reflection, I recognise that being in this zone might have caused my peer(s) to place themselves in the following zone (circle the relevant zone and if applicable the specific emotion).

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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I am now in the \_\_\_\_\_ zone and feel \_\_\_\_\_.

What strategy supported you to move zone and become ready to engage positively with learning or play time?

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**Ready Respectful Safe**

# At South Camberley Primary and Nursery School we..

Apply visible consistencies	Demonstrate 'deliberate botheredness'	Adhere to the school culture and values
<ul style="list-style-type: none"> <li>. Consistency = certainty</li> <li>. Consistency = safety</li> <li>. It's not about I but 'we' the same strategies may not work for all children but we keep our expectations high and our intent firm.</li> <li>. We are calm and demonstrate positive regulation</li> </ul>	<ul style="list-style-type: none"> <li>. We greet with a daily smile</li> <li>. 'It's the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in the children's lives that matter most.</li> <li>. 'When the adults change' Paul Dix</li> </ul>	<ul style="list-style-type: none"> <li>. School culture is pivotal and is set by the way staff model and interact, it is based on our PURE principles and team work</li> <li>. 'Talk the talk and walk the walk'</li> </ul>
Adopt relentless routines	Address the behaviour and not the individual	Apply the principles of PIP & RIP
<ul style="list-style-type: none"> <li>. Teachers are expected to break down each segment of any routine, model it, remind, cajole and reinforce it.</li> <li>. Make it important everyday</li> </ul>	<ul style="list-style-type: none"> <li>. Meet the need before the 'demand'</li> <li>. Adults should not confuse 'not sure exactly what to do about something' with 'worried about addressing the behaviour'</li> <li>. Address the behaviour rather than the individual and use de-escalation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>. 'Praise in Public'</li> <li>. 'Reprimand in Private'</li> </ul>
Connection before correction	Use assertive language	Use our recognition board to notice:
<ul style="list-style-type: none"> <li>. We make meaningful relationships with the children in our care. We seek to understand them, their interests and are curious.</li> <li>. We make relationships with parents and families</li> </ul>	<ul style="list-style-type: none"> <li>. I have noticed how...</li> <li>. I need you to....</li> <li>. I need to see you...</li> <li>. I know that you will ...</li> <li>. Thank you for ...</li> </ul>	<ul style="list-style-type: none"> <li>. Good transitions</li> <li>. Attitudes to learning</li> <li>. Politeness</li> <li>. Pure Principles</li> <li>. Effort</li> </ul>
Body language	We also expect staff to:	
<ul style="list-style-type: none"> <li>. We consider personal space and proximity. Having a conversation alongside a child and at their level avoids a flight or fight response.</li> </ul>	<ul style="list-style-type: none"> <li>. Adhere to administrative expectations</li> <li>. Record factually on Cpoms</li> <li>. Recognise success and administer rewards</li> <li>. House points rewards are not taken away</li> <li>. Blanket sanctions are never administered</li> <li>. Make positive phone calls home</li> <li>. Champion our vulnerable children</li> <li>. Proactively discuss solutions to issues / problems that may arise</li> </ul>	

