



## **The Acorn Partnership**

**Marston Montgomery Primary School**

**Long Lane C of E Primary School**

# **Behaviour Policy**

Policy written – April 2026

## **Behaviour Policy**

### **Introduction**

At The Acorn Partnership, we believe in creating a safe and nurturing environment that supports the emotional well-being and development of every child.

This policy has had input from members of staff, representatives for the Local Trust Committee, parents and carers, as well as external professionals in child psychology, children's mental health and behaviour services. In addition to training in neuroscience, the following key texts and published guidance have helped inspire, influence and develop our school practice and this policy to date:

- The Whole Brain Child (Dr Dan Siegel)
- No Drama Discipline (Dr Dan Siegel)
- What Happened to You? (Dr Bruce Perry and Oprah Winfrey)
- The Boy Who Was Raised as a Dog (Dr Bruce Perry)
- When the Adults Change Everybody Changes (Paul Dix)
- Parklands: A School Built on Love (Chris Dyson)
- The Kindness Principle: Making relational behaviour management work in school (Dave Whittaker)
- Restorative Practice (Mark Finnis)
- The Zones of Regulation (Michelle Garcia Winner)
- The Communication Friendly Spaces Approach (Elizabeth Jarman)
- Developing an Attachment Aware Behaviour Regulation Policy (Brighton and Hove Council)

It is acknowledged that members of our school community may have different parenting experiences and views on behaviour. However, the aim of our policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos so that we can consistently provide behaviour support to help our children thrive.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges' • DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- DDAT Child Protection and Safeguarding Policy
- DDAT Suspension and Exclusion Policy
- DDAT Complaints Procedures Policy
- DDAT Staff and Visitors Code of Conduct Policy

### **Vision and Values**

*“Twenty-five years of neurological research tells us that children learn best when they feel loved.”*  
(Dr Andrew Curran)

At Long Lane Church of England Primary School our Christian vision is rooted in the Bible quote when Jesus told the disciples to - “Let the little children come to me” (Matthew 19:14). Everyone is welcome in our school and nurtured to allow them to flourish while at Long Lane, when they move to secondary and beyond. We are an inclusive school and through our vision and values we welcome, encourage and support everyone to take part in all aspects of school life.

At Marston Montgomery Primary School our vision is “Learning for Life.” We want all our children to develop a love of learning that will enable them to flourish while at Marston, when they move to secondary school and beyond. We are an inclusive school and through our vision and values we welcome, encourage and support everyone to take part in all aspects of school life.

### **Principles of our school behaviour curriculum:**

Our practice is aligned with current research and theory behaviour and effective support for personal development. These approaches are based around the principles that:

- All behaviour is a form of communication.
- Emotions matter to learning.

**Positive Relationships:** We prioritise building positive relationships between staff, children, and families. We aim to create a secure base for our children, where they feel valued, respected and supported. By fostering a sense of belonging and trust, we can create an environment where children can develop healthy attachments.

**Emotional Regulation:** We understand that children who have experienced trauma may struggle with emotional regulation. Our staff are trained to recognise signs of distress and respond appropriately. We provide tools and strategies to help children manage their emotions effectively, promoting self regulation and resilience.

**Sensory Considerations:** We recognise that sensory experiences can significantly impact a child's behaviour and well-being. Our classrooms and learning spaces are designed to be sensory-friendly, considering factors such as noise levels and visual stimuli. We provide sensory breaks and calming areas where children can regulate their sensory input.

**Social-Emotional Learning:** We incorporate social-emotional learning into our curriculum to support the development of empathy, self-awareness, and positive relationships. Through

activities, discussions, and role modelling, we help children develop essential social and emotional skills that positively contribute to their overall well-being and behaviour.

## **Regulate, Relate, Reason**

One of the key concepts within the neurosequential model is that we have to regulate before we can be open to relationships. It is through relationships that we will begin engaging in learning. If a child is being dysregulated because they don't feel safe and are not connected to the person they are interacting with, their brain will keep their survival brain active and shut down other parts of the brain that it deems unnecessary until needs are met and they feel regulated again.

The act of teaching is to get information to the top rational part of the brain. To do that, we have to go through the other parts of the brain first. There is no bypass road straight to the cortex for new information. Sometimes we can't do anything to change the adversity that children / families have experienced e.g. largescale poverty but safety and relationships help provide a buffer. It is vital to remember that:

*"Every interaction is an intervention."* (Dr. Karen Treisman)

## **Putting relationships first**

When children feel safe, regulated and connected in relationships, we have our opportunity to teach, and they have the best opportunity to learn. Therefore, strong relationships between staff and children are vital.

As adults, we have a powerful opportunity to model, not just by what we do, but who we are. This in turn becomes a way of being. Small things can – and do – make a difference in helping children to know that they are seen, heard and matter:

- Regular and short doses of contact e.g. use of hello/names, thumbs up through the classroom window
- Being attuned and present in the moment
- Connecting through warm and open body language and genuine eye smiles
- Taking time to listen
- Being predictable in responses
- Being curious about what is going on for them
- Having empathy and being kind

Communication with families is of vital importance and the school is pro-active in forging strong home-school partnerships. We prioritise open and honest communication between teachers, staff, parents and children, underpinned by mutual respect. Regular meetings and updates are provided to parent/carers, allowing for collaboration and support.

## **Zones of Regulation**

We have adopted the Zones of Regulation as a universal framework to help our children identify and manage their emotions effectively. The framework is divided into four distinct zones, each representing a different emotional state. Children are explicitly taught how to recognise these zones and what strategies can help them regulate their feelings.

- Blue Zone: This zone represents feelings of sadness, boredom, or tiredness. Children learn that activities such as deep breathing, stretching or taking a break can help them feel more engaged and energised.
- Green Zone: The Green Zone indicates a state of calm and readiness to learn. Children are encouraged to maintain this zone through regular positive reinforcement, self-care practices, and engaging in classroom activities that promote focus and well-being.

- **Yellow Zone:** This zone includes feelings of frustration, anxiety, or excitement. Strategies such as using calming tools, taking a short walk, or practicing mindfulness techniques are introduced to help children manage these heightened emotions and return to a more balanced state.
- **Red Zone:** The Red Zone signifies extreme emotions like anger or terror. Children are taught to use strategies like seeking immediate support from a teacher, practicing relaxation techniques, or engaging in physical activities to help de-escalate and regain control.

In the Garden Class, the Zones have been linked to the vocabulary of the Colour Monsters. Other emotions are also introduced to further develop emotional literacy is further developed with the introduction of additional emotions e.g. embarrassment, joy.

In each classroom, resources are displayed to help children identify and understand their emotional states. Throughout the day, children will have the opportunity to emotionally 'check-in,' allowing them to recognise and articulate their feelings. We encourage children to express their emotions by saying "I am feeling ..." rather than "I am ..." This practice helps teach them that emotional states are dynamic and never 'fixed'.

### **Clear boundaries, expectations and routines**

*'The standard you walk past is the standard you accept.'* (Paul Dix)

Children and adults respond well to clear routines. Having clearly defined rules, routines and rituals helps to remain consistent on 'difficult days' and provides security. Children feel safe and secure when there is predictability.

At the Acorn Partnership we have three simple school rules:

- ✓ Safe
- ✓ Ready
- ✓ Love

These are lived, not laminated. They underpin our daily interactions and are visible in all parts of school life. Staff use them consistently to praise, reinforce and re-direct behaviour required, e.g. 'Thank you for staying safe by walking with quiet footsteps down the corridor' / 'That's not what I meant when I said ready. Ready meant... Ready looked like...'

To support transitions and promote emotional regulation, we use animal-themed mantras to help children understand and name how their bodies feel, and to guide how they move and speak, linked to the Zones of Regulation:

- **Sloth Feet and Sloth Voices (Blue Zone – low energy):** slow, heavy feet and soft, quiet voices
- **Squirrel Feet and Squirrel Voices (Yellow Zone – heightened energy):** fidgety, quick movements and fast, high-pitched voices
- **Lion Feet and Lion Voices (Red Zone – dysregulated):** stomping, loud feet and big, booming voices
- **Panda Feet and Panda Voices (Green Zone – calm and regulated):** light, quiet footsteps and gentle, in control voices

These cues are used proactively during transitions – such as moving around school, lining up, or entering another room – with a focus on using "panda feet and panda voices" to stay calm and

connected. This shared language creates a consistent, school-wide system for co-regulation and helps children return to their green zone. It's about much more than behaviour management: it's a commitment to creating a predictable, safe environment that supports every nervous system – children and adults alike.

An essential element of our behaviour system is the relentless modelling and highlighting of our daily routines:

Wonderful Walking means no talking

Lovely Lines

These need to be explicitly taught and rehearsed, formally and informally, so that everyone is clear of the expectations. Additions such as music cues, timers on screens, percussion instruments, clapping etc. may be helpful for younger children. Once children have mastered the routine, the countdown may be reduced e.g. to three. Learners are to be caught doing the right thing e.g. positive reinforcement to help embed the rules, routines and rituals.

### Lovely Lines

#### What does this look like?

- Single file
- Voices off
- Ears switched on
- Eyes facing the front
- Hands down by your side
- Legs and feet still

### Wonderful Walking means no talking

#### What does this look like?

- Single file
- Voices off
- Ears switched on
- Eyes facing the front
- Hands down by your side
- One foot in front of the other
- Quiet footsteps on the ground

### **Coming into school**

How the day starts sets the tone for the rest of the day. At the Acorn Partnership, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the main gate / door each morning to greet children and their parents as they arrive at school.

### **Coming in from playtime and lunchtime**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At the end of break and lunch, staff count - '3, 2, 1 stop.' All children are to stop what they are doing, stand still and look at the adult. The adult then ask children to line up.

Remind children of the 'lovely lines' mantra. Are we safe? Are we ready? remember: panda voices and panda feet.

### **Movement in and around school**

All movement in and around school should be purposeful and noise levels should be kept to a minimum. Staff should see that all children are suitably supervised when moving around the school.

### **Recognition and Appreciation**

*'Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'* (Paul Dix)

At the Acorn Partnership, we firmly believe that every child has the right to be noticed, appreciated and celebrated. We use ClassDojo to reinforce wanted daily habits, school routines and behaviours for learning.

Children can earn individual points for:

- Learning behaviours e.g. asking a good question
- Reading at home
- Behaviour linked to the school rules

The weight of the points awarded is consistent throughout the Partnership but the language has been adapted to consider the age of our children. Three dojo points is the maximum to be given at any time. When awarding a 'dojo', the member of staff should reinforce the wanted behaviour e.g. 'You can have a 'dojo' for holding the door open and showing good manners, thank you.' Once awarded, a dojo can never be deducted.

It is important that:

- children are recognised for effort, not achievement
- this is viewed as a collaborative strategy (it is not intended to shower praise on the individual)
- teaching staff pursue the behaviour they want by chasing it hard and reinforcing it enthusiastically
- there is a shared sense of teamwork and collective accomplishment

### **Responding to behaviour incidents in a relational way**

*'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.'* (Dr. Dan Siegel)

At the Acorn Partnership, we endeavor to deal with the majority of behaviour incidents with prompt and pro-active support in relational way. The Anger Iceberg Model recognises that anger is often just the tip of the iceberg, and there are deeper emotions and needs that need to be addressed.



Instead of being considered ‘problematic’, angry and aggressive behaviours must be viewed as self-protective coping mechanisms. Instead of asking, ‘What is wrong with you?’ and ‘Why are you doing that?’ we must extend our curiosity outside of the child and ask: ‘What happened to you?’

At the Acorn Partnership, we do not:

- refer to behaviour and / or emotions as positive (good) or negative (bad)
- use shame or punitive consequences
- shout (there is a clear difference between a raised voice and shouting as this is a loss of control. Although shouting must not be used as a classroom management technique, there may be occasions when it is necessary to use a raised voice i.e. to be heard on the playground etc).

Instead, we:

- refer to behaviour as wanted or unwanted in the correct context
- express our displeasure with the action and never the child i.e ‘That was an unkind thing to do because...’ and not ‘You are an unkind boy’
- praise in public
- reprimand in private
- use consequences that focus on reflection, learning and growth

**Emotion Coaching**

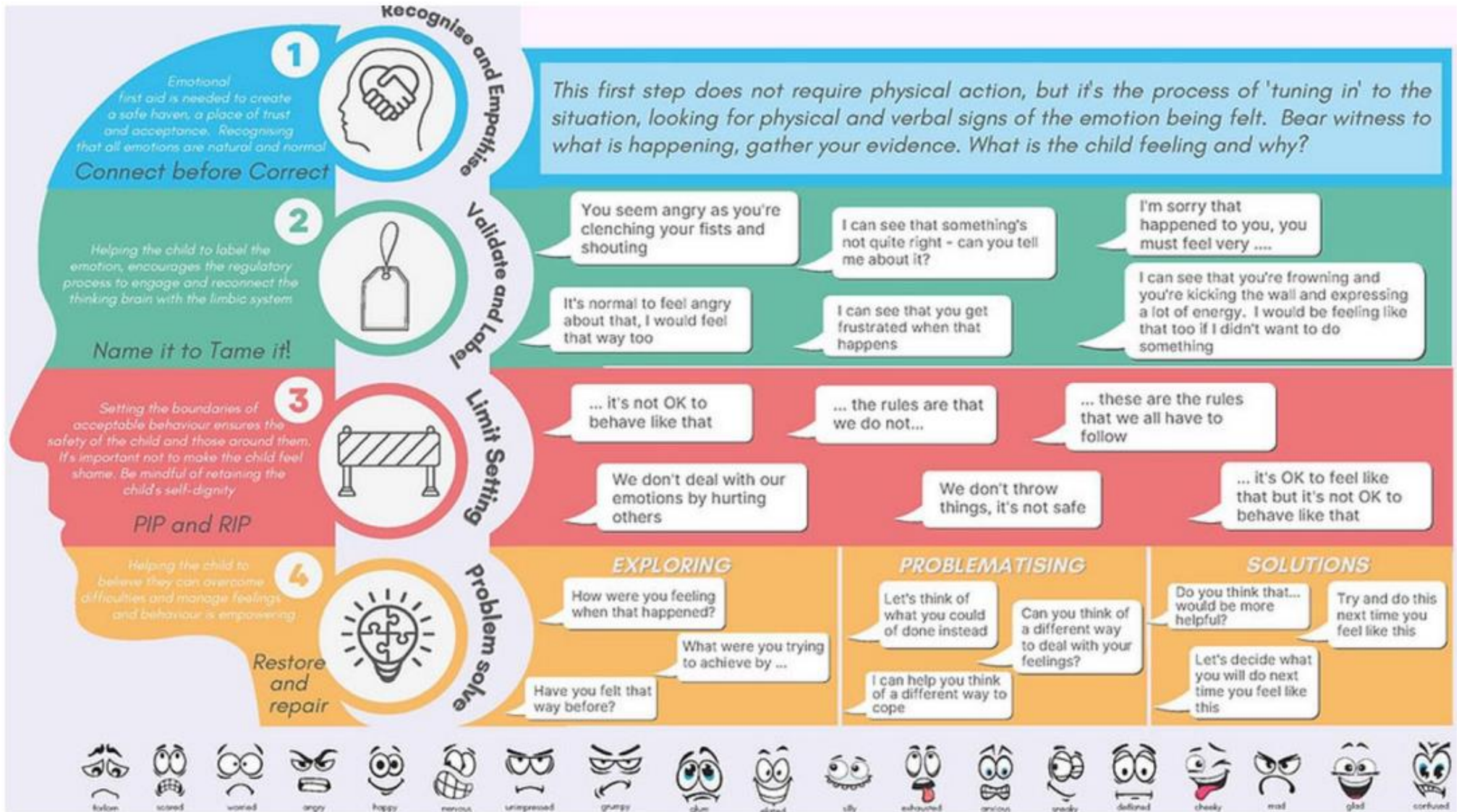
Emotion Coaching helps children to understand the different emotions they experience, why they occur and how to handle them. During moments of heightened emotions and resulting behaviour, Emotion Coaching can help guide and teach a child towards healthier responses during a difficult moment.

Key Elements involved in Emotion Coaching are:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand

<b>Step 1 Connect before Correct</b>	<b>Recognise and Empathise</b> Emotional First Aid is needed to create a safe haven. ‘Tune in’ to the situation. What is the child feeling and why?
<b>Step 2 Name It to Tame It</b>	<b>Validate and Label</b> Help the child to label the emotion
<b>Step 3 Safe, Ready, Love</b>	<b>Limit Setting</b> Set the boundaries for wanted behaviour to ensure safety of the child and those around them. Never ‘shame’
<b>Step 4 Restore and Repair</b>	<b>Problem Solve</b> Explore strategies to solve the problem at hand

Scripts are helpful to ensure adults take a calm, non-judgemental and consistent approach to behaviour at all times.



## Our Graduated Approach to Behaviour

The following chart is a guide to help staff respond to behaviour incidents in school consistently. When looking at the chart, the age and stage of the child and the context of the behaviour incident are always important to consider.

	A (lacking thought)	B (lacking care)	C (lacking empathy)	D (lacking safety)	E (intentional harm)
	low level unwanted behaviour			serious unwanted behaviour	
	Mistake Ill-judged Careless Impulsive	Disruptive Rude Unkind Horseplay	Antagonistic Ignorant of others Danger play	Negligent Misadventure (element of planning) Dangerous Aggressive	Violent Abusive Criminal Planned or malicious
<b>Input from</b>	Classroom teacher	Classroom teacher	Classroom teacher / SENCO	SENCO / SLT / Other professionals	Headteacher / LA / MAT
<b>Log on CPOMS</b>	No	No	Yes	Yes	Yes
<b>Parental involvement?</b>	No	Informally on the gate by teacher	Yes	Yes	Yes
<b>Action</b>	'Nip in the bud' 'Benefit of the doubt'	Classroom level (reminders, modelling)	Pastoral input	Risk Assessment / Child Centered Plan	In-Year Fair Access protocol / Consideration for exclusion*
<b>Steps on the Graduated Approach</b>	1, 2, 3	4,5	4,5,6	7	7
Repeated presentations of A and or B behaviour may lead to escalation of support and intervention alongside our Graduated Approach to Behaviour					

NB:

- *Some teacher discretion is always required e.g. there is a significant difference between a Reception child hitting another child over a toy V a Year 2 child involved in a fist fight with an intention to cause harm.*
- *\*At the Acorn Partnership, we believe that all behaviour is communication, and our focus is on understanding and supporting our children. Exclusions are only considered as a last resort when we need to enhance provision.*

The following table is a guide to help staff respond to behaviour incidents in school consistently. When looking at the table, the age and stage of the child and the context of the behaviour incident are always important to consider.

<b>REMINDER – REDIRECTION – CO-REGULATION – REFLECTION</b>		
<b>Steps</b>		<b>Actions</b>
Step 1	Redirection	<p>A non-verbal cue in the form of a gentle encouragement (a 'nudge' in the right direction)</p> <ul style="list-style-type: none"> <li>• Cue name: "Bob – all okay?"</li> <li>• Re-focus child: Child's Name, I would love to see that super work when you are done.</li> <li>• Distraction/ Redirection: Child's name– please pop next door and ask Miss if I can borrow a xxx – Thanks</li> </ul>
Step 2	First verbal reminder	<p>A reminder of our three rules - Safe, Ready, Love - delivered privately wherever possible. Make explicit the expectation, e.g. I am expecting you to...(not talk when I am talking etc.)</p> <ul style="list-style-type: none"> <li>• Offer of support: "Are you okay?"</li> <li>• Name It to Tame It: Do you want to use the Colour Monsters to help tell me how you are feeling? (If there has been a change in emotion then an 'emotion check-in needs to take place privately).</li> </ul>
Step 3	<p>Second verbal reminder</p> <p>Coregulation support</p>	<p>A second reminder of our three rules - Safe, Ready, Love - delivered privately wherever possible. Make explicit the expectation followed by the natural consequences e.g. I am expecting kind hands at all times. When children don't use kind hands they need to play separately from others so everyone can be kept safe.</p> <ul style="list-style-type: none"> <li>• Direct the child to support: I think choosing an activity from our regulation basket might help you</li> <li>• Direct an adult or give extra support: Staff member, could you see if child's name needs help with.....? / Could you help them to do some deep breathing</li> <li>• Wondering question: Child's name, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."</li> <li>• Name the need: You're very angry because you wanted to go on the iPad. I can see that is hard. Everyone will get a go this week.</li> </ul>
Step 4	<p>Safe space to regulate (Calm Corner in classroom)</p> <p>Coregulation support</p>	<p>Take the child to the calming corner (where no conflict with other children would occur) for 5 minutes. Direct them to resources to help them to regulate. Micro-Script</p> <ul style="list-style-type: none"> <li>• I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</li> <li>• This breaks our school rule of ... Validate the emotion and prompt the child to choose a regulation resource from the basket.</li> <li>• I sometimes feel... and ... helps me (e.g. squeezing a fidget toy hard)</li> <li>• I think you need a break and then we can work this out together, I'll come and help you in 5 minutes</li> </ul>

		<ul style="list-style-type: none"> <li>Remember, you are safe and I am here for you. If the child's emotions and behaviour are regulated, return to main class teaching in 5 minutes.</li> </ul>	
Step 5	Safe space to regulate  Coregulation support	<p>Take the child to the Regulation Station in the corridor (where no conflict with other children would occur) for 10 minutes. Here, they will have access to more resources/activities to support with regulation e.g. weighted blanket. Direct them to resources to help.</p> <p>Micro-Script</p> <ul style="list-style-type: none"> <li>I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</li> <li>This breaks our school rule of ...</li> </ul> <p>Validate the emotion and suggest a regulation strategy e.g. I sometimes feel... and ... helps me (e.g. rocking on the rocking chair, colouring in)</p> <ul style="list-style-type: none"> <li>Let's pop outside of the classroom and you can choose something to help you</li> <li>I think a break will help you and then we can work this out together, I'll come and help you in 10 minutes</li> <li>Remember, you are safe and I am here for you. Then after they are calm</li> <li>Can you remember yesterday when/last week when you...? (refer to previous wanted behaviour)? That is who I need to see today, I know you can do it....</li> <li>Thank you for listening to me. If the child's emotions and behaviour are regulated, return to main class in 5/10 minutes.</li> </ul>	
Step 6	Support (SLT)  'Time In'	If there is still no improvement then the child is to supported by a member of SLT.	It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer behaviour incidents to other staff to deal with.
<p>Where behaviour poses a risk or hazard to the safety of an individual or a group (categorised as D and E), the incident must be immediately directed to a member of SLT and recorded on CPOMS.</p> <p>Examples being: assault on staff/peers; any form of bullying; possession of an offensive weapon; sexual violence/harassment; criminal activity; theft; possession of controlled substances; possession of any prohibited/restricted items (alcohol, tobacco, pornographic images, fireworks, psychoactive substances)</p> <ul style="list-style-type: none"> <li>If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed alongside CPOMS.</li> </ul>			

- If physical intervention of any kind is required then a 'Physical Intervention Form' record should be completed as soon as possible and alongside CPOMS.
- Any other incident resulting in injury should be recorded on an Accident Form.

## Regulate, Relate and Repair Conversation Script

<p>Step 1: REGULATE Help the child to regulate and calm their fight/flight/freeze responses</p>	<p>Step 1: Pre-communication stage</p> <ul style="list-style-type: none"> <li>• What does the child need to regulate? E.g. exit strategy, sensory breaks, nurture activities, time in with an adult (there may a general plan for most children like a regulation station but for others this will be individualised)</li> <li>• How will you know the child is regulated? E.g. body language, temperature, ability to talk, facial expression, movements</li> <li>• How long until the child is regulated (likely to be 20 minutes+)</li> </ul> <p>Say:</p> <ul style="list-style-type: none"> <li>• 'Let's take a breather at the regulation station then we can work this out together.'</li> <li>• 'I can tell this has made you feel really upset/angry/scared; let me help you.'</li> <li>• 'I'm here to help, let's take a break.'</li> </ul>
<p>Step 2: RELATE Relate and connect with the child through an attuned and sensitive relationship</p>	<p>Step 2: Open the lines of communication Let the child know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement.</p> <ul style="list-style-type: none"> <li>• Say:How's it going?</li> <li>• I wanted to talk with you about.....</li> </ul> <p>Step 3: Allow them to explain the situation from their perspective Try to see the situation from their point of view. Remember that children, like adults, may often feel differently about the same event.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Can you tell me more about.....</li> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• How were you feeling? (refer to the Colour Monster puppets)</li> </ul> <p>Step 4: Show empathy and help to validate the emotion ('Name It to Tame It')</p> <ul style="list-style-type: none"> <li>• It sounds like you felt.... (refer to the Colour Monster puppets)</li> <li>• It's a horrible feeling when....</li> <li>• Sometimes I feel .... when....</li> </ul>
<p>Step 3: REASON Support the child to reflect, learn, remember, articulate and become selfassured</p>	<p>Step 5: Identify what led to the incident and any root causes Help the child gain a greater understanding of the situation by asking them what happened before or what else may have affected their behaviour. Remember that young children may have a very myopic view of what happened.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What made you feel that way?</li> <li>• What happened before it started?</li> </ul>

	<ul style="list-style-type: none"> <li>• Has this happened before?</li> </ul> <p>Step 6: Identify the impact Help the child see how their behaviour affected those around them. They may need help understanding consequences that they can't see, such as hurt feelings.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What happened to your friend? (consider use of comic strip conversation)</li> <li>• What have you thought about since?</li> <li>• Who else do you think has been affected/upset/hurt by your actions? How?...And this has made you feel sad/upset (refer to comic strip conversation to avoid shaming; be aware that the child's behaviour may have been adaptive for them e.g. to feel safe)</li> <li>• When I heard/saw .....I felt .....because (if appropriate, you may involve the other child in this discussion)</li> <li>• How do you feel now? (refer to the Colour Monster puppets)</li> </ul>
<p>Step 4 : RESTORE &amp; REPAIR Help the child make connections about actions and impact for themselves and others. Use the situation as a teaching opportunity and make a plan.</p>	<p>Step 7: Address needs and repair Help the child decide how to makes things better or solve the problem. Help lead them to a resolution that they can feel good about.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What can you do to make things better?</li> <li>• If you were..., what do you think you would need?</li> <li>• What do you need to help you do that?</li> <li>• What can you do differently next time?</li> </ul> <p>Step 8: Share a helpful coping strategy</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• When I feel...something that helps me is....</li> <li>• Maybe we could work together to see if this helps you too</li> </ul>
<p>Remember: Heading straight for the 'reasoning' part of the brain with an expectation of leaning will not be effective of the child is dysregulated and disconnected from others.</p>	<p>Step 9 : Create an agreement This could be a verbal agreement, a checklist, a drawing etc. Remember to follow through on your own promise.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Based on our talk, I heard that you will.... I will also....</li> <li>• Can we agree on this plan?</li> <li>• I'm going to check in with you in a while to see how things are going.</li> <li>• Thank you for sharing your thoughts and feelings with me, this was very brave of you. I'm so happy that we can work together to make things better!</li> </ul>



## **The use of consequences**

The consequences we use at the Acorn Partnership always have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur - tailoring this to the needs of the individual.

Expectations and consequences are both age-and developmentally appropriate for the child. For example, consequences for younger children may be less severe than those for older children. Additionally, consequences may be adjusted based on the individual needs of a child, such as providing additional support for children who struggle with regulation or have experienced trauma.

Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

## **Educational consequences**

We use these to teach, encourage, support and motivate the child to behave differently next time through a better understanding. Examples include:

- providing the child with an opportunity to 'put things right' through a restorative process e.g. writing an apology letter/drawing, tidying up if they have made a mess
- ensuring the child completes the task they have disrupted
- rehearsing/modelling situations through social stories and providing educational opportunities for the child to learn about the impact of certain actions and behaviours

## **Universal regulation strategies**

At the Acorn partnership, we recognise that we ourselves are humans and that our own states can shift throughout the day. Building in opportunities for regulation throughout the day will help both children and adults alike. Teachers will teach and model to children strategies that help regulate emotions such as deep breathing, sipping water, and brain breaks. Calming corners are in place throughout school. It is important that children have the opportunity to explore different regulation activities and find out what feels right for them. Generally:

- If you are feeling slow and tired and want to wake your body up, your body break movements should be fast and short
- If you are feeling fast and emotional or fast and wiggly and want to calm your body down, your body break movements should be slow and with more firm pressure.

De-escalation strategies to diffuse the situation may include:

- Providing time and space
- Validating feelings: 'That must be really difficult, no wonder you feel like that.'
- Providing reassurance that the child is safe
- Being present but not evasive or intrusive
- Humming or singing
- Encouraging self-movement e.g. wiggling toes
- Increasing individual support and reducing the audience
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

### **Referral to SENCO**

Early intervention is imperative for addressing both active and passive behaviours and to ensure that low level difficulties are addressed early on. All staff are responsible for recording any behaviour concerns on CPOMS. CPOMS cases are reviewed daily by the DSL / DDSL. When opening a new concern, the following information is important: what, when, where, with whom and why. The earlier we can have collaborative discussion and work out what the behaviour is telling us to inform next steps the better. The child may be referred to the SENCO / EHT for additional support and intervention if their behaviour continues to be a concern.

When staff notice an increase in distress (frequency / intensity) and need to prioritise safety and security, the SENCO will work with staff, parents and appropriate external agencies, to develop a risk assessment to meet the specific needs of each child.

Staff, including the SENCO, will consider the child’s:

- Stage of development
- The state they function the most from (terror, fear, alar, alert, calm)
- Recovery time
- Presenting needs
- Hidden needs
- Strengths and skills
- What is working well
- What is not working well

Review meetings will then take place half termly. External resources and professionals may be involved to provide targeted support if necessary. During a time of crisis, it is important that the child is set up for success and not failure. A sense of accomplishment that the child experiences adds towards a sense of self/self-esteem. The rewarding feeling of doing well can give the child the motivation to keep going and to keep trying.

### **Supporting children with additional needs**

As a school, we recognise each child as an individual and as such, there will be small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers, with support from the SENCO, will exercise their professional judgement to manage children’s behaviour in line with their needs and stage of development.

Behaviour will always be considered in relation to a child’s SEND. Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. We will aim to anticipate likely behaviour triggers and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Reasonable adjustments and timetable adaptations will be implemented where appropriate, for example:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

### **Roles and responsibilities**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of behaviour.
- Establishing high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary actions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Welfare Officer.

Children are responsible for:

- Following the school's rules.
- Reporting any behaviour concerns to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- The behaviour of their child(ren) outside of school and in the wider community.

### **Physical intervention**

Please refer to the DDAT Physical Intervention Policy.

### **Sexual abuse and harassment**

The school promotes and enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. Please refer to the DDAT Safeguarding and Child Protection Policy for details on the school's procedures for handling child-on-child sexual abuse and harassment

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other children are protected. The DSL

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will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **Prohibited items, searching children and confiscation**

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the child themselves; or
- To damage the property of any person, including the child themselves.

### **Suspension and exclusion**

Please refer to the DDAT Suspension and Exclusion policy which outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

### **Mobile phones and Smart watches with cameras**

Mobile phones and smart watches with cameras are not permitted in school. Children who need to bring their mobile phone into school must leave the device in the school office during the school day and collect it at the end of the day.

### **Behaviour outside of school premises**

The school may act in relation to behaviour incidents outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

The school may also act in relation to behaviour incidents outside the school premises, including conduct online, that:

- 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

In all cases of behaviour incidents outside of the school premises, the school will only act once the child 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 children from the school are taken very seriously and will be dealt with in accordance with the DDAT Complaints Policy.

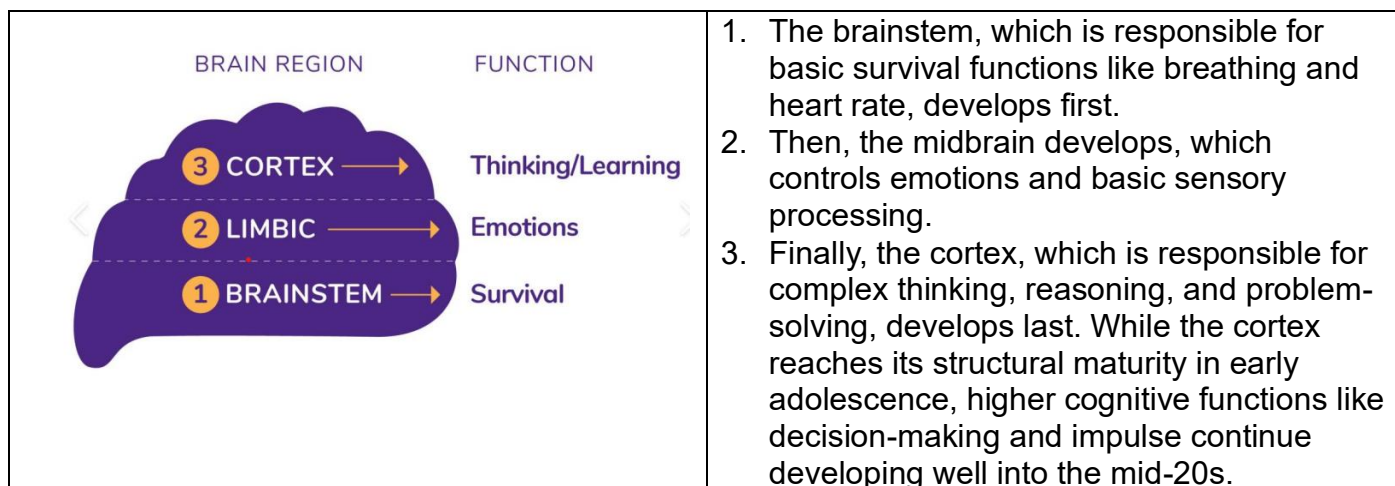
### **Monitoring and review**

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.

## Appendix 1: Understanding children's brain development

Dr. Bruce Perry is a renowned neuroscientist who has conducted extensive research on the brain and its development, particularly in relation to trauma and adversity. His Neurosequential Model of the Brain is a framework that explains how the brain develops from infancy to adulthood. It emphasises the importance of considering a person's developmental history and experiences when understanding their brain functioning.

In simple terms, the neurosequential model suggests that different parts of the brain develop at different times and in a specific sequence. According to this model:



As humans, we are state-dependant. This means that our brain and body function differently depending on our emotional and physiological state:

calm	alert	alarm	fear	terror
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When we are in a calm and relaxed state, the brain allows us to think clearly and make rational decisions. However, when we are in a state of fear, stress or anger, the brain focusses more on survival instinct and protective measures rather than clear thinking and logical reasoning.

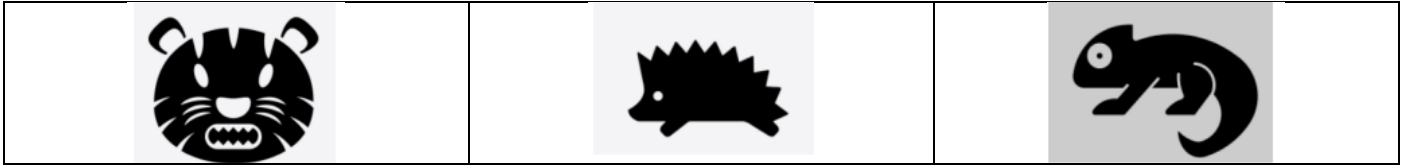
Dr. Perry's research highlights the impact of stress and trauma on brain development. He has shown that traumatic experiences, especially in early childhood, can disrupt the normal development of the brain which can lead to difficulties in emotional regulation, learning, and behaviour.

Stress is needed for healthy development but early childhood experiences that are stressful or traumatic can have a significant impact on brain development. Children that grow up in such environments learn to survive by being prepared for and on alert for danger and threat.

Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state (fight, flight, freeze, flock, fawn). When a child is dysregulated, it is harder for them to listen, comprehend and cope.

Protective behaviour can look:

Angry / Aggressive	Hidden / Shut Away	Charming / People Pleasing
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As humans, we are neurobiologically organised to act before we think. However, a protective behaviour in one context can become maladaptive in another i.e. we can end up responding to everyday activity as if under threat.

### **Emotional Awareness and Recognition**

At the Acorn Partnership, we teach children about the brain's role in emotions and behaviour: 'Name it to Tame it.' The Colour Monsters by Anna Llemas is a key text that is used throughout the schools to help children understand and recognise their emotions from a young age. All classrooms are resourced with a copy of the book so that teachers and staff can actively engage with children to identify and label emotions.

Dr Dan Siegel's hand model explains the workings of the brain and how emotions and behaviours are regulated. The hand is a representation of the different parts of the brain and how they relate to our thoughts, feelings and actions.

When we experience stress or strong emotions, our brain's alarm system, known as the amygdala, is activated. This is often referred to as 'flipping our lid'. In this state, our pre-frontal cortex, responsible for rational thinking and decision-making, becomes less accessible.

By using the hand model, Dr. Dan Siegel explains that we can regain control by 'flipping our lid back'. This involves calming down our amygdala and allowing the pre-frontal cortex to come back online. We can do this through techniques like deep breathing, mindfulness or engaging in activities that help us relax and regulate our emotions.

Children in the Garden Class are introduced to Dr. Dan Siegel's hand model through characters with accompanying puppets: Gary the Guard Dog (downstairs brain) and Olive the Owl (upstairs brain). These characters are displayed in classrooms.

# HAND MODEL OF THE BRAIN



At the base of your brain, represented here by your wrist, is the brain stem. It's responsible for basic things like breathing and keeping your heart pumping.



Your thumb, folded in, sits in the middle, just like the amygdala in the brain. The amygdala is responsible for sensing danger and telling the brain + body.



Your fingers are like your pre-frontal cortex- that's the part of the brain that helps us manage emotions and make complex decisions



When fear, danger, or intense emotion overwhelm our amygdala our prefrontal cortex goes offline and we "flip our lid." That's why sometimes it is so hard to make thoughtful decisions when we are very upset.

When brains are overwhelmed like this, they need a break to reflect and reconnect.

CONCEPT CREATED BY DAN SIEGEL MD. VISUALLY TRANSLATED BY LINDSAY BRAMAN



## Restorative Practice

Restorative Practice can provide a structure to help teach children how to manage situations differently. It aligns with the work of Dr Dan Siegel who emphasises the importance of connection before correction. Restorative practice creates opportunities for individuals to engage in open and honest dialogue, express their feelings and needs and listen to others with empathy and respect.

Our role is to help children to understand their emotions and find healthier ways of dealing with their feelings: *'All feelings are welcome, all behaviours are not.'*

## **Appendix 2: Definitions**

For the purpose of this policy, the school defines 'serious unwanted behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and / or any illegal behaviour. This will include, but is not limited to, the following:








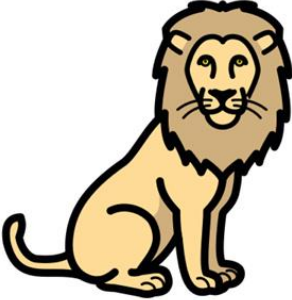
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

The school defines 'low-level unwanted behaviour' as any behaviour which may disrupt the education of the perpetrator and / or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness 'Low-level unwanted behaviour' may be escalated to 'serious unwanted behaviour', depending on the severity of the behaviour.

## Appendix 3: Zones of Regulation

### Zones of Regulation

Blue	Green	Yellow	Red
			
			
<p><b>Sloth Feet and Sloth Voices:</b> slow, heavy feet and soft, quiet voices</p>	<p><b>Panda Feet and Panda Voices:</b> light, quiet footsteps and gentle, in control voices</p>	<p><b>Squirrel Feet and Squirrel Voices:</b> fidgety, quick movements and fast, high-pitched voices</p>	<p><b>Lion Feet and Lion Voices:</b> stomping, loud feet and big, booming voices</p>
<p>Sick Sad Tired Bored</p>	<p>Happy Calm Good to go Focussed</p>	<p>Frustrated Worried Silly / Wiggly Anxious</p>	<p>Mad / Angry Mean Yelling / Hitting Out of control</p>








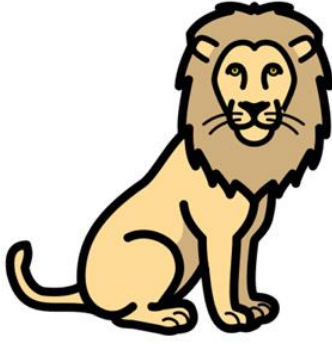
Moving slowly

Ready to learn

Excited



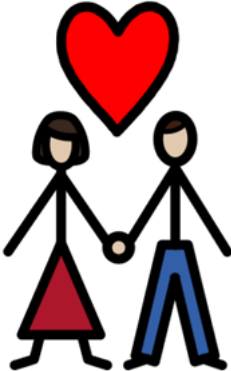
I need time and space

## Zones of Regulation

<u>Blue</u>	<u>Green</u>	<u>Yellow</u>	<u>Red</u>
			
			
Sick Sad	Happy Calm	Frustrated Worried	Mad / Angry Mean

Tired Bored Moving slowly	Good to go Focussed Ready to learn	Silly / Wiggly Anxious Excited	Yelling / Hitting Out of control I need time and space
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## Our School Rules

<p>Safe</p>	 <p>Don't hurt people or yourself</p>	<ul style="list-style-type: none"><li>✓ Keep yourself and others from getting hurt</li><li>✓ Follow school rules (walking in halls, using equipment properly)</li><li>✓ Use kind actions, not hitting, pushing, or unsafe play</li></ul> <p><b>Example:</b> Wearing a hat in the sun, using scissors correctly, telling an adult if something feels unsafe.</p>
<p>Ready</p>	 <p>Be prepared and focused to learn</p>	<ul style="list-style-type: none"><li>✓ Being prepared to learn</li><li>✓ Listening and following instructions</li><li>✓ Having the right equipment and being on time</li></ul> <p><b>Example:</b> Sitting quietly when the teacher starts, having your book and pencil ready, trying your best.</p>
<p>Love</p>	 <p>Be kind and respectful to everyone</p>	<ul style="list-style-type: none"><li>✓ Treating others with care and respect</li><li>✓ Using kind words and actions</li><li>✓ Including others and helping when you can</li></ul> <p><b>Example:</b> Saying please and thank you, helping a classmate, respecting teachers and school property.</p>

## Our School Rules

**Safe**



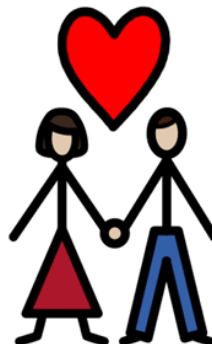
Don't hurt people or yourself

**Ready**



Be prepared and focused to learn

**Love**



Be kind and respectful to everyone

