



This policy was updated in **June 2025**  
This Policy is due for review in **June 2026**

# Behaviour Regulation Policy

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## Our Vision

*We view behaviour as a form of communication of an emotional need (whether conscious or unconscious) and we respond accordingly. All adults in school should respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We recognise that to do this, we need to know our children well and have a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community*

*There is an expectation that every member of our school community models positive social behaviour and behaviour that is conducive to learning. In order for our children to succeed, thrive and feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour as well as a secure understanding that everyone in our school community cares for each other.*

*As in all areas of school life, we recognise that in order to achieve our vision we must differentiate our behaviour strategies to ensure individual children are supported in learning appropriate behaviour. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).*

## Aims

Our code of behaviour is intended to:

- ☺ Emphasise the positive.
- ☺ Create the conditions for a caring, orderly community based on mutual respect in which effective learning can take place;
- ☺ Help children to become positively self-regulated and to learn to take responsibility for their own actions and by so doing develop self-discipline;
- ☺ Help children develop a sense of identity, achievement and self-worth;
- ☺ Help children develop the ability to co-operate with others;
- ☺ Help children develop tolerance and understanding of the needs and opinions of others,
- ☺ Help children develop a greater sense of personal responsibility by giving them responsibilities in a number of ways in school.
- ☺ Have high expectations of all children's behaviour

## Golden rules

- We are kind, gentle and helpful.
- We are polite, honest and treat others with respect.
- We move quietly and sensibly around our school.
- We take care of our school environment
- We focus during lessons and help each other to learn.

Posters to inform and remind pupils and staff of our Golden Rules can be found in each classroom and in a number of locations in the corridors throughout the school. At the beginning of each academic year, each class creates a class charter to show what the golden rules will look like within their classroom. This will be followed by a series of PSHE lessons aimed at establishing the routines that will be used in the classroom to support the school rules. The rules, rewards and consequence pathway are revisited termly in class and/or assemblies.

## **1. Agreed system of Rewards**

### **1.1 Praise**

In order to have a positive self-image and sense of worth a child needs to feel proud and recognise their achievements. To promote this intrinsic sense of worth and value, staff use high levels of **praise** based on their knowledge of individual children. Praise should not use the words merely 'good' or 'clever' but refer to the situation at hand, the effort and outcome achieved. Praise can be planned or spontaneous but must be fair – every child deserves to be praised.

### **1.2 Golden Time – Key Stage 1 and Key Stage 2**

- Thirty minutes on a Friday is dedicated to a fun, whole class activity. This is called Golden Time. It may be a quick game, a short activity, singing, etc. This should be a positive way to end the week which children should enjoy taking part in.
- During Monday's Team Time (a class assembly), the children will discuss and suggest ideas for Golden Time on Friday.
- Children may lose (not earn) up to 5 minutes of Golden Time per day. Please see agreed systems of regulation. Teachers may need to record accumulated missed minutes for the end of that day; however, this must not be displayed or visible to the children.
- Those who have missed minutes will spend some time with their teacher during the Golden Time activity doing some restorative work so that they understand what had happened and why it caused them to lose minutes. They must not just be made to sit out and watch their peers.
- To have the desired motivational impact, Golden Time must be activities which the children enjoy and look forward to. They must also be varied.
- Both Key Stage will have Golden Time on a Friday afternoon and must be done as a class not a year group or phase.

### **1.3 House Points**

All children are split into one of 4 Houses (West Pier, Pavilion, Palace Pier and i360). Children are given House Points for following our Golden Rules. This can be in class (using the Dojo system online) or in assembly, on the playground or moving around the school (where coloured stickers are given to pupils which are then put onto their class charts). All staff are expected to give House Points to any pupil they see following our Golden Rules. The winning

House is announced every week in Monday's assembly and the termly winning House receives a reward e.g. Film Afternoon, Art activity, Sports Afternoon.

### **1.4 Sharing learning**

When a child produces a piece of work that shows good progress/effort, they may be sent to another member of staff or the Headteacher / Deputy Headteacher / Phase Lead to show it to them and explain why they are proud and what they have learnt. Work sent to the Headteacher or Deputy will always be rewarded with a special sticker.

### **1.5 Celebration Assembly**

KS1 & KS2 will take part in regular Learning, Behaviour and Attendance assemblies. Reception start attending in the Spring Term.

- Class Teachers and Teaching Assistants will identify 1 child from each class to share a piece of learning and the growth mind set approach that they have been applying.
- Class Teachers and Teaching Assistants will identify 1 child who is displaying the positive behaviours that we expect. Some weeks, these certificates may be for a child who is showing an improvement in their behaviour; however, other weeks, certificates should be awarded to a child who always follows the Golden Rules.
- Class Teachers and Teaching Assistants will identify 1 child from each class for a reading certificate; this may be for reading at home regularly, an improvement in reading or a great attitude to reading.
- The reason why they have been selected will be written on a certificate which will be read out and any corresponding work shared.
- All children who receive a certificate in assembly have a group photo taken and this is displayed.
- Weekly House Point totals and Class Attendance certificates will also be shared in this assembly.

### **1.6 Rainbow Room Time**

Class teachers will select a child to go to the Rainbow Room at a pre-arranged time. This should be children who consistently make good behaviour choices and would not usually go to the Rainbow Room.

## **2. Agreed system of Regulation**

We are responsible for children's behaviour in school and our role is to keep all children safe physically and emotionally: this is every child's right. Our expectation is that our children are polite, well-behaved and are intrinsically motivated to behave in this way. We know that

children will make mistakes along the way to becoming self-aware, self-regulated, responsible people and that some children may have particular challenges on this journey. We believe that children need the right relationships and right response to their behaviour mistakes so that they feel open and able to make progress – just like in any learning experience. Getting this right will mean children are more able to take responsibility. Our Classroom Consequence Pathway facilitates this.

This pathway is displayed in every classroom and learning space.

## **2.1 Classroom consequence pathway - Key Stage One and Key Stage Two**

**i. Reminder of classroom expectations** (Reminders can be given in a variety of ways based on the adults' knowledge of the children in their class and any triggers).

- Sensory Regulation (Just Right)
- Proximity control (moving towards pupil)
- Reminder of rules by teacher or pupil
- Positive reinforcement of other children / good choices
- Making eye contact with a child
- Redirecting towards learning task
- Distraction tactics
- Reminder '*remember we are...*'

**ii. Reminder of expectations whilst informing the child what happens next if the behaviour continues** e.g. - 'If you choose to continue xxx you may not earn all of your 5 minutes of Golden Time' This would also be an appropriate time to use Emotion Coaching following the 4 step process:

- Identify – Adult identifies the child's emotion
- Label and empathise – "I can see you're feeling XX, I would feel like that too if XX had happened"
- Set behaviour limits – "Even though we may be feeling XX, it is not ok to XX. If you carry on, you may not earn all of your 5 minutes of Golden Time"
- Problem solve – "What might help us to solve this?" Adult may present options to problem solve.

### **iii. Missed minutes of Golden Time.**

Maximum of 5 minutes per day. There will be no whole class punishments of loss of Golden Time.

### **iv. Time in another class- time to reflect.**

- This is for 5 minutes
- This is a time for personal reflection on their behaviour choices
- For Key Stage Two - This will be just outside of the class, within sightline of the class door. When possible, an adult will go with the child to support them to settle.
- For Key Stage One – This will be in the middle room between the classrooms. When possible, an adult will go with the child to support them to settle.

- All classes have a 5-minute sand timer.
- At the end of the time, children return and are welcomed back to class and refocused on task
- This step should be recorded. *If children reach this step regularly, then Phase Leaders and SLT will discuss next steps. See 4. Monitoring.*
- Please see appendix for systems if a child refuses to leave the class

#### **v. Session in another class**

- Child will go to another class, with work to complete, for a session
- The Phase Leader is informed; if there is not long left of the session, the Phase Leader will use their judgement on timings.
- Parents will be informed by the class teacher if a child has had a session in another class at the end of the school day (this may be a phone call or an informal conversation in the playground).
- If, as a result of correspondence with home, the Phase Leader needs to make a follow up call, they will.
- This step should be recorded by the Phase Leader onto CPOMS.

This pathway resets every session.

**If a child displays any form of aggressive behaviour (physical and/or verbal) within class or corridors, they will have a session in another class. Learning Mentors are informed and Senior Learning Mentor will contact home.**

See ***Children who need something different*** section for exceptions to this pathway.

See ***Appendix 3 Behaviour in the Early Years*** for the EYFS consequence pathway.

## **2.2 Consequence pathway in the playground - Key Stage Two**

**When playground rules are not followed e.g. rough play, using equipment when not allowed.**

Always refer back to school rules:

1<sup>st</sup> time: Reminder referring to rules.

2<sup>nd</sup> time: Five minutes on the Reflection Bench – The member of staff who sends the child to the Reflection Bench must speak to the child about their actions and guide them to reflect on their behaviour

3<sup>rd</sup> time: Playtime reflection session with a learning mentor

**When inappropriate/unkind words e.g. rudeness, bad language, prejudiced based language, disrespect are used:**

Playtime Reflection Session with Learning Mentor: Incidences of this nature are communicated to the Senior Learning Mentor who will make the decision whether the behaviour warrants a playtime reflection session and this will be recorded.

Playtime Reflection Sessions take place between a Learning Mentor and the child in the Rainbow Room during their playtime. The Learning Mentor will lead the session guiding the child to reflect on their actions.

### **When aggressive, violent or sexualised behaviour occurs:**

Lunchtime Reflection Session: Incidents of this nature will be investigated by the Senior Learning Mentor, the Headteacher, Deputy Headteacher or Phase Leaders and if proven to have occurred, a Lunchtime Reflection Session will be given. As part of this investigation, restorative justice will take place. A brief verbal or written account of this will be handed to the Phase Lead (if they did not investigate it) before the reflection session. This will be recorded and parents/carers of the children involved will be informed. If school staff are unable to make contact with parents/carers, a message will be left and it is expected that the parent/carer will return the call. Staff will continue to attempt to make contact with parents/carers if the call is not returned.

Lunchtime Reflection Sessions take place between the Phase Leader and the child (the Phase Leader will tell the child where this will take place). The Phase Leader will lead the Lunchtime Reflection Session based on the record of Restorative Justice.

If a Reflection Session is needed more frequently over a period of time, the Deputy and then the Headteacher will lead these sessions.

## **2.3 Consequence pathway in the playground - Key Stage One (and Reception if needed)**

**When playground rules are not followed e.g. rough play, using equipment when not allowed or when inappropriate/unkind words e.g. rudeness, bad language, prejudiced based language, disrespect are used:**

Always refer back to school rules:

1<sup>st</sup> time: Reminder referring to rules.

2<sup>nd</sup> time: Five minutes on the Reflection Bench – The member of staff who sends the child to the Reflection Bench must speak to the child about their actions and guide them to reflect on their behaviour

3<sup>rd</sup> time: Playtime Reflection Session with a learning mentor

Incidences of this nature are communicated to the Senior Learning Mentor who will make the decision whether the behaviour warrants a Playtime Reflection Session and this will be recorded.

Playtime Reflection Sessions take place between a Learning Mentor and the child in the Rainbow Room during their playtime. The Learning Mentor will lead the session guiding the child to reflect on their actions.

### **When aggressive or violent behaviour occurs:**

Incidents of this nature will be investigated by the Senior Learning Mentor, the Headteacher, Deputy Headteacher or Phase Leaders and if proven to have occurred, a Playtime Reflection Session will be given. As part of this investigation, restorative justice will take place. A brief record of this will be used by the Learning Mentor leading the reflection session. This will be recorded and parents/carers of the children involved will be contacted. If school staff are unable to make contact with parents/carers, a message will be left and it is expected that the parent/carer will return the call. Staff will continue to attempt to make contact with parents/carers if the call is not returned.

See ***Children who need something different*** section for exceptions to this.

## **3. Children who need something different**

Some pupils find managing their behaviour very difficult and this behaviour policy may not completely work for them. They may include:

- pupils who are SEND
- children who have been identified with SEMH needs
- those who find social aspects of school challenging
- those who may be going through an emotional / difficult time outside of school
- vulnerable pupils

### **3.1 Individual Regulation Plans**

For these children, if an incident (or repeated incidences) occur, their behaviour and / or triggers are taken into account and an Individual Regulation Plan may need to be put into place. The class teacher will liaise closely with the Phase Lead, Senior Learning Mentor and Inclusion Manager and design an individual regulation plan. This is created to address the specific needs of that particular child. Parents will always be notified and included in this process. The behaviour plan will link to school rules and be focused towards positive behaviour outcomes that will support learning. As appropriate, these plans will include advice from BHISS SEMH behaviour specialists and learning mentor time will be included.

### **3.2 More Serious Incidents**

If a child is involved in a more serious incident e.g. the use of abusive, or repeated disrespectful language, intentional violence towards an adult, violence towards children, theft or vandalism the incident will be looked into. Depending on the outcome, the Headteacher and/or SLT may be informed and parents may be invited in. Consequences will



be given as appropriate including the possible implementation of an Individual Regulation Plan where necessary. In some cases, this may involve suspension / exclusion from school.

### **3.3 Suspensions and Exclusions**

A suspension or exclusion may be given under the following circumstances.

- Where a child commits an offence for which no other consequence could be deemed severe enough.
- As a result of persistent and repeated misbehaviour which has not improved despite previous intervention (such as an Individual Regulation Plan) and parents have been alerted to a possible exclusion.
- As an agreed consequence in a Regulation plan or contract.

A 'Back to School' meeting will take place on the child's return. Parents/carers should be present at this meeting. This will be the opportunity for the child to reflect on the incident and be reminded about what is expected at Bevendean.

Suspensions can only be given by the Headteacher or (in their absence) Deputy. It is for the Head to decide how many days is appropriate. A suspension would normally be between 0.5 and 3 days. Please see <https://www.gov.uk/school-discipline-exclusions/exclusions> for more information.

## **4. Monitoring**

- Phase leaders to update SLT on behaviour during SLT meetings. Senior Learning Mentor invited half termly to SLT meetings to discuss and review behaviour. This may relate to the behaviour of individual pupils or wider concerns. Actions will be agreed as needed
- Governors are updated on any suspensions or exclusions
- All stakeholders (pupils, parents, staff and governors) are involved in the review of the Behaviour Policy which takes place annually
- Governors statement on behaviour will be reviewed annually (see Appendix 1)

## **5. Staff referral**

If a class teacher is aware that:

- The behaviour policy may not be working for a specific child;
- A child is struggling to self-regulate their behaviour despite accessing class based support;
- Parents have reached out to ask for support;
- They need strategies to further support behaviour management;
- Behaviour in class is disrupting learning for others;

They should speak to their Phase Leader and the Senior Learning Mentor.

## **Appendix 1    Governors Statement on Behaviour**

The Governing body believe that it is essential to promote a happy, caring and secure environment for all children, parents or carers and visitors.

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the property of others, including their environment;
- encourage pupils to be accountable for their own behaviour;
- develop pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of families

The general principles may be summarised by our school Golden Rules (see page 2):

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious incidents. LEA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion.

Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

All school staff have the power to use reasonable force to prevent pupils injuring themselves or others. The Headteacher must be informed of any incident that has led to the use of these powers, which will be recorded.

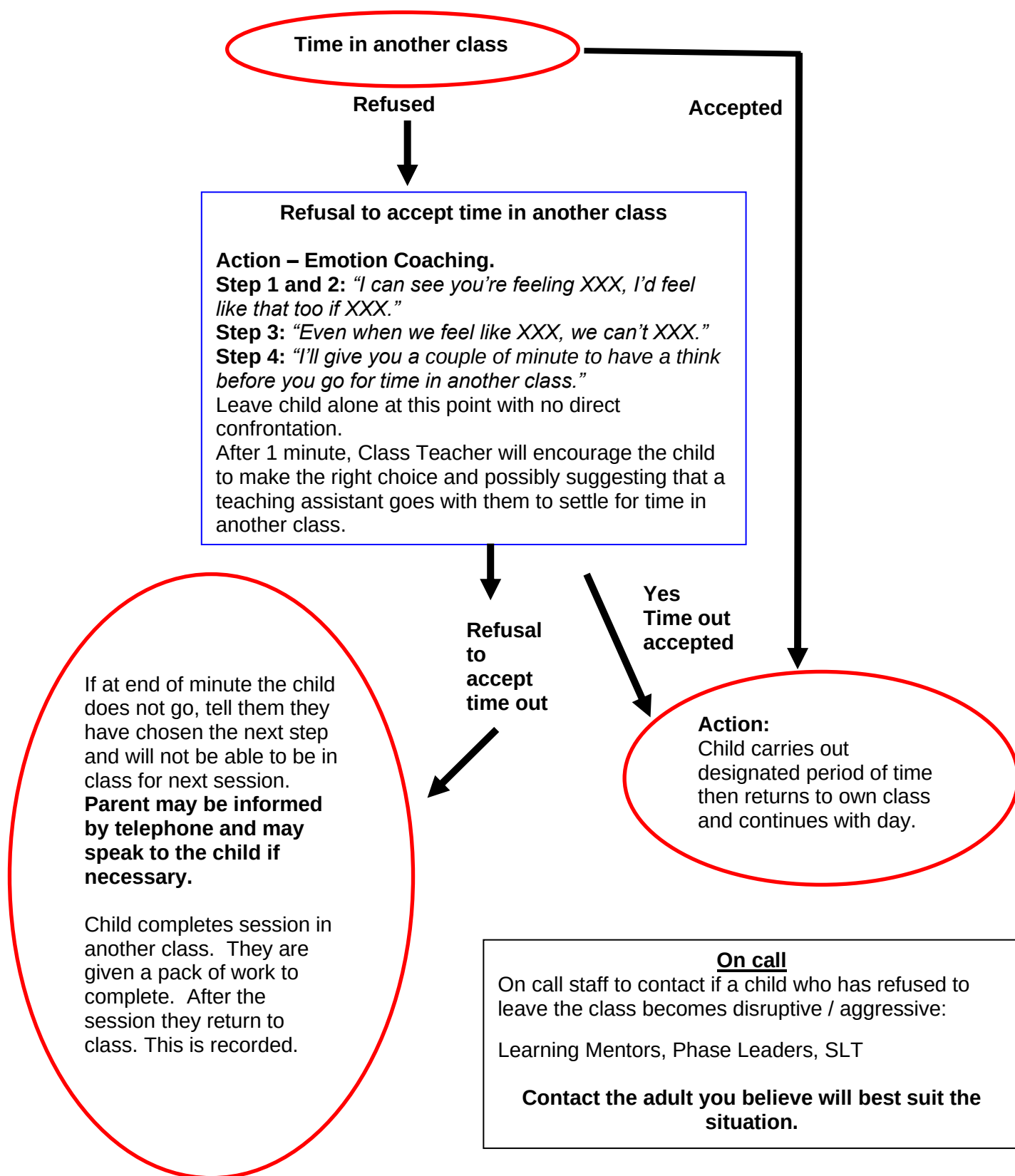
This statement is made public throughout the school, is taught explicitly in day-to-day interactions and also through our Personal, Social, Health, and Citizenship (PSHCE) curriculum. It underpins many of the statements found in our Home/School agreement.

Accepted by Governors: **January 2024**

Date for review **January 2025**

## Appendix 2 What to do if a child refuses to leave the class for time out

This exit plan is specifically designed for when a child refuses to leave the classroom when the Consequence Pathway has been followed correctly. At each step, the pupil is encouraged using language of choice, calm/scripted language (Emotion Coaching) and positive encouragement.



## Appendix 3     Behaviour in the Early Years Foundation Stage

In Nursery and Reception we are learning to follow the school's golden rules:

### Our Golden Rules



- We are kind, gentle and helpful.



- We are polite, honest and treat others with respect.



- We move quietly and sensibly around our school.



- We take care of our school environment.



- We focus during lessons and help each other to learn.

#### **EYFS Consequence Pathway:**

If a child is struggling to follow the Golden Rules:

1. We remind children of expected behaviour or diffuse the situation e.g. change of activity/ seating.

2. If behaviour continues, we use Emotion Coaching to support the child to understand and explain what will happen next if the behaviour continues e.g.

**Step 1:** I think you are feeling XXX because I can see your body is XXX

**Step 2:** I'd be XXX too if XXX

**Step 3:** Even when we're XXX, we can't ...

**Step 4:** What might help you? *Adult may give options for the child to choose between*

3. If behaviour continues, then the child spends 5 minutes in the Reflection Zone. There is a visual sheet to support them to regulate. Afterwards, an adult talks with the child to help the child to understand why they were in the Reflection Zone and what to do differently next time.

4. If behaviour continues after time in the Reflection Zone or is disruptive during Step 3, the child has 5 minutes in the Reflection Zone in the parallel class with an adult. This is recorded.

If a child has deliberately hurt another child, they go straight to the Reflection Zone. An adult talks with the child and leads restorative justice.

For more serious incidents, the Phase Lead will discuss with SLT, consequences will be discussed and the parent will be informed.