



*Kilnhurst St Thomas C of E Primary Academy*



## **Attachment Aware Behaviour Regulation Policy**

Date of Policy September 2023

Date of Policy Review September 2024 (or sooner if required)

### **Aims**

This policy has been developed to ensure that it contributes to the fulfilment of the school aims.

To give children in our care the time, space and opportunity to develop their 'life in all its fullness' (John 10:10) At St Thomas', *our vision is to work together as a Christian community to love and nurture our children within a happy, stimulating, safe and caring school. A place where the Christian values of Compassion, Friendship, Trust, Respect, Perseverance and Community are at our heart of all we do.*

At Kilnhurst St Thomas' Primary Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, we focus on building positive relationships between children and staff and children with their peers. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour.

### **Aims of the policy**

- To create a safe and caring environment in which effective learning can take place and which encourages and reinforces good behaviour in line with Christian values,
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Use a consistent and calm approach,
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To encourage the involvement of both home and school in the implementation of this policy.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Other policies and documents which should be read in conjunction with this policy are:

- Attendance
- Understanding attachment and trauma
- DfE guidance for mental health and behaviour
- Safeguarding
- SEND
- Code of Conduct
- Anti-bullying policy
- Equality policy

## **Policy Scope**

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

## **Expectations**

(These are celebrated every half term in Kindness Week)

- **The Behaviour Bees**



***Be kind***

Treat each other with a caring, thoughtful, sensitive approach and with empathy and understanding of the impact of our actions on each other.



***Be fair***

Show tolerance of each other and accept others' points of view. Share each other's time and school equipment.



***Be responsible***

Know and understand school routines/ expectations. Have self-discipline and self-control to act with calmness and know one's boundaries.



***Be respectful***

Listen to others and be listened to; have respect for, from each other, and for property.



***Be positive***

Try your best

As a Church of England school we also support our children to uphold demonstrate our Christian values. These are *Compassion, Friendship, Trust, Respect, Perseverance and Community*.

These are taught explicitly to the children through collective worship, class worship, through PSHE and within the curriculum.

## **Roles and responsibilities**

Maintaining/modelling and teaching good behaviour is the responsibility of all staff, local school board and parents. 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.

Class teams support behaviour regulation by:

- Greeting children by name at the door first thing in the morning
- Ensuring expectations, boundaries, rules and routines are consistent and clear.
- Building high quality relationships with children and parents

- Reflecting with parents, carers and other professionals so that they are well informed and understand children's individual needs
- Ensuring interventions, specific behaviour targets and strategies are personalised, well informed and planned for in a timely manner
- Ensuring a high standard of first quality teaching
- Ensuring that the classroom is safe, courageous and shame free
- Maintaining a calm and purposeful environment.
- Liaising with other members of staff (cover supervisors, SMSAs) regarding individuals where needed.
- Taking a curious and holistic stance when trying to make sense of behaviour

Middle leaders support behaviour regulation by:

- Greeting children by name when they see them around school
- Being a 'change of adult'
- Having high expectations of all adults and children
- Supporting members of staff in talking to parents
- Maintaining a calm manner

Senior leaders support behaviour regulation by:

- Greeting parents and children at the gate/door each morning
- Promoting a safe, courageous and shame free environment
- Having high expectations of all adults and children
- Providing training where needed
- Providing supervision for staff where needed
- Supporting members of staff in talking to parents
- Communicating with parents
- Maintaining a calm manner

Local school board support behaviour regulation by:

- Establishing the policy
- Ensuring the effectiveness of the policy.

Parents support behaviour regulation by:

- Get to know the school's policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour regulation policy
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work to support children's behaviour regulation and (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The pastoral support that is available to them to help them in the regulation of their behaviour
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **Rewards and Sanctions**

We celebrate the actions and successes of all of our children through the use of affirmation. Positive praise is used liberally in conjunction with points being awarded on the Class Dojo system.

Please see **Appendix 1 for Rewards** (opportunities for affirmation)

### **Consequences**

We teach the children that the way that they behave has consequences to themselves and others. Pupils may require additional time to catch up on any work missed or time and a space to reflect on the behaviour/reaction they have displayed. Where possible, consequences are natural and always restorative. We believe that pupils should be given the opportunity to repair relationships.

All staff are trained to use emotion coaching techniques to help children to self-regulate and to encourage children to reflect on how they felt.

### **Progression of Consequence (School uses a 3-step procedure)**

- **STEP ONE – QUIET WARNING** (The child will be reminded of what behaviour is expected in a quiet and calm manner and that if they continue it will escalate to step 2)
- **STEP TWO – WALK AND TALK** (The child is removed from the situation and walks with staff member to discuss the undesired behaviour, emotional coaching is used, and that it will be escalated to Step 3)
- **STEP THREE – SANCTION GIVEN** (See **Appendix 2** for further information)

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour.

The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focussed upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- involving the parents when appropriate

We understand that some children need a bespoke positive behaviour plan/ contract, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the parents and child so that there is a shared understanding.

We promote courageous classrooms and any consequence or reprimand should be given in private and the child should not be shamed in front of others by their behaviour.

### **Indoor Behaviour Procedures**

To ensure consistency across the school and in the hall/ dining hall – the school uses a Hand Up approach to get the children's attention.

The member of staff will raise one hand up and the children will copy suit, knowing this means they need to stop talking and listen the adult. The adult may also use the phrase “Team Stop!” whilst the hand is raised, in the younger aged classes or if the adult feels the class have not focussed appropriately.

### **Playground Behaviour Procedures**

The same approach to praising positive behaviour choices applies on the playground too where children will be verbally praised, receive stickers or dojo points. Where behaviour choices are not positive, staff will remind the child/children about making better choices. If children are unable to adhere to the school rules, they will be moved to a safe place and given time to understand how and why they are feeling as they do and how other children or adults may also feel. This may involve talking to an adult to help them to do this.

### **Staff Training**

All staff receive ongoing training in school and through continuous professional development about the use of positive behaviour strategies, trauma informed practice, and policies are developed using DfE guidance and the advice of professionals from both the Local Authority and beyond. All staff are trained in the use of positive handling techniques. This is currently done through the ‘Team Teach’ model every three years.

A **serious incident** is defined as:

- Repeated breaches of the school rules

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- Any form of bullying
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

*(Please see the Anti-bullying policy to see how we deal with bullying)*

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Mobile phones**

Children are not allowed mobile phones on site. However, in Year 5 and 6 we are aware that children walk home alone and therefore they can bring their phones into school but must switch them off and hand them into the school office when they arrive at school.

School does not accept any liability for any mobile phone that may be lost or damaged whilst on the school premises.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property



- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to behaviour regulation. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **❖ Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or assistant headteacher) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact Mrs. Sherwood or another member of the designated safeguarding leaders to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or drawer desks. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### ❖ **Searching pupils' possessions**

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Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### ❖ **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### ❖ **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### ❖ **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online incidents**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School or Executive Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

### **Responding to misbehaviour from pupils with SEND**

*(Please see the SEND policy and offer for detailed information)*

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of sensory zones where pupils can regulate their emotions during a moment of sensory overload
- Use of 'hand of options' to facilitate time out for a child.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Appendix 1- Rewards** (opportunities for affirmation)



## *Praise*

- Positive feedback / Share a compliment
- Class Stickers/ Praise Pads/ Stamps
- Dojo Points
- Learner chair (in some classes)
- Dojo Champions - Three children, in each class, with the most Dojo points over the week are awarded either a Bronze, Silver or Gold certificate in Celebration Assembly



- Learner of the Week - Every class teacher or TA selects a “Learner of the Week” for Celebration Assembly. The child is chosen for demonstrating outstanding learning behaviour. The staff member explains the reason for the choice and the children are awarded a “Learner of the Week” certificate.
- Assistant Head Recognition Sticker
- Headteacher Gold Sticker Award
- Phone calls home/ Dojo messages to celebrate children’s behaviours and good choices.
- Lunchtime Stickers/ Praise Pads
- Lunchtime Behaviour Raffle

## *Special responsibilities, privilege or trust*

- Class room responsibilities (e.g. register helpers)
- School responsibilities (e.g. library monitors, lunch time leaders, school prefects, assembly set-up team)
- School Ambassadors

## *Celebration Assembly*

- Learner of the Week and Dojo certificates are shared rewarding effort and endeavour in learning across the curriculum;
- Bronze, Silver and Gold reading badges are awarded for regular reading at home.
- Sporting Awards/ Achievements are presented,
- Class with the best attendance received the attendance cup, brick on the attendance wall and have an extra playtime. The class with the best attendance at the end of the term have class golden time.
- Parents of the children receiving a certificate are invited to attend assembly. Children are encouraged to bring in certificates from home so we can recognise their achievements out of school. Children’s first names are also reported on the school newsletter.
- Pictures of the rewards being given can be taken and posted to parents on class Dojo pages.

## **Appendix 2- Sanctions and Consequences**

### **Further Procedures**



To promote consistency with all members of staff the following guidelines have been drawn up.

Pupil's Action	Response to behaviour
Shouting out/talking over teacher/pupils	1 disrespectful negative dojo
Answering back/challenging why.	2 disrespectful negative dojos
Leaving the classroom/refusing to work	Stay in at break/lunch to catch up on work they should have done. Work sent home to be completed. – 2 negative dojo
Inappropriate language at lunchtime/ classroom	Ks1 Inside Lunch/ Good choice for 2 lunch times. Ks2 inside lunch/ Good choice for the week Option to work out of the classroom for the rest of the day if required. Parents contacted 3 negative dojos for being disrespectful.
Physical Violence	KS2 - Inside breaks and lunch times (Good Choice) for a week KS1 – Inside breaks and lunch times for rest of day and the following day. Parents contacted – 5 negative dojos for being unsafe

Where any of these behaviours are continual or ongoing, a behaviour contract, drawn up in collaboration with teacher, parent and child, may be appropriate.

Once the child is in a regulated state, discussion with the child as to why the action happened. Give strategies/resources for an alternative reaction.