



Moira Primary School

Behaviour Policy including Exclusion 2025-2026

This policy is reviewed every year and was agreed by the Governing Board of Moira Primary School in November 2025 **and will be reviewed again in November 2026**

Signed: _____ Chair of Governors

Date: _____

1. School Vision and Ethos for Behaviour

At Moira, our aim is to foster a positive and inclusive culture where every pupil feels safe, valued and supported. We believe that all pupils thrive in a calm and nurturing environment, so our approach prioritises strong relationships, emotional wellbeing and a sense of belonging for all members of our community. We are a caring community, whose values are built on mutual trust and respect.

We have high expectations of behaviour. We recognise that behaviour is often a form of communication, expressing underlying needs or emotions. By embracing a proactive and compassionate approach, we aim to identify and address these needs, ensuring that every child receives the support they require to thrive.

At Moira, we strive to create a learning environment where everyone feels happy, secure, and respected, driven by our school value of kindness, an understanding and a commitment to inclusion.

Moira Primary School's vision:

"The **adventure** begins as all are welcomed through the doors of Moira Primary School.

Here we celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning, across our whole school community."

Moira Primary School's core values are:

- **To be kind**
- **To be healthy**
- **To be creative**
- **To be curious**
- **To be adventurous**

Our core values support the 5 British Values that Moira Primary School promotes through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

Democracy
Rule of Law
Mutual Respect
Tolerance
Individual liberty

Our Behaviour Curriculum

We use a behaviour system in school which is consistent and fair:

- It praises those who make the right choices and try their best in all that they do
- It supports children who are struggling and provides opportunities for them to change their behaviour
- It is easy to use and understand.

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed at class level ensuring there is consistency across the school. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are simple and easy for even the youngest children to understand. These rules will be visited regularly with the children; this is what we call '**The Moira Way**':

- ❖ **Always use kind words and actions**
- ❖ **Treat everyone and everything with respect**
- ❖ **Strive to be your best**

2. Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Give clear guidelines for children, staff and parents of expected levels of behaviour and promote a culture of praise and encouragement in which all children can achieve - rewarding good behaviour.
- Encourage children so that they can and should make good choices.
- Ensure consistency of expectations across the school, so that high standards of behaviour are maintained and reflect our values.
- Build a community that values kindness, care, good humour, patience, obedience and empathy.
- Ensure a safe and caring environment where everyone can learn well, free from disruption, violence, discrimination, bullying and any form of harassment.
- Define what is considered to be unacceptable behaviour, including bullying and discrimination.
- Encourage the involvement of both home and school in implementing this policy.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Links with other policies

SEND Policy

Anti-Bullying Policy

Safeguarding Child Protection Policy

Restrictive Intervention and Positive Handling Policy

4. Role and Responsibilities

The Governing Board must

- Review and approve the written statement of behaviour principles

- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promote a whole-school culture where calm, dignity and structure encompass every space and activity
- Handle complaints regarding this policy, as outlined in the school's Complaints Policy
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation.

All members of staff, including teaching and support staff, must

- Adhere to this policy and apply it consistently and fairly, seeking advice from a colleague or member of Senior Leadership Team to ensure the most appropriate outcome is reached where necessary
- Log behaviour incidents so that behaviours can be monitored
- Support children in adhering to this policy
- Promote a supportive and high-quality learning environment
- Model high levels of positive and appropriate behaviour
- Be aware of the signs of behavioural difficulties
- Set high expectations for every child
- Be aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs
- Follow the recommended steps for minor and major inappropriate behaviours outlined in the table in Appendix D and conclude the day positively
- Keep the Senior Leadership Team up to date with any changes in behaviour
- Monitor the playground effectively
- Ensure structured restorative approaches are used to repair relationships and promote pupil accountability. After an incident, staff should facilitate a restorative conversation using five core questions. This allows pupils to express their feelings, understand the impact of their actions, and agree on how to move forward respectfully. Restorative dialogue is also used proactively, such as during circle time to build empathy and trust.
- Ensure Emotion Coaching is embedded in relational practice. Staff use the four-step model to validate emotions and build emotional literacy. For instance, when a pupil becomes upset after being asked to tidy up, the adult says, 'I can see you're feeling frustrated because it's hard to stop playing.' This naming and validation helps the child feel seen and supported before setting boundaries or moving into problem-solving.
- Apply the guidelines set out in 'Effective Behaviour Management Guidelines' (Appendix A)
- Use the scripts provided at key points (Appendix B)
- To see each day as a fresh start.

All children must

- Follow and respect Moira Primary School's core values
- Be polite to all adults, children and visitors and show respect to the adult in charge
- Listen to adults and children in lessons and assemblies
- Walk around the school calmly and quietly, including moving to and from assembly
- Enter school every morning calmly and quietly, walking along the paths until they reach the classroom
- Try their best in all that they do
- Work and play cooperatively with each other
- Take responsibility for their own behaviour by always telling the truth
- Accept solutions/consequences linked to their behaviour
- Report any unacceptable behaviour to a member of staff
- Care for the school and equipment and to report any damage or graffiti they see.

Children want all adults to manage behaviour in a fair way, all the time.

Parents/carers must

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school’s rules and policies
- Inform school about any issues at home that might affect a child’s learning or behaviour.

The Headteacher and Senior Leadership Team will

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, dojos, certificates to promote, celebrate, and encourage positive behaviours
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who require additional reasonable adjustments
- Monitor the implementation of the policy and the behaviour procedures in school
- To organise staff training opportunities related to implementation of the behaviour policy

5. Recognition and Rewards for Good Behaviour and Effort

We recognise and reward pupils who adhere to our expectations and follow ‘The Moira Way’ as well as anything else worthy of recognition. For example, behaviour including positive learning behaviours, manners, academic achievement, home learning, tidiness, jobs etc.

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Class Dojo points are awarded for positive contributions in the classrooms and house points are awarded for having a positive impact on the wider school contributions.

Class Dojo points are awarded for:	House points are awarded for:	Positive behaviour will be further rewarded with:
<ul style="list-style-type: none"> ➤ Completing work on time and to the best of their ability. ➤ Asking and answering questions ➤ Showing good manners in class ➤ Working and playing cooperatively ➤ Demonstrating The Moira Way and our school values 	<ul style="list-style-type: none"> ➤ Walking around school sensibly and safely ➤ Showing good manners around school ➤ Listening respectfully in assemblies ➤ Playing cooperatively around the school ➤ Demonstrating our school values, particularly kindness. ➤ Helping others ➤ Following school rules ➤ Being kind to others ➤ Changing their behaviour to positive behaviour 	<ul style="list-style-type: none"> ➤ Verbal praise and encouragement ➤ Communicating praise to parents/carers via Class Dojo ➤ Headteacher certificates, Dojo certificates, Friday assemblies ➤ Star badges and trophy badges ➤ Positions of responsibility ➤ Whole class or year group rewards, such as a popular activity

6. Addressing Inappropriate Behaviour

Sometimes it is necessary to discourage pupils from making poor behaviour choices through a system of logical consequences or sanctions. Our behaviour consequences are shared with pupils and referred to on a regular basis.

Minor Inappropriate Behaviour - individual child (step 3)

This is handled by class teachers, support staff, or lunchtime supervisors and may include:

- Persistent disruption through inappropriate talking/calling out or wasting lesson time
- Not following instructions (for example, not being where they should be in the classroom or entering the building at play/lunchtime without reason).
- Not completing learning
- Rough or play fighting
- Minor rudeness towards peers
- Deliberate provocation of others
- Minor physical assault on a pupil or adult (hit/slap/push)

Minor Inappropriate Behaviour involving the whole class

In exceptional circumstances, where a significant number of pupils in the same class display similar minor inappropriate behaviours, a whole class sanction may be considered. This is a last resort and will only be implemented after careful consideration, with consultation with and approval from the Senior Leadership Team.

Major inappropriate behaviour (step 4)

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation Practice supports all staff to use low-arousal, trauma-informed strategies to support regulation. For example, if a pupil starts pacing or clenching fists, the adult might lower their voice, reduce verbal demands, and offer a regulation object or movement break.

Major behaviour examples include (but are not limited to):

- Persistent minor behaviours despite intervention (step 3)
- Persistently ignoring adults, being rude, or refusing instructions, verbal abuse
- Significant health and safety risks
- Physical or violent abuse, or threats towards any person (e.g. biting, kicking, spitting, hitting, kicking) / fighting
- Any act against the nine protected characteristics – Racial, religious and cultural; SEN and disability; appearance or health conditions, home conditions, homophobic, biphobic, transphobic; sexual bullying.

- Prejudice, discrimination, or extremist views including derogatory language
- Deliberate damage to property, vandalism or theft, throwing items
- Bullying (see our Anti-bullying Policy)

See Appendix D for more details.

School Trips and Residential – Behaviour Expectations

Our school trips and residential are an extension of our learning environment, and we continue to uphold high standards of behaviour. To ensure a positive and safe experience for all, pupils are expected to demonstrate consistent good behaviour throughout.

Important Notice:

Pupils who receive repeated **Step 3** or **Step 4** consequences 2 weeks prior to a trip or residential will not be permitted to attend. This measure is primarily in place for safeguarding purposes and to ensure that the planned activities remain enjoyable and productive for all participants.

We appreciate your support in reinforcing these expectations with your child.

7. Handling Extreme Behaviour

In cases of extreme behaviour, pupil safety is the priority. This may involve:

- Removing the rest of the class from the room
- Safely handling the pupil to move them to a safe space, in line with the DfE's *Use of reasonable force and other restrictive interventions in schools Guidance for schools in England February 2025 / Section 93 of the Education and Inspections Act 2006*
- Recording incidents on CPOMs, the behaviour log and in the bound and numbered book
- Completing a personal risk assessment for pupils known to present challenging behaviour

Extreme or repeated violent, racist, sexist or homophobic abuse may result in suspension or permanent exclusion.

The personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to perceived fairness.

8. Physical intervention

All members of staff have the legal power to use reasonable force to prevent or stop a pupil from

- committing any offence
- causing personal injury to any person (including the pupil themselves)
- causing disorder at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise
- causing damage to property

Incidents of reasonable force/physical restraint 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/carers

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. Staff members must use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Staff working with children at risk of needing physical intervention undertake Team-Teach Training to enable them to physically intervene in a situation or restrain a child. Where a child presents a high risk of needing positive handling, an Individual Positive Handling Plan will be put into place and shared with the parents/carers.

After an instance of physical intervention, the child will be supported to regulate until they are ready to discuss the incident. The Headteacher will be informed immediately and where possible as the physical intervention is taking place. The incident must be recorded in the 'Red Book,' written up on CPOMs, the behaviour log and parents/carers informed. The next day, a reflection sheet using Zones of Regulation visuals will be used to help the pupil understand their emotions and co-create solutions with a key adult.

9. Searching, Screening and Confiscation Guidance

Headteachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, such as weapons, alcohol, illegal drugs and stolen items. This includes any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, to cause personal injury to themselves or another person or damage property. Further prohibited items include E-cigarettes and vapes, lighters, aerosols and energy drinks. All staff can use their power to search without consent for any of the items listed here.

Staff will follow the advice outlined in the DfE's *Searching, Screening and Confiscation Advice, July 2022*, when conducting searches and confiscating items. Parents/carers will be informed after the search and notified of any unacceptable item found as a result of the search, along with appropriate sanctions.

10. Behaviour Outside School

Pupils at Moira Primary School must agree to represent the school in a positive manner. The guidance laid out in the child's Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child

- Is wearing school uniform
- Is travelling to or from school
- Is taking part in any school-related activity
- Is in any way identifiable as being a child at the school
- Could negatively affect the reputation of the school
- Could pose a threat to another child, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupil at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Behaviour in after school clubs

All pupils are expected to behave appropriately in all after school clubs. All instances of inappropriate behaviour will be dealt with by following this policy. Time out will be with the Headteacher, a member of the Senior Leadership Team or a class teacher. Pupils will be expected to follow the 'Moira Way' at all times otherwise, after **2** incidents, a child will not be able to attend club for the remainder of that half term.

We have high expectations regarding pupil behaviour. Our after-school clubs are a privilege and an extension of our learning environment. To maintain a positive and safe atmosphere, pupils must demonstrate consistent good behaviour.

- Pupils who receive repeated Step 3 and Step 4 consequences within the **five school days prior to a club** will not be permitted to attend that after-school club.
- This measure ensures that clubs remain enjoyable and productive for all participants.

We appreciate your support in reinforcing these expectations with your child.

Positive Reinforcement

We believe in encouraging and rewarding positive behaviour. Pupils can earn back privileges and demonstrate improvement through:

- **Consistent good behaviour** in class and around school.
- **Positive recognition** from staff for kindness, effort, and respect.
- **Verbal praise and certificates** for meeting behaviour expectations.
- **Reinstatement of club attendance** after a period of improved behaviour.

Our aim is to help every child succeed and enjoy the opportunities available.

Clubs run by external companies are responsible for the management of pupil's behaviour. Any issues regarding a child's behaviour will be brought to the attention of parents through the club leader. Should any incidents occur at a club run by an external company, parents need to raise this with the club directly. School will work with the external companies to promote high expectations for behaviour during sessions and will work with them to resolve any issues that the company raise with school.

At out-of-school hours events taking place on the school site such as PTFA events, parents are fully responsible for their child's behaviour and management. If there are any concerns about the behaviour of a child attending such an event, the parents may be required to attend to ensure their child's behaviour. School staff will be present on site at events but may have other roles to undertake.

12. Children with Special Educational Needs and Disabilities (SEND):

Children sometimes have particular needs or circumstances in their lives that make achieving consistently good behaviour difficult. The school rules will still apply to them, but the staff will employ different strategies to support them to make appropriate choices and to be proud of their behaviour.

Where persistent behaviour challenges occur, the school will seek advice and involvement from external agencies, such as the Educational Psychologist, Specialist Teaching Services and Oakfield (behaviour support).

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. 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. See Appendix E for the school's approach to anticipating and removing triggers of inappropriate behaviour.

13. Staff Induction

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand the rules and routines and how best to support all children and their behaviour. Staff will be provided with bespoke training, where necessary, on the needs of children to enable behaviour to be managed consistently.

14.Pastoral Care

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.

15.Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident data – behaviour charts, behaviour log and CPOMs
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

16.Monitoring and Review

This policy will be reviewed by the Headteacher and the Governing Board on an annual basis. Any necessary changes will be made and communicated to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is November 2026.

School reserves the right to adjust this policy for an individual child based on their social, emotional and mental health needs.

School reserves the right to, in consultation with parents/carers, to accelerate or slow down the process above on each individual case.

Appendix A

Ten Guidelines for Effective Behaviour Management

1. Establish a friendly, positive, supportive relationship with the pupils in your care. Meet and greet children at the start of every day.
2. Make sure, whenever possible, that pupils are doing purposeful activities that they enjoy. Value all aspects of children's achievements.
3. Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise.
4. Never walk past or ignore children who are failing to meet expectations; redirect children by referring to our school rules.
5. Try to identify when behaviour problems are likely to arise and where possible, try to divert or modify the pupils' behaviour before there is a need to use the behaviour policy. De-escalation techniques should be used to help prevent further behaviour issues arising/recurring and to help restore calm.
6. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
7. To be polite and to address children in a reasonable, calm tone of voice.
8. Deal with all poor behaviour in private. Always make it clear that it is the behaviour that is the problem and not the child.
9. Follow up all behaviour with restorative conversations about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
10. Avoid the use of sanctions when support strategies will suffice. For example, when a pupil behaves inappropriately, he or she is given an opportunity to calm down. Once the pupil has calmed down you can discuss, in a calm and rational way, what went wrong and how the pupil could avoid or resolve the problem in the future. If a sanction is used pupils should be able to start afresh as quickly as possible. For example, having a fresh start for the afternoon session.

Appendix B: Additional details/scripts and Zones of Regulation Resources

We use Zones of Regulation to support children's understanding of their behaviour.	Emotion Coaching UK Principle														
<table border="0"> <tr> <td style="background-color: #003366; color: white; text-align: center; padding: 5px;">INSTEAD OF...</td> <td style="background-color: #008000; color: white; text-align: center; padding: 5px;">TRY...</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"You need to calm down."</td> <td style="background-color: #e6f2ff; padding: 5px;">"Let's do a Zones Check-In."</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"It's too loud in here."</td> <td style="background-color: #e6f2ff; padding: 5px;">"The noise in here is making ME feel like I'm in the Yellow Zone, and it's hard for me to think. I need to take a deep breath to manage my Zone."</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"You need to take a break."</td> <td style="background-color: #e6f2ff; padding: 5px;">"How are you feeling? Should we try a tool?"</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"You are losing points/ getting clipped up on our level system."</td> <td style="background-color: #e6f2ff; padding: 5px;">"Let's check in with the Zones." If unable to identify a feeling or Zone, with permission, you might go on to say, "It looks like your body has a lot of energy and you are having a hard time focusing. Maybe you are feeling silly in the Yellow Zone. What's a tool that might help?"</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"Don't worry about that."</td> <td style="background-color: #e6f2ff; padding: 5px;">"How can I help with this feeling?"</td> </tr> <tr> <td style="background-color: #e6f2ff; padding: 5px;">"You need to get back to the Green Zone."</td> <td style="background-color: #e6f2ff; padding: 5px;">"It is okay to be angry in the Red Zone and we need to have a safe body. Let's find a tool to help." (Show a visual of their Red Zone Toolbox choices.)</td> </tr> </table> <p>"Let's talk about what made you feel so upset. What happened before you went into the Red Zone?"</p> <p>"How did your body feel? What zone were you in before the Red Zone?"</p> <p>"Next time you feel that coming on, what tool could you try first?"</p> <p>"I can see you're having a really big feeling right now. You're in the Red Zone, and that's okay. I'm here to help you."</p>	INSTEAD OF...	TRY...	"You need to calm down."	"Let's do a Zones Check-In."	"It's too loud in here."	"The noise in here is making ME feel like I'm in the Yellow Zone, and it's hard for me to think. I need to take a deep breath to manage my Zone."	"You need to take a break."	"How are you feeling? Should we try a tool?"	"You are losing points/ getting clipped up on our level system."	"Let's check in with the Zones." If unable to identify a feeling or Zone, with permission, you might go on to say, "It looks like your body has a lot of energy and you are having a hard time focusing. Maybe you are feeling silly in the Yellow Zone. What's a tool that might help?"	"Don't worry about that."	"How can I help with this feeling?"	"You need to get back to the Green Zone."	"It is okay to be angry in the Red Zone and we need to have a safe body. Let's find a tool to help." (Show a visual of their Red Zone Toolbox choices.)	<p>'Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.'</p> <div style="text-align: center;"> </div> <p>Emotion Coaching - United Kingdom</p>
INSTEAD OF...	TRY...														
"You need to calm down."	"Let's do a Zones Check-In."														
"It's too loud in here."	"The noise in here is making ME feel like I'm in the Yellow Zone, and it's hard for me to think. I need to take a deep breath to manage my Zone."														
"You need to take a break."	"How are you feeling? Should we try a tool?"														
"You are losing points/ getting clipped up on our level system."	"Let's check in with the Zones." If unable to identify a feeling or Zone, with permission, you might go on to say, "It looks like your body has a lot of energy and you are having a hard time focusing. Maybe you are feeling silly in the Yellow Zone. What's a tool that might help?"														
"Don't worry about that."	"How can I help with this feeling?"														
"You need to get back to the Green Zone."	"It is okay to be angry in the Red Zone and we need to have a safe body. Let's find a tool to help." (Show a visual of their Red Zone Toolbox choices.)														

Scripted input for the initial stages of inappropriate behaviour:

I have noticed that...

You know the school rules - to always use kind words and actions, treat everyone and everything with respect and strive to be your best.

Can you remember when you ... (did this well) ...and how that made you feel?

I expect you to...

Thank you for listening.

We give 2 choices when a child is being supported to make the right choices. For example, 'You can ... or Minimal language is used. Time is given for the child to process the instruction.

Restorative Questions

- **What happened? (Staff will always speak to more than one individual)**
- What were you thinking and feeling at the time? (Explore the child's perspective/link to Zones)
- **Who has been affected by this? (identify those impacted)**
- What do you need now? (clarify immediate needs)
- **What needs to happen to put things right? (discuss the resolution)**

The Zones of Regulation Reflection Sheet

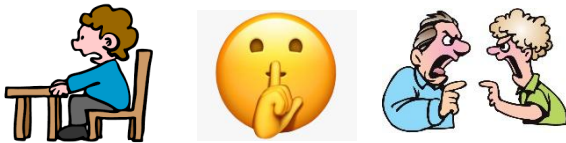


Name: _____

Date: _____

Time: _____

What I did that was unexpected:



My unexpected behaviour made people:



What mood was I in: (put a ✓ in the box)



What tools can I use to get to the green zone:

What steps can I take to prevent this from happening again?

Remember the size of your reaction has to match the size of the problem.



How big do others see the problem?

Appendix C

STEPS	ACTIONS
Positive praise	In addition to verbal praise and feedback which is embedded in our teaching and learning, positive behaviours are shared with parents/carers at every opportunity, for example, through a direct message via Dojo or a quick word at the end of the school day.
Weekly	<p>'Whole school' incentives and rewards recognise and celebrate 'The Moira Way' - good behaviour, good work, helpfulness to peers and adults.</p> <p>Whole School Incentives:</p> <ul style="list-style-type: none"> ➤ Certificate of the week – one child from each class who has demonstrated one of the school values with their attitude towards an aspect of school life. Each child will receive a certificate in the assembly as a reward from the Headteacher. Each child will spend some time with the Headteacher the following week to share their learning and talk about their experiences at Moira Primary School. ➤ Golden Ticket – Each half term there will be a 'secret behaviour' that all the staff are looking for. Each member of staff looks for one child who is demonstrating this 'secret behaviour' to give a golden ticket to. The child is entered into the draw. There is a prize for all winners of the Golden Ticket and a main prize for the name picked out of the draw. ➤ EYFS will use a sticker chart alongside awarding Dojo's to support the children understanding of the value of Dojo's. In years 1, 2 and the autumn term in year 3, pupils will receive a small prize for reaching every 20 Dojo's. ➤ Class Dojo – each child can earn a class dojo for demonstrating the school values, an excellent attitude towards their learning and being a positive role model in class. See below for rewards that accompany Dojos. <ul style="list-style-type: none"> ○ Every 50 Dojos – children receive a Headteacher's certificate in assembly. ○ Every milestone Dojos – children earn a reward in assembly (see below). ○ When the whole class have an accumulation of an agreed reward, the class will choose a reward for the whole class to enjoy. ➤ Reach for the star – each child who finishes the day on the star will have their name in the draw for the daily prize of a special cushion to sit on. Children have the opportunity to move onto the star throughout the day with the reward as an incentive. Two Dojo's are awarded to each child who reaches the star. ➤ Golden time occurs every Friday afternoon. Children who have followed the Moira Way throughout the week get to enjoy completing an activity they enjoy. This time is reduced if a child receives either a step 3 or 4 during the week. ➤ House points – each child is in a house team. They can earn house points for their team throughout the whole school day. At the end of each week, house points are counted with the winning house announced in assembly. The house with the most points each half term, will receive a house reward.
Moira Blue Star	Once children have 4 Headteacher's certificates (4x50=200 Dojos), they will receive a blue Moira star enamel badge during our celebration assembly.
Moira Bronze Star	Once children have 8 Headteacher's certificates (8x50=400 Dojos), they will receive a bronze Moira star enamel badge during our celebration assembly.
Moira Silver Star	Once children have 12 Headteacher's certificates (12x50=600 Dojos), they will receive a Silver Moira star enamel badge during our celebration assembly.
Moira Gold Star	Once children have 18 Headteacher's certificates (18x50=900 Dojos), they will receive a Gold Moira star enamel badge during our celebration assembly.
Moira Bronze Cup	Once children have 24 Headteacher's certificates (24x50=1200 Dojos), they will receive a Moira Bronze Cup enamel badge during our celebration assembly.
Moira Silver Cup	Once children have 30 Headteacher's certificates (30x50=1500 Dojos), they will receive a Moira Silver Cup enamel badge during our celebration assembly.
Moira Gold Cup	Once children have 40 Headteacher's certificates (40x50=2000 Dojos), they will receive a Moira Gold Cup enamel badge during our celebration assembly.

Appendix D

Minor and Major Inappropriate Behaviours

	Behaviours	Steps	CPOMs / Behaviour Log	Actions
1	Minor Inappropriate Behaviour Persistent disruption through inappropriate talking/calling out or wasting lesson time. Not following instructions (e.g. not being where they should be in the classroom or entering the building at play/lunchtime without reason).	Reminder non-verbal or quiet	None	Ensure pupil understands the communication from staff
		1 – Reminder Delivered privately	None	Ensure desired behaviour is made explicit and follows the school rules. Zones of Regulation intervention – pupil to identify how they are feeling, use feeling cards/strategies to calm. 
2	Not completing learning. Rough or play fighting where a child is hurt and equal involvement with other child (both given consequences) Minor rudeness towards peers Deliberate provocation of others	2 – Reminder/ Caution Delivered privately	None	Ensure desired behaviour is made explicit (use scripts, appendix B). Ensure work is accessible and (further) scaffolding is not needed. Time out of the classroom with an adult to calm or defuse a situation, along with discussion using Zones of Regulation. 
		3 – missed break or lunch (15 mins) & natural consequence	Behaviour Log	Pupil to go to SLT at break or lunch. Class teacher to ensure the pupil is clear on the reason for this reflection time. Use the scripted intervention (Appendix B). Restorative work completed with class teacher.
3	Minor physical assault on a pupil or adult (hit / slap / push)	Further incidents /	CPOMs	If behaviour continues after receiving the first 3, then the class teacher will contact the parents, and the child will complete their learning in a different classroom.
	Continuing to disrupt learning			
4	Major Inappropriate Behaviour Persistent minor behaviours (step 3) Persistently ignoring adults, being rude, or refusing instructions Significant H&S risks. Deliberate damage to property, vandalism or theft, throwing items Absconding from the classroom Physical/violent abuse towards any person / fighting Any act against the nine protected characteristics Bullying Verbal abuse/threats/spitting	4 - Miss break and lunch time (30 mins) & natural consequence	CPOMs	On the same day, class teacher to contact parents by phone call. If in person, discussions must be away from other parents. Conversation to be logged on CPOMs. If behaviour is disturbing the learning in class, then the pupil will leave the classroom and work outside the Headteacher's or SLT office. Restorative meeting to be held by the class teacher and logged on CPOMs.

<p>Repeated Behaviours</p> <p>Persistent step 3 or 4 behaviour (3rd incident in 7 days)</p>	<p>Internal Reflection</p> <p>(working separately from other pupils, taking break and lunchtime separately from other pupils for the day)</p>	<p>CPOMs</p> <p>SLT to add action - internal reflection</p>	<p>Parents contacted.</p> <p>Class teacher to initiate behaviour strategy (Appendix E). Gain information from previous class teacher/TAs/ELSA/SENDCo. Individual Behaviour Plan (IBP) implemented.</p>
	<p>Repeated Internal Reflection within 2 weeks</p>	<p>CPOMs</p> <p>Headteacher to add action as internal reflection</p>	<p>SENDCo will now take the lead. More additional support will be sought, eg, Team Around the Child meeting (TAC), Forest Way Outreach, Oakfield, school nurse referral or Early Help as examples. Following this support, an Individual Behaviour Plan (IBP) will be updated. SENDCo will complete internal assessments.</p>
<p>For continued unacceptable behaviour or in the case of serious verbal or physical violence, the child may be excluded from school.</p> <p>See appendix F for a list of behaviours that could result in a fixed term suspension.</p>	<p>Fixed-Term Suspension</p>	<p>CPOMs</p> <p>Headteacher to add action as suspension and relevant paperwork</p>	<p>Fixed-Term Suspension. The length of the suspension will depend on the severity of the poor behaviour. Parents informed first by telephone and asked to collect their child from school and then confirmed by letter. Reintegration meeting on the child's return.</p>
	<p>Permanent Exclusion</p>	<p>CPOMs</p>	<p>Permanent Exclusion will be applied. Parents informed first by telephone and asked to collect their child from school and then confirmed by letter. Process follows <i>DfE Suspension and Permanent Exclusion guidance, August 2024.</i></p>

Appendix E

Understanding Behaviour as Communication – Adaptive Support Strategies

This reflects our belief that all behaviour has a purpose. For example, a pupil refusing work may be signalling anxiety or lack of confidence. Adaptive strategies include breaking down tasks, using timers, peer modelling, and access to a predictable visual routine. These are embedded within every class' Tier 1 offer. Further approaches include:

- a bespoke timetable, 'when and then' activities
- short, planned movement breaks for a pupil 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 or who has severe eczema
- training for staff in understanding conditions such as autism
- use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- 5-star system is used to support KS2 pupils
- Alternative curriculum
- Zones of Regulation to support children's understanding of how they can manage their own behaviours and feelings.
- Home / school diary

Appendix F

Policy for Exclusions – including Fixed Term Suspension and Permanent Exclusion

Fixed-term Suspension and Permanent Exclusion

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary as a last resort. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension or exclusion may be the next option for the school. The decision to suspend or exclude a child can only be made by the Headteacher and will follow the DfE guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024*.

Fixed-term suspension will only be taken in cases (but are not limited to) where:

- Persistent step 3 / 4 / behaviour that is persistently disrupting learning
- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- Physical or verbal assault of another child or adult (punch / kick / bite / repeated hitting)
- Threatening or intimidating behaviour towards other children or adults
- Child commits serious breaches of the behaviour policy, including causing significant damage to property
- Leaving the school site without permission
- Bullying behaviour including racism
- Defiance towards any authorised adult in the school
- Extreme inappropriate behaviour which is deemed outside the remit of everyday sanctions
- Suspension from lunchtimes will also be considered if children are repeatedly violating the behaviour policy during this time.

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to avoid this step wherever possible. This decision would be taken only if:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspension procedure

- Most exclusions are a fixed term suspension and are of short duration (usually between one and three days).
- The DfE regulations allow the Headteacher to suspend a child for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a child being suspended for more than 15 days in a school term or missing a public examination.
- Following the decision to suspend, parents are contacted immediately where possible. A letter will be sent, giving details of the suspension and the date the suspension ends.
- The Chair of Governors is informed by the Headteacher and the written correspondence to parents is also sent to them.
- The Local Authority is informed through their website, on the same day as the suspension.
- Parents have a right to make representations to the Governing Board and the Local Authority as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting

an individual Behaviour Plan will be reviewed (or written, if not already in place), which will include a review date.

- During the course of a fixed term suspension where the child is to be at home, parents are advised that the child is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.
- For suspensions over one day, work is sent home for the child to complete.
- Records relating to suspensions will be stored confidentially.

Permanent Exclusion

The decision to exclude a child permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

1. The first is a final, formal step of a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and this is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which may include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include

- Serious actual or threatened violence against another child or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson.
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.