

<b>Document Title</b>	<b>MLT Behaviour Policy</b>
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	<b>2</b>	<b>Academy specific appendices</b>
	<b>3</b>	Academy personalisation required (in highlighted fields)

## Summary of Changes from Previous Version

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V2	22/8/22	DJA/DHO	Complete Rewrite in line with July 2022 guidance
V3	30/06/24	DJA/DHO	Updates to mobile phones section 6 and 'searching, screening and confiscation' section 7. Update to format.

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## 1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-Academy approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure that all members of the Academy community clearly understand what is expected of them.
- Foster a climate of mutual respect and personal responsibility.
- Set high expectations for the level of behaviour children are asked to display.
- Set clear understandable hierarchies of rewards and sanctions to encourage positive behaviour.
- Promote, among students, self-discipline and proper regard for authority
- Ensure that all children in MLT Academies behave to the highest individual standards possible.

## 2. 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 Principals and school staff, 2016](#)
- [Behaviour in schools: advice for Principals and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(link to latest version\)](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires a school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

### 3. DEFINITIONS

**Misbehaviour** is defined as that which does not, in itself cause harm or emotional damage to students or property but disrupts learning or the smooth running of the Academy. For example:

- Disruptive or distracting behaviour in lessons, at transition times, and /or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

**Serious misbehaviour** is defined as any more serious breach of the behaviour code such as will seriously disrupt learning, and/or cause physical or emotional harm to other members of the Academy community:

- Repeated breaches of the Academy rules over a short or longer time period
- Any form of bullying and child-on-child abuse (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence, such as rape, assault by penetration, or 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
- Smoking
- 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 student).

### 4. BULLING

**Bullying** is defined in 'Preventing and Tackling Bullying: Advice for Principals and school staff' (DfE - July 2017) as:

*'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

'... bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.'

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
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

Our approach to robustly dealing with bullying in all its forms is outlined in the 'Anti-Bullying Policy' which can be found in the policies section of the Academy website.

## 5. ROLES AND RESPONSIBILITIES

### THE TRUST BOARD

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at a Trust/Academy.

Section 88(2) of the EIA requires the Governing Body (and therefore the Trust board as the legally responsible body) \* to:

- Make, and from time-to-time review, a written statement of general principles to guide the Principals in determining measures to promote good behaviour and discipline amongst students.
- Notify the Principal and give him or her related guidance if the Board wants the Trust's Behaviour Policy to include particular measures or address particular issues.
- Before making their statement of principles, consult (in whatever manner they think appropriate) Executive Leaders, Principals, Academy staff, parents and students.
- Notify Executive Leaders and Principals that the following should be covered in the academy Behaviour Policy:
  - Screening and searching students (including identifying in the Academy rules items which are banned, and which may be searched for).
  - The power to use reasonable force or make other physical contact.
  - The power to discipline beyond the Academy premises gate.
  - Pastoral care for Academy staff accused of misconduct.
  - When a multi-agency assessment should be considered for students who display continuous disruptive behaviour.

In providing guidance the Board must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline students for misbehaviour outside of the Academy.

\*For the full legislative framework see section 2 of this policy.

## THE LOCAL GOVERNANCE COMMITTEE

The Local Governance Committee is responsible for monitoring this Behaviour Policy's effectiveness and holding the Principal to account for its implementation.

## EXECUTIVE LEADERS/PRINCIPAL/SENIOR LEADERS

Executive Leaders, the Principal and Senior Leaders are responsible for:

- Reviewing and approving this Behaviour Policy.
- Ensuring that the Academy environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the Academy's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer students both sanctions and support when necessary.
- Ensuring that the data relating to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13).

## TEACHERS AND STAFF

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the Behaviour Policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the Academy's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

## PARENTS AND CARERS

Parents and carers, where possible, should:

- Get to know the Academy's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Academy's Behaviour Policy.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy.
- Take part in the life of the Academy and its culture.

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy and working in collaboration with them to tackle behavioural issues.

## STUDENTS

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

- The expected standard of behaviour they should be displaying at the Academy.
- That they have a duty to follow the Behaviour Policy.
- The Academy's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.



Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the Academy's Behaviour Policy and wider culture.

Students 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 students who are mid-phase arrivals.

## 6. ACADEMY BEHAVIOUR CURRICULUM

At Maltby Learning Trust Academies we aim to provide a positive, safe learning environment in which students can thrive and develop into balanced, motivated individuals and effective learners. Central to this is the provision of a structured, positive learning environment, built on strong values of high expectations of behaviour, respect and self-discipline.

We aim to enable students to develop positive behaviour through the consistent explicit promotion of the Academy's Core Learning Characteristics (CLCs) (Primary) or Key Drivers and the Fully Invested Investment for Learning Criteria (Secondary) (**See Appendix 1.1 and 1.2**). These define the core behaviours and qualities needed for students to thrive as they move through the primary phase into secondary education or their secondary phase of education. These CLCs or Key Drivers and Investment for Learning criteria are promoted through rewards, the curriculum and Academy environment.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

**In all disciplinary actions, it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.**

Students are expected to:

- Develop and display the Academy Core Learning Characteristics or Academy Key Drivers and Fully Invested Investment for Learning Criteria.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the building.
- Treat the Academy buildings and property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside the Academy or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

## MOBILE PHONES AND ELECTRONIC DEVICES

### Primary

We do not allow students to use mobile phones in the Academy. However, we acknowledge that older children who are walking home by themselves carry mobile phones to and from the Academy for safety purposes, therefore Year 5 and 6 students are allowed to bring their phones into the Academy but must hand them in at the start of the Academy day.

### Secondary

No student is permitted to use their mobile phone or any electronic device including head/earphones whilst on the premises. If students bring their mobile phone/electronic device with them to the Academy, it must be switched off and placed in the student's bag before they enter the Academy gates. They will not be able to switch them on again until they have left the Academy site.

Academy specific consequences for failure to follow the mobile phone policy, including procedures for confiscation, can be found in **Appendix 2** of this policy.

Incidents have occurred out of the Academy where postings have been put on social networking sites – parents/carers are reminded of the importance of supporting young people to understand how to use this technology responsibly and the very serious consequences that result in failing to do so.

There may be times when parents/carers need to get a message to their child about an emergency situation, for example, students:

- Who are responsible for picking up younger siblings from school and need to know about logistics changes.
- Who are young carers and their parent has been in an accident.

For situations like the above, the Academy Reception can be called. Reception will then in turn radio the 'on call' team who can relay a message to the child in school.

There may also be times where students who have medical needs, such as students with diabetes, who need their phones to monitor their blood sugar levels. Any medical needs would be discussed on an individual basis and form part of an Individual Health Care Plan.

## 7. RESPONDING TO BEHAVIOUR

### CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the Academy.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour framework.

- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Respond effectively and consistently to low-level disruption in line with Academy systems and routines
  - Using positive reinforcement

## SAFEGUARDING

The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information – please see the policies section of the Academy website.

## RESPONDING TO GOOD BEHAVIOUR

When a student'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 Academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the Academy's behaviour culture.

See **Appendix 3** for a full outline of the Academy's approach to rewards.

## RESPONDING TO MISBEHAVIOUR

When a student'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 the 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 students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues from arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Removal of the student from the classroom.
- Expecting work to be completed at home, or at break or lunchtime (Primary Academies only).
- Detention.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Please see **Appendix 4** for further details about the Academy's behaviour management system.

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

## REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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/carers (using CPOMS system)

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

Where reasonable force is used, the staff member who used the reasonable force should inform the DSL and Principal without delay.

Full details of the Academy's approach to the use of reasonable force can be found within the 'Positive Handling Policy' in the policies section of the Academy website.

## SEARCHING, SCREENING AND CONFISCATION

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

### Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the student after a discussion with Senior Leaders and parents/carers, if appropriate.

### Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 the Principal, Vice Principal or DSL to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or 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. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

### **Searching student's possessions**

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student 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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 student 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 whether pastoral support, an Early Help intervention or a referral to children's social care is appropriate.

### **Strip searches (The Police ONLY)**

Information about the **Police** conducting strip searches are detailed on pages 12 – 14 in the DfE's [guidance on searching, screening and confiscation](#).

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by **Police Officers** under the [Police and Criminal Evidence Act 1984 \(PACE\) Code A](#) and in accordance with the [Police and Criminal Evidence Act 1984](#)

[\(PACE\) Code C. 12](#) While the decision to undertake the strip search itself and its conduct are Police matters, Academy staff retain a duty of care to the student(s) involved and should advocate for pupil wellbeing at all times.

## Screening

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

No Maltby Learning Trust Academies use walk-through screening.

Hand held metal detectors (wands) are sometimes used with individual students.

## OFF-SITE MISBEHAVIOUR

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

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

Sanctions may also be applied where a student 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 Academy.
- Poses a threat to another student.
- Could adversely affect the reputation of the Academy.

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

## ONLINE MISBEHAVIOUR

The Academy can issue behaviour sanctions to students for online misbehaviour when:

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

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

## SUSPECTED CRIMINAL BEHAVIOUR

If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the Police.



When establishing the facts, the Academy 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 Principal or an appropriate Senior Leadership Team member will make the report.

The Academy will not interfere with any Police action taken. However, the Academy 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 Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The Academy's response will be:

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

The Academy 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 which can be found in the policies section of the Academy website.

## MALICIOUS ALLEGATIONS

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student 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 Academy will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Child Protection and Safeguarding Policy and Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse against staff or other students.

## 8. SERIOUS SANCTIONS

### DETENTION

Students can be issued with detentions, including same day detentions.

The Academy will decide whether it is necessary to inform the student's parents/carer, however, the Academy does not need parental permission to issue a detention, including same day detentions.

When imposing a detention, the Academy will consider whether doing so would:

- o Compromise the student's safety
- o Conflict with a medical appointment

See **Appendix 4** for further details about detentions.

### REMOVAL FROM THE CLASSROOM

In response to serious or persistent breaches of this policy, the Academy may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, and wherever possible in line with the mainstream curriculum being delivered in class.

See **Appendix 4** for further details about classroom removals and the Academy's behaviour management system.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- o Restore order if the student is being unreasonably disruptive

- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The Academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Academy will consider an alternative approach to behaviour management for students who are frequently removed from class, which will be outlined in their Individual Behaviour Plan or IEP.

These could include:

- Meetings with pastoral staff
- Use of Teaching Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Off-site direction
- Alternative Provision
- Multi-agency assessment
- Managed move

## SUSPENSION AND PERMANENT EXCLUSIONS

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

The decision to suspend or exclude will be made by the Principal and only as a last resort. Please refer to our Suspension and Permanent Exclusions Policy, on the Academy website, for more information.

## 9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

### RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The Academy recognises that students' behaviour may be impacted by a Special Educational Needs or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Academy 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 student caused by the Academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the Academy must co-operate with the Local Authority and other bodies.

As part of meeting these duties, the Academy 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 student concerned. Any actions taken will be outlined in Individual Behaviour Plans, IEPs or SEND plans (including SEND Shorts).

#### ADAPTING SANCTIONS FOR STUDENTS WITH SEND

When considering a behavioural sanction for a student with SEND, the Academy will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the Academy to sanction the student for the behaviour.

The Academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### CONSIDERING WHETHER A STUDENT DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE AN UNIDENTIFIED SEND

The Academy's Special Educational Needs Co-ordinator (SENCO) may evaluate a student 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 student, 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.

## STUDENTS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the Academy will co-operate with the Local Authority and other bodies.

If the Academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.

## 10. SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the Academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the Academy.

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral lead
- A report card with personalised behaviour goals
- Multi- agency assessment and support
- Alternative Provision

Please see **Appendix 5** for further details.

## 11. STUDENT TRANSITION

### INDUCTING INCOMING STUDENTS

The Academy will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider Academy culture.

### PREPARING OUTGOING STUDENTS FOR TRANSITION

#### **Primary**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Where a student moves school, to ensure a smooth transition, students will have transition sessions with their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## Secondary

Where a student moves school, to ensure a smooth transition, students will have transition sessions with their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to the new school prior to their start date.

## 12. TRAINING

All staff will have access to regular training regarding the management of behaviour and more targeted CPD and professional support as issues arise. There will be a full review of the behaviour approach in each MLT Academy at least annually to ensure all staff are fully aware of the principles underpinning the application of rewards and sanctions within the Academy. Training will be built into the Academy's ongoing CPD programme and will be a combination of good practice and reactive/pre-emptive CPD.

As part of their induction process, our staff are provided with regular training on managing behaviour.

## 13. MONITORING ARRANGEMENTS

### MONITORING AND EVALUATING ACADEMY BEHAVIOUR

The Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, Governors, Trustees and other stakeholders on their perceptions and experiences of the Academy's behaviour culture

The data will be analysed regularly by the Academy SLT and reported to Local Governors termly.

The data will be analysed from a variety of perspectives including:

- At Academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The Academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

## MONITORING THIS POLICY

This Behaviour Policy will be reviewed by Executive Leaders and Senior Leaders at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13). At each review, the policy will be approved by the Chief Executive Officer.

## 14. LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to the following policies:

- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Allegations of Abuse Against Staff Policy

We are **RESILIENT**



We are **CURIOUS**



We are **CONFIDENT**



We are **CONSIDERATE**



We are **INDEPENDENT**



We are **AMBITIOUS**



These Core Learning Characteristics are given high status in our academy and form the basis of assemblies and class circle times. The expectations are displayed prominently in every classroom and in public areas. They are also clearly noted on the certificates given as rewards and the notes of sanctions applied. It is made clear to children where they have followed or failed to follow the expectations.



## APPENDIX 2 – INVESTMENT IN LEARNING CRITERIA/BEHAVIOUR PRINCIPLES

At Maltby Manor Academy we always expect the highest standards of behaviour and good learning attitudes. To make sure that all members of our school community understand the behaviour we expect to see, we have a structured behaviour policy which explains the expectations for all students. Our behaviour policy is founded on our School Charter:

We agree to:

- Work hard
- Wear our school uniform
- Help each other
- Look after each other
- Look after our equipment
- Have manners
- Listen to each other.

We encourage children to follow our charter by rewarding students who do the right thing and have clear and simple consequences for those who sometimes do not.

All staff and students have rights and responsibilities which must be upheld if the community is to work together effectively.

<b>Rights</b>	<b>Responsibilities</b>
To be safe	Behave appropriately/model behaviour to keep a safe environment
To feel safe	To treat all others with respect
To have opinions respected	To listen to each other
To be heard	To accept that everyone is different
To be treated as professionals/individuals	To take responsibility for Own Learning/ Prof Development
To learn/develop professionally	To recognise the strengths and talents of all
To have Gifts/Talents recognised	To be truthful and honest
To be believed/trusted	To care for others
Physical comfort	

There is an expectation that **all members of the school community** will exhibit certain standards of behaviour in different areas of the school:

<b>Lunch hall</b>	<b>On the Playground</b>
Queue sensibly Talk in a sensible voice Tidy up after eating Put chairs under the table Walk at all times	Play sensibly/safely Make no physical contact with other children – including play fighting Stay out of the woods Use the toilets sensibly Look after the environment and place all litter in the bin
<b>Around school</b>	<b>In class</b>
Show good manners: hold doors etc Only be where meant to be	Listen and stay on task Do not prevent others learning

Walk at all times	Sit correctly without leaning back on chairs Put chairs under the table when leaving the room Line up sensibly when moving around school
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In all areas of school, students are expected to show good manners towards staff and each other and treat all staff with respect.

## APPENDIX 3 – FAILURE TO FOLLOW MOBILE PHONES POLICY

### RATIONALE

Mobile phones/smartwatches are now a feature of modern society and an increasing number of our staff and students own one. Increasing sophistication of mobile phone/smartwatch technology presents a number of issues for schools:

- The high value of many phones/watches.
- The integration of cameras into phones leading to potential child protection and data protection issues.
- The ability to access the internet, potentially enabling inappropriate use.
- The potential to use the phone/watch e.g. for texting during lessons whilst on silent mode.

### CHILDREN

- Phones/ smartwatches must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, checking the time, taking videos) between the hours of 8.35 am and 3.15 pm.
- Phones/smart watches must always be switched off (not on silent mode) and given to the school office/class teacher on entering school premises.
- Only children in Year 5 and Year 6 are allowed to bring phones to school, when they walk home from school independently.
- If a child, in any year group, breaches these rules the phone will be confiscated and given in to the main office. It will be returned to the child's parent/carer.

### EMERGENCIES

- If a child needs to contact his/her parents/carers, a member of staff will do this on the child's behalf and the child will not be allowed to use a school phone.
- If parents/carers need to contact children urgently they should phone the school office and a message will be relayed promptly.

### RESPONSIBILITY FOR MOBILE PHONES/SMARTWATCHES

- School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones/smartwatches.
- It is the responsibility of parents/carers and children to ensure mobile phones/smart watches are properly insured.

## APPENDIX 4 – REWARDS SYSTEM

At Maltby Manor Academy, we expect all members of the school community to conduct themselves with the highest standards of behaviour.

Reward	Purpose	Examples of use
Beads	Given in class when children are demonstrating a Core Learning Characteristic.  Reinforce the CLCs to children.	A child showing resilience when completing a task they initially believed to be too hard for them.
Star Award	To reward excellent learning and behaviour where children go above and beyond.	Outstanding pieces of work.  A child relentlessly doing the right thing.
Super Star Award	To reward the outstanding effort by a child.	
Learning behaviour postcard	To reward a consistent application of the CLCs.	Children repeatedly demonstrating the CLCs during school day.

## APPENDIX 5 – BEHAVIOUR MANAGEMENT SYSTEM

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
Be ready Be respectful Be safe	Daily meet & greet  Calm, consistent and fair  First attention to best conduct catching children 'doing the right thing'	Class recognition boards  Star of the week certificates  CLC postcard  Call home from teacher  Headteacher / SLT praise	Stop signal 1,2,3 TTYP Magnet eyes

### Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

#### 1. REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.) Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

#### 2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

<p>(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.</p> <p>Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>	
<p><b>SPACE TO COOL OFF:</b>  <b>3. IN CLASSROOM &gt; 4. IN ANOTHER CLASS &gt; 5. SOMEWHERE ELSE</b></p>	
<p><b>3. IN CLASSROOM</b></p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<ul style="list-style-type: none"> <li>• Child sent to designated area of the classroom.</li> <li>• 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</li> <li>• Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to Step 4.</li> </ul> <p>For regular occurrences:  Discussion with Phase Lead and/or SENCO:  consider Behaviour Intervention.</p>
<p><b>4. IN ANOTHER CLASS</b></p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.</p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p> <p>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Hopkin's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</p>	<ul style="list-style-type: none"> <li>• Child escorted to designated colleague / follow up to check child has arrived.</li> <li>• Remainder of lesson working alone without causing further disturbance.</li> <li>• Possible removal of privilege / playtime.</li> <li>• Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to Step 5.</li> <li>• Record on CPOMs</li> </ul> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>• Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support.</li> <li>• Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> </ul> <p>Parents/carer contacted by teacher to inform them that behaviour is a cause for concern.</p>
<p><b>5. SOMEWHERE ELSE</b></p> <p>I noticed you chose to ... (state the noticed behaviour).</p> <p>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</p> <p><b>*DO NOT describe the child's behaviour to other</b></p>	<ul style="list-style-type: none"> <li>• Child escorted to / collected by appropriate adult.</li> <li>• From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>• Possible removal of a privilege / playtime.</li> <li>• Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>• Record on CPOMs</li> </ul>

<p><b>adults in front of the child*</b></p> <p>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'</p>	<p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>• Discussion with Phase Lead / SENCO / Head Teacher as appropriate.</li> <li>• Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</li> <li>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.</li> <li>• Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.</li> </ul>
<p><b>SPECIFIC PLAYGROUND SANCTIONS</b></p> <p>Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.</p> <p>You need to:</p> <ol style="list-style-type: none"> <li>3. Stand by other staff member</li> <li>4. Sit on the bench</li> <li>5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)</li> </ol>	

### The Zones of Regulation

What it is:

- A proactive, skills-based approach
- A simple, common language to understand, talk about and teach regulation
- A consistent, metacognitive pathway to follow regulation
- A systematic framework with a developmental sequence
- An approach to be adapted and personalised to the learners and setting

Regulation is something children and adults continually work on whether we are aware of it or not. We all encounter trying circumstances that can at times test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

### The Four Zones:

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies.

To simplify this, The Zones of Regulation organises our feelings, states of alertness and energy levels into four colour coded zones - Blue, Green, Yellow and Red.

The simple, common language and visual structure of The Zones of Regulation enables the learner to master the complex skill of regulation with a more concrete approach for both learners and those who support them. Learning to regulate will help meet our goals and the demands of daily life; as well as support overall well-being.



The **BLUE ZONE** describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

The **GREEN ZONE** describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. *However, we can learn in other Zones too.*

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

The **YELLOW ZONE** describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

The **RED ZONE** describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

## **All the Zones are Okay**

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

## **FOLLOW UP, REPAIR AND RESTORE**

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
- 5. Who has been affected?** (use age/stage appropriate language e.g. **'hurt / upset'** for KS1 children)
6. How have they been affected?
- 6. What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

**\*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**