# Shield Row Primary School

# Behaviour & Regulation Policy September 2026

# Vision and Principles

## Our Vision

At Shield Row Primary School, we believe that every child has the right to learn in a safe, calm, inclusive and nurturing environment where they feel valued, respected and supported to achieve their full potential.

We are committed to creating a school culture where positive relationships underpin everything we do. We recognise that behaviour is a form of communication and that children learn best when they feel emotionally safe, understood and ready to engage with learning.

Our approach promotes both high expectations for behaviour and the development of the emotional regulation skills needed to meet those expectations. Through consistency, compassion and clear boundaries, we support every child to become confident, resilient and responsible members of our school community.

Our whole-school approach combines:

- **Good to be Green**, which provides clear expectations, consistency and accountability for behaviour choices.
- **Zones of Regulation**, which teaches children to recognise, understand and regulate their emotions using a shared language and practical strategies.
- **PACE-informed practice** - Playfulness, Acceptance, Curiosity and Empathy, which guides how adults build trusting relationships and respond to behaviour with understanding whilst maintaining clear expectations.

Together these approaches enable children to understand that **all feelings are acceptable, but not all behaviours are acceptable**. We teach children that emotions are normal and expected, whilst helping them develop the skills to regulate themselves and make positive choices.

## Our Principles

At Shield Row Primary School we believe:

### Relationships come first

Positive relationships are the foundation of successful behaviour, learning and wellbeing. Every interaction between adults and children is an opportunity to build trust, promote belonging and strengthen our school community.

### Every child can learn to self-regulate

Self-regulation is a skill that develops over time through teaching, modelling and practice. We explicitly teach children how to recognise their emotions, understand how these influence their behaviour and use appropriate strategies to regulate themselves.

### All feelings are valid

Children experience a wide range of emotions throughout the school day. We do not judge children for how they feel. Instead, we help them recognise their emotions, understand their needs and choose appropriate ways to respond.

### High expectations for everyone

We maintain consistently high expectations of behaviour for every child. We believe all pupils can make positive behaviour choices when they are supported appropriately. Consistency provides children with security, fairness and clear boundaries.

### Behaviour is communication

We recognise that behaviour often communicates an unmet need, emotional dysregulation or

difficulty managing a situation. Adults seek to understand what a behaviour may be communicating whilst maintaining clear expectations and appropriate consequences.

### Regulation before reflection

When children are emotionally overwhelmed, learning and problem-solving become difficult. Our priority is to help children regain a calm, regulated state before engaging in restorative conversations or applying consequences. This ensures that children are able to reflect meaningfully on their choices and learn from their experiences.

### Consequences teach responsibility

Children are supported to understand the impact of their behaviour on themselves and others. Consequences are applied consistently, fairly and proportionately to help children learn, repair relationships and make better choices in the future. Consequences are never intended to shame or humiliate.

### Every child belongs

We celebrate diversity and recognise that some children may require additional support to achieve our behavioural expectations. Reasonable adjustments, personalised strategies and collaborative working with families and external agencies ensure that all children can succeed within our inclusive school community.

### Working together

Positive behaviour is most successful when children, staff, parents and carers work together. Through open communication, mutual respect and shared expectations, we create a consistent approach that supports children both in school and at home.

### Safeguarding

At Shield Row Primary School, safeguarding is at the heart of everything we do. We are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and protected. We recognise that children thrive when they feel emotionally and physically safe, and that positive relationships are fundamental to their wellbeing, learning and development.

Our whole-school approach to behaviour supports safeguarding by promoting respect, emotional wellbeing and personal responsibility. Through consistent expectations, positive relationships and effective support for emotional regulation, we foster a culture where every member of our school community feels safe, supported and able to succeed.

Our Code of Conduct and Behaviour Policy work alongside our safeguarding procedures to create and maintain a culture where everyone is treated with dignity, kindness and respect.

### Our objectives are to:

- Safeguard the welfare of all pupils and protect the wellbeing of staff.
- Create a safe, calm and inclusive environment where everyone feels valued and respected.
- Promote positive relationships, emotional wellbeing and self-regulation through consistent, high expectations and supportive practice.
- Ensure all members of the school community understand their rights, responsibilities and the expectations for behaviour.
- Encourage pupils and staff to report concerns confidently, knowing they will be listened to and acted upon promptly.
- Work in partnership with parents, carers and external agencies to ensure every child is safe and supported.

## Our Behaviour Framework

At Shield Row Primary School, we believe that positive behaviour is achieved through a balance of **clear expectations, emotional understanding and supportive relationships**. Our behaviour framework is built on three complementary approaches which work together to promote positive behaviour, emotional wellbeing and successful learning.

Our approach recognises that behaviour is a choice, but that children need to develop the emotional awareness and self-regulation skills that enable them to make positive choices consistently. We therefore teach children both **what is expected** and **how to achieve those expectations**.

### Our Whole-School Behaviour Framework

| Framework | Purpose |
|---|---|
| **Good to be Green** | Provides clear behaviour expectations, consistent routines and fair consequences that promote positive behaviour and accountability. |
| **Zones of Regulation** | Develops children's emotional literacy, self-awareness and self-regulation by teaching them to recognise their emotions and use appropriate regulation strategies. |
| **PACE-Informed Practice** | Guides the way adults respond to behaviour through Playfulness, Acceptance, Curiosity and Empathy, building trusting relationships while maintaining clear boundaries and high expectations. |

Together, these approaches ensure that behaviour is managed consistently whilst recognising that children may need support to regulate their emotions before they are ready to reflect, repair relationships and return successfully to learning.

### How Our Framework Works

Our behaviour framework follows a simple progression:

**FEELINGS**
Children recognise and name how they are feeling.

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**REGULATION**
Children use appropriate tools and strategies to regulate their emotions, supported by adults where necessary.

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**BEHAVIOUR**
Children are supported to make positive behaviour choices and are held accountable through the Good to be Green system.

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**REFLECTION & REPAIR**
Children reflect on their choices, understand the impact of their behaviour, repair relationships where appropriate and are supported to make positive choices next time.

## Good to be Green

Good to be Green is Shield Row Primary School's whole-school behaviour system. It provides a consistent, fair and predictable framework that promotes positive behaviour, encourages children to make responsible choices and supports a calm learning environment.

The system is built on the belief that children should be recognised for making positive behaviour choices and given opportunities to reflect and improve when they make unexpected choices. Every

child begins each day on **Green**, representing a fresh start and the expectation that all children can succeed.

Good to be Green is underpinned by our values of respect, responsibility, kindness and resilience. It is used consistently across the school so that all children experience the same high expectations and understand the consequences of their choices.

As part of our dual framework, Good to be Green works alongside the Zones of Regulation. Whilst Good to be Green focuses on behaviour choices and accountability, the Zones of Regulation help children recognise and regulate their emotions before, during and after behaviour incidents. This ensures that children are supported to regulate first, reflect on their behaviour and return to learning successfully.

**The Good to be Green Process**

🟢 **Green – Ready to Learn**
Children demonstrate the expected behaviours that enable everyone to learn safely and successfully. Positive choices are recognised through praise, encouragement and the school's reward systems.
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**Verbal Reminder – Opportunity to Reset**
A calm, clear reminder of the expected behaviour is given using consistent language. Where appropriate, staff will encourage the child to identify how they are feeling and use a regulation strategy to help them make a Green choice.
Children are given the opportunity to respond positively and return immediately to Green.
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🟡 **Yellow Card – Regulate, Reset and Reflect**
If the behaviour continues, or if the behaviour warrants it, a Yellow Card is issued.
The child is given time and support to regulate their emotions, reset their behaviour and reflect on the choices they have made. This may include:

- using the classroom Regulation Station
- accessing agreed regulation tools or strategies
- moving to a quieter area within the classroom
- a brief check-in with an adult.

Once the child has successfully regulated and demonstrated the expected behaviour, they are encouraged to re-engage positively with learning. Where appropriate, the child may return to Green.
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🔴 **Red Card – Removal and Reflection**
A Red Card is issued for persistent disruption following previous support or for behaviours that significantly affect the safety, wellbeing or learning of others.
The child is removed from the classroom to work with a member of the Senior Leadership Team or in another designated classroom. This provides an opportunity to:

- reduce disruption to learning
- ensure the safety of everyone involved
- support the child to regain emotional regulation
- complete learning in a calm environment.

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**Reflection and Repair**
Once the child is calm and ready, a restorative conversation takes place with a trusted adult.
The purpose is to help the child:

- understand the impact of their behaviour
- recognise the emotions that contributed to the incident
- repair relationships where appropriate
- identify strategies that will support them to make positive choices in future.

Children are then supported to return successfully to learning, knowing that every new session offers the opportunity for a fresh start.

**Guiding Principles**

Throughout every stage of the Good to be Green process, staff follow these principles:

- Every child begins each day with a **fresh start**.
- All children are treated with dignity, respect and fairness.
- Behaviour is addressed calmly, consistently and without confrontation.
- Adults seek to understand what a child's behaviour may be communicating whilst maintaining clear expectations.
- Children are supported to regulate before they are expected to reflect.
- Positive behaviour is recognised far more frequently than inappropriate behaviour.
- Consequences are intended to teach, support and restore relationships, rather than punish.

## Zones of Regulation

The Zones of Regulation is a whole-school approach that teaches children to recognise, understand and regulate their emotions. It provides a shared language that helps children identify how they are feeling and develop strategies to regulate their emotions so that they are ready to learn and interact positively with others.

At Shield Row Primary School, the Zones of Regulation complements our Good to be Green behaviour system. Whilst Good to be Green teaches and reinforces expected behaviour, the Zones of Regulation helps children develop the emotional awareness and self-regulation skills needed to meet those expectations.

Children are explicitly taught that emotions naturally change throughout the day and that everyone experiences a range of feelings.

### The Four Zones

#### 🔵 Blue Zone

The Blue Zone describes low states of alertness or energy.
Children may feel:

- tired
- sad
- unwell
- bored
- disappointed.

Children may benefit from strategies such as movement, hydration, talking to a trusted adult, sensory tools or engaging activities to help increase their level of alertness.

#### 🟢 Green Zone

The Green Zone is the optimal state for learning.
Children may feel:

- calm
- happy
- focused
- proud
- content.

Whilst children are not expected to remain in the Green Zone at all times, this is the zone in which they are generally best able to learn, solve problems and make positive behaviour choices.

#### 🟡 Yellow Zone

The Yellow Zone describes heightened emotions and increased alertness.
Children may feel:

- worried
- excited

- frustrated
- anxious
- overwhelmed.

Children are taught to recognise these early signs and use regulation strategies before emotions escalate. Adults may provide co-regulation through reassurance, movement breaks, breathing strategies or access to a Regulation Station.

### 🔴 Red Zone

The Red Zone represents very strong emotions and a high state of emotional arousal.
Children may feel:

- angry
- terrified
- panicked
- out of control

When a child is in the Red Zone, their ability to think clearly, solve problems and make positive decisions may be reduced. Adults prioritise helping the child feel safe and regain regulation before discussing behaviour or applying restorative approaches.

## Key Principles

Our use of the Zones of Regulation is underpinned by the following principles:

- **All Zones are OK.** Every emotion is valid and it is normal to move between the four Zones throughout the day.
- **Children are never sanctioned for experiencing emotions.** Feelings themselves are not right or wrong and should never result in consequences.
- **Behaviour choices remain the responsibility of the child.** Whilst emotions may influence behaviour, children are supported to develop the skills to make safe and appropriate choices and to take responsibility for those choices.
- **Regulation comes before reflection.** Children are supported to regain a calm and regulated state before restorative conversations or reflection take place.
- **Self-regulation is a taught skill.** Children learn to recognise their emotions, understand how these affect their behaviour and select appropriate strategies that help them regulate successfully.
- **Adults co-regulate before expecting children to self-regulate.** Staff model calm, supportive and consistent responses, recognising that children develop self-regulation through positive relationships and guided practice.

## Regulation Strategies

Throughout the school, children are taught and encouraged to use a range of regulation strategies appropriate to their individual needs. These may include breathing techniques, movement breaks, sensory resources, mindfulness activities, use of a Regulation Station, talking to a trusted adult or other personalised strategies identified through classroom practice or individual support plans.

The aim of these strategies is not to eliminate difficult emotions, but to help children recognise how they are feeling, regulate effectively and return to learning when they are ready.

| Zones | How I might feel | What can help? |
|---|---|---|
| 🔵 Blue | Tired, sad, poorly, bored | Movement, drink, talk, sensory tools |
| 🟢 Green | Calm, happy, focused, ready | Keep learning, keep using helpful strategies |
| 🟡 Yellow | Worried, frustrated, excited, anxious | Breathing, movement, Regulation Station, trusted adult |
| 🔴 Red | Angry, terrified, overwhelmed, out of control | Adult support, calm space, co-regulation, time to recover |

## PACE-Informed Practice

At Shield Row Primary School, we recognise that positive relationships are fundamental to children's emotional wellbeing, behaviour and learning. We use the PACE approach, developed by Dr Dan Hughes, to guide the way adults interact with children, particularly during times of emotional distress, conflict or dysregulation.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. It is an adult way of thinking, communicating and responding that helps children feel safe, understood and supported whilst maintaining clear boundaries and high expectations.

PACE complements both our Good to be Green behaviour system and the Zones of Regulation, ensuring that behaviour is addressed in a calm, consistent and relational way.

### The Four Elements of PACE

#### Playfulness
Playfulness involves using warmth, positivity and appropriate humour to build relationships, reduce anxiety and help children feel safe.

This does not mean making light of inappropriate behaviour. Instead, it is about using a calm, approachable manner to reduce tension and maintain connection wherever appropriate.

Adults use playfulness to:
- build trusting relationships
- encourage engagement
- reduce anxiety and defuse low-level situations
- create a positive classroom climate.

#### Acceptance
Acceptance means acknowledging and validating a child's thoughts, feelings and experiences without necessarily accepting inappropriate behaviour.

Children need to know that their emotions are understood, even when their behaviour requires correction.

Adults communicate messages such as:
- *"I can see you're feeling frustrated."*
- *"It's OK to feel angry."*
- *"I understand that was difficult for you."*

Acceptance does not remove expectations or consequences. Instead, it separates the child from the behaviour and reinforces the message:
**"Your feelings are always accepted. Your behaviour choices still matter."**

#### Curiosity
Curiosity encourages adults to seek understanding before making assumptions about a child's behaviour.

Rather than asking, *"What's wrong with you?"* staff ask, *"What happened?"* or *"I wonder what made that feel difficult?"* A curious approach helps adults identify unmet needs, triggers or misunderstandings, enabling them to respond more effectively while still holding children accountable for their behaviour.

#### Empathy
Empathy helps children feel heard, understood and supported. When children know that adults

understand how they are feeling, they are more likely to regulate their emotions, engage in reflection and repair relationships.

Adults demonstrate empathy by listening carefully, acknowledging emotions and responding calmly, while maintaining clear expectations and boundaries.

Empathy is not about removing consequences; it is about helping children feel emotionally safe enough to learn from them.

## PACE in Practice

PACE is the relational approach used by all adults **before, during and after behaviour incidents**.

It guides the way staff respond to children by:

- building positive relationships every day
- supporting children to regulate their emotions before addressing behaviour
- maintaining calm, consistent and respectful communication
- helping children understand the reasons behind expectations and consequences
- promoting reflection, responsibility and the repair of relationships.

By using PACE consistently, adults create an environment where children feel safe, respected and understood. This enables them to develop resilience, self-regulation and the confidence to make positive behaviour choices.

## Behaviour Response Script

To ensure consistency across the school, all staff use a shared behaviour response script when supporting children to regulate their emotions and make positive behaviour choices. This common language helps children know what to expect, reduces anxiety and promotes a calm, relational approach to behaviour management.

The behaviour response script reflects our whole-school behaviour framework by combining the Zones of Regulation, PACE-informed practice and Good to be Green. It enables staff to acknowledge children's emotions, maintain clear expectations and support children to reflect on and learn from their behaviour.

Whilst every situation is unique, the principles of the script remain consistent.

## The Shield Row Behaviour Response Script

### 1. Notice the Emotion and Name the Zone

Observe the child's verbal and non-verbal cues and consider what they may be communicating through their behaviour. Support the child to recognise and identify their emotional state using the shared language of the Zones of Regulation.

Adults remain calm, regulated and approachable.
*"I can see something has changed."*
*"Which Zone do you think you're in?"*
or
*"It looks like you might be in the Yellow Zone because (reason)."*
This helps children develop emotional awareness without judgement.

### 2. Validate the Feeling

Acknowledge the child's emotions without approving inappropriate behaviour.
Adults separate the feeling from the behaviour.
*"It's OK to feel frustrated."*

*"I understand that you're upset."*
*"Your feelings are valid."*
Validation helps children feel understood and reduces defensiveness, making it easier for them to regulate and engage in reflection.

**3. State the Expectation**
Clearly and calmly remind the child of the expected behaviour and the boundary that must be maintained.

Adults use concise, consistent language.
*"Throwing equipment isn't a Green choice."*
*"We use kind words in our classroom."*
The focus remains on the behaviour rather than the child.

**4. Offer Regulation Strategies**
Support the child to regain regulation by encouraging them to choose an appropriate strategy.
This may include:

- using the classroom Regulation Station
- breathing or grounding exercises
- sensory or movement breaks
- talking to a trusted adult
- accessing personalised regulation tools.

Where appropriate, adults encourage children to identify the strategy that works best for them.

**5. Apply the Good to be Green Process**
If the behaviour continues, or if the behaviour warrants it, staff apply the Good to be Green consequence ladder consistently and fairly.

Consequences are delivered calmly and respectfully, ensuring that children understand that whilst all emotions are acceptable, all behaviours are not.

**6. Reflect, Repair and Reconnect**
Once the child is calm and ready, adults facilitate a restorative conversation to help the child:

- understand the impact of their behaviour
- identify what triggered the incident
- consider what they could do differently next time
- repair relationships where appropriate
- return positively to learning.

Every interaction ends with reassurance that the child is valued and that every new lesson or session offers a fresh start.

**Consistent Adult Language**
To promote consistency across the school, staff use language that is calm, respectful and focused on learning. Adults aim to:

- recognise and validate emotions before addressing behaviour
- focus on behaviour choices rather than labels or blame
- use restorative questions to promote reflection
- maintain high expectations whilst preserving positive relationships.

Examples include:

| Instead of… | We say… |
|---|---|
| *"What's wrong with you?"* | *"What happened?"* |
| *"Calm down."* | *"How can I help you regulate?"* |
| *"Stop behaving like that."* | *"What Green choice can you make now?"* |
| *"Why did you do that?"* | *"Which Zone were you in?"* |

| Instead of… | We say… |
|---|---|
| *"You're being naughty."* | *"That wasn't a safe or expected choice."* |

**A Consistent Adult Response**

The behaviour response script is used by all adults across the school. Whilst individual responses may be adapted to meet the needs of individual children, particularly those with SEND or additional needs, the principles remain the same:

**Notice → Name → Validate → Expect → Regulate → Consequence if required → Reflect → Repair**

By responding consistently, calmly and relationally, we help children feel safe, develop emotional regulation skills and learn to make positive behaviour choices while maintaining the high expectations that underpin our school culture.

## Regulation Stations

Regulation Stations are an integral part of our whole-school approach to promoting emotional wellbeing and positive behaviour. Every classroom has a designated Regulation Station, providing children with a safe, supportive space to use strategies that help them regulate their emotions and prepare to return to learning.

Regulation Stations form part of our Zones of Regulation approach and support children in developing the skills needed to recognise their emotions, choose appropriate regulation strategies and become increasingly independent in managing their wellbeing.

### Purpose of a Regulation Station

The purpose of a Regulation Station is to help children:

- recognise when they need support to regulate their emotions
- access a range of agreed regulation strategies
- regain a calm and focused state so they are ready to learn
- develop increasing independence in selecting the strategies that work best for them.

A Regulation Station is **not** a consequence for inappropriate behaviour or a place of exclusion. It is a supportive resource that enables children to regulate their emotions before re-engaging with learning.

### Our Expectations

Across the school:

- Every classroom has a clearly identified Regulation Station.
- Regulation Stations are available to **all children**, recognising that everyone experiences a range of emotions and may need support at different times.
- Children are encouraged to use the Regulation Station proactively, either independently or with the support of an adult, before emotions escalate.
- Staff may also guide a child to use the Regulation Station as part of co-regulation when they recognise that a child is becoming dysregulated.
- Time spent at the Regulation Station is purposeful, focused on helping the child regulate, and kept to the minimum needed to enable a successful return to learning.
- Children are supported to return to their learning as soon as they are calm, regulated and ready to engage.

### Resources

Each Regulation Station contains age-appropriate resources that support emotional regulation. These may include:

- Zones of Regulation visuals and prompts

- breathing and mindfulness strategies
- sensory or fidget resources
- visual timers
- feelings scales or check-in cards
- calming activities
- individual regulation tools identified through a child's support plan.

Resources may vary between classrooms to reflect the age and developmental needs of the children, whilst maintaining a consistent whole-school approach.

**Adult Role**

Adults play a key role in supporting children to use Regulation Stations effectively. Staff will:

- model and teach how to use regulation strategies
- encourage children to identify the Zone they are experiencing
- support children to choose an appropriate regulation tool or strategy
- maintain a calm, reassuring and non-judgemental approach
- help children recognise when they are ready to return to learning.

Where appropriate, children will be encouraged to reflect briefly on which strategy helped them regulate successfully, building their confidence and independence over time.

**Key Principles**

The use of Regulation Stations is underpinned by the following principles:

- Every child has the right to regulate their emotions.
- Using a Regulation Station is a positive strategy, not a punishment.
- Regulation supports learning and positive behaviour.
- Children return to learning as soon as they are calm, regulated and ready to succeed.

## Restorative Conversations

At Shield Row Primary School, we believe that children learn best when they are supported to reflect on their behaviour, understand its impact and repair relationships. Restorative conversations are a key part of our behaviour framework and take place following incidents where a child's behaviour has affected themselves, others or the learning environment.

The purpose of a restorative conversation is not to assign blame or shame the child. Instead, it provides an opportunity for children to develop self-awareness, take responsibility for their behaviour and learn strategies that will help them make positive choices in the future.

Restorative conversations are most effective when they take place **after a child has had time to regulate their emotions**. Children who are dysregulated are unlikely to be able to reflect effectively, so adults prioritise emotional regulation before engaging in discussion.

**Principles of Restorative Practice**

Restorative conversations are underpinned by the following principles:

- Every child is treated with dignity, respect and compassion.
- The child's feelings are acknowledged and validated before discussing behaviour.
- The focus is on understanding, learning and repairing relationships.
- Children are encouraged to take responsibility for their behaviour and its impact on others.
- Every conversation ends with a plan to support future success and a positive return to learning.

**Restorative Questions**

Adults use open, supportive questions to encourage reflection. Questions are adapted to the age,

understanding and needs of the child.

### Understanding the Incident

- What happened?
- Can you tell me about what was happening for you?
- Which Zone were you in?
- What were you feeling at the time?
- What do you think made you feel that way?

### Reflecting on Behaviour

- What choice did you make?
- What happened because of that choice?
- Who has been affected?
- How do you think they might be feeling?

### Looking Forward

- What could help you if you feel like this again?
- Which regulation strategy or tool could you use next time?
- What Green choice could you make?
- How can we repair the situation?
- Is there anything you need from me to help you be successful?

### The Adult's Role

During restorative conversations, adults use a calm, non-judgemental and curious approach, guided by the principles of PACE. Staff:

- listen without interruption
- acknowledge the child's emotions
- help the child distinguish between feelings and behaviour
- reinforce clear expectations and boundaries
- guide the child towards identifying solutions and repairing relationships
- end the conversation positively, reinforcing that every child is valued and every new session offers a fresh start.

### Repairing Relationships

Where appropriate, children are supported to repair relationships with those affected by their behaviour. This may include:

- offering a genuine apology
- restoring or replacing damaged property
- completing an act of kindness or service
- rebuilding trust through positive behaviour
- agreeing strategies to prevent a similar situation in the future.

Repairing relationships is about making things right, rebuilding trust and helping children understand the positive impact of taking responsibility for their actions.

## Our Restorative Approach

Our restorative approach reflects the core principles of our behaviour framework:

- All feelings are acceptable.
- Children are supported to regulate before they reflect.
- Behaviour choices have consequences.
- Every child has the opportunity to repair relationships, learn from their experiences and make a fresh start.

## SEND and Additional Needs

At Shield Row Primary School, we are committed to providing an inclusive environment where every child feels safe, valued and able to succeed. We recognise that some children may require additional support to regulate their emotions, communicate their needs or meet the school's behavioural expectations.

We believe that all children should experience the same high expectations for behaviour. However, we also recognise that some children require reasonable adjustments and personalised support to enable them to achieve these expectations successfully.

Our approach is underpinned by the principles of inclusion, equity and early intervention. We seek to understand the individual needs of each child and provide appropriate support that promotes independence, emotional wellbeing and positive behaviour.

### High Expectations with Appropriate Support

Children with Special Educational Needs and Disabilities are expected to follow the school's behaviour expectations and are supported to do so through appropriate, reasonable adjustments.
Reasonable adjustments are not about lowering expectations. They are about removing barriers, enabling success and ensuring that children have equitable access to learning and positive relationships. Adjustments are planned according to the individual needs of the child and may be informed by their Education, Health and Care Plan, SEND Support Plan, Individual Behaviour Plan, Risk Assessment or advice from external professionals.

### Examples of Reasonable Adjustments

Support may include, but is not limited to:

- planned movement or sensory breaks
- visual timetables and visual prompts
- access to regulation tools and strategies
- sensory equipment to support self-regulation
- access to a Regulation Station or other safe, supervised space
- adapted communication or simplified language
- individual behaviour or regulation plans
- personalised reward systems where appropriate
- additional adult support, check-ins or mentoring
- adapted transitions between activities
- reasonable adjustments to routines or the learning environment.

These strategies are designed to promote independence, reduce anxiety and support children to make positive behaviour choices.

### Understanding Behaviour

We recognise that some behaviours may be linked to a child's additional needs, communication differences, sensory processing, emotional regulation or disability.

When behaviour causes concern, staff seek to understand the underlying need as well as the behaviour itself. This may involve reviewing environmental factors, identifying triggers, consulting with parents and carers, or seeking advice from the school's SENDCo or external professionals.

Where behaviour is identified as a form of communication, staff will respond with curiosity, empathy and appropriate support whilst maintaining clear expectations and ensuring the safety and wellbeing of all members of the school community.

## Partnership with Families and Professionals

We believe that the most effective support is achieved through close partnership with parents, carers and professionals.

Where additional support is required, we will work collaboratively to:

- identify strengths, needs and possible triggers
- agree consistent strategies between home and school
- monitor progress and review the effectiveness of interventions
- seek specialist advice where appropriate.

## Inclusion and Safeguarding

The safety, dignity and wellbeing of every child remain our priority. Whilst reasonable adjustments are made to support individual needs, these will always be balanced with the rights of all pupils to learn in a safe, calm and respectful environment.

Where behaviour presents a significant risk to the child or others, the school will work with families and relevant agencies to develop appropriate support plans, ensuring that both individual needs and the safety of the wider school community are considered.

### Key Principles

Our inclusive approach is guided by the following principles:

- Every child has the right to feel safe, valued and included.
- All children are held to the same high expectations for behaviour.
- Reasonable adjustments are made to remove barriers and support success.
- Behaviour may communicate an unmet need, but it does not remove personal responsibility.
- Adults seek to understand before they respond, using curiosity, empathy and consistency.
- Support is personalised, proportionate and reviewed regularly in partnership with families and professionals.

## EYFS

In the Early Years Foundation Stage, we recognise that learning to manage emotions, build relationships and regulate behaviour is a key part of children's development. Positive behaviour is taught through nurturing relationships, consistent routines and high-quality interactions that help children feel safe, secure and ready to learn.

Children are supported to develop the foundations of self-regulation through explicit teaching, modelling and guided practice. Adults recognise that young children are still developing the emotional and social skills needed to manage their feelings, communicate their needs and make positive behaviour choices independently.

Our approach reflects the principles of the Good to be Green behaviour system, the Zones of Regulation and PACE-informed practice, ensuring consistency across the school whilst remaining developmentally appropriate.

## Our Approach

In EYFS, adults:

- build warm, trusting relationships with every child
- establish clear routines, boundaries and expectations
- explicitly teach expected behaviours through modelling and discussion
- support children to recognise and name their emotions using the language of the Zones of Regulation
- use co-regulation to help children manage strong emotions before gradually developing independent self-regulation

- use emotional coaching to help children understand the link between their feelings, behaviour and the impact on others
- respond calmly and consistently using the principles of PACE - Playfulness, Acceptance, Curiosity and Empathy
- celebrate positive behaviour and recognise children's efforts to make positive choices.

## Supporting Emotional Regulation

Children in EYFS are encouraged to identify how they are feeling and begin to recognise the different Zones of Regulation through age-appropriate language, stories, visuals and everyday conversations. Adults support children to develop a growing understanding that:

- all feelings are acceptable
- feelings change throughout the day
- everyone sometimes needs help to regulate their emotions
- there are different strategies that can help us feel ready to learn.

Children are taught simple regulation strategies, such as breathing techniques, movement, sensory activities, talking to an adult or accessing the classroom Regulation Station when needed.

## Co-Regulation and Emotional Coaching

Adults recognise that young children often need support to regulate their emotions before they are able to reflect on their behaviour.

Through **co-regulation**, adults provide calm, reassuring support that helps children feel safe and gradually develop their own self-regulation skills.

Adults use **emotional coaching** to:

- acknowledge and validate children's feelings
- help children name their emotions
- reinforce expected behaviour
- teach appropriate ways to express feelings
- support children to repair relationships where appropriate.

## Positive Behaviour and Reflection

Children are encouraged to make positive behaviour choices through praise, encouragement and the consistent use of the Good to be Green behaviour system.

Where behaviour falls below expectations, adults respond calmly and consistently. Children are first supported to regulate their emotions before any age-appropriate restorative conversation takes place. Discussions focus on helping children understand what happened, how others may have felt and what they can do differently next time.

Every interaction aims to strengthen relationships, build confidence and support children to become increasingly independent in managing their emotions and behaviour.

## Partnership with Parents and Carers

Positive relationships with parents and carers are essential in supporting children's emotional development and behaviour. Staff work closely with families to share successes, discuss concerns and agree consistent strategies that support children both at home and at school.

In the Early Years, we recognise that self-regulation is a developmental skill. Through consistent routines, nurturing relationships, co-regulation and explicit teaching, we help children develop the confidence, resilience and independence needed to become successful learners and positive members of our school community.

## Serious Behaviour Incidents

Whilst the majority of behaviour incidents are managed through the school's Good to be Green framework, there are occasions when a child's behaviour is of such seriousness that an immediate response is required to ensure the safety and wellbeing of others or to maintain the orderly running of the school.

In these circumstances, staff will act promptly, proportionately and in accordance with the school's safeguarding responsibilities.

### Immediate Response

Some behaviours may result in an immediate removal from the classroom, involvement of a member of the Senior Leadership Team and the application of a Red Card, without progressing through the usual stages of the Good to be Green system.

Examples of serious behaviour include, but are not limited to:

- physical assault or violence towards another pupil or adult
- behaviour that places the safety of others at risk
- deliberate damage to school or another person's property
- discriminatory behaviour, including racist, sexist, homophobic or disability-related abuse
- bullying, including cyberbullying where it impacts the school community
- threatening, abusive or intimidating behaviour
- possession of prohibited or dangerous items
- behaviour that seriously disrupts the learning, safety or wellbeing of others
- repeated serious incidents despite appropriate support and intervention.

This list is not exhaustive, and each incident will be considered individually, taking into account the context and circumstances.

### Responding to Serious Incidents

When a serious behaviour incident occurs, staff will:

- prioritise the safety and wellbeing of all pupils and adults
- use calm, clear and consistent communication
- support the child to regulate their emotions where appropriate
- remove the child from the situation if necessary
- inform a member of the Senior Leadership Team
- investigate the incident fairly and thoroughly
- communicate with parents or carers as appropriate
- record the incident in line with school procedures.

Where appropriate, a restorative conversation will take place once the child is calm and ready to reflect on their behaviour.

### Individual Circumstances

In responding to serious behaviour incidents, the school will consider the individual circumstances of the child, including:

- age and stage of development
- Special Educational Needs and Disabilities SEND
- any disability or medical needs
- safeguarding concerns
- known vulnerabilities or adverse childhood experiences
- whether reasonable adjustments are required.

Whilst these factors will inform the school's response, they do not remove the expectation that all children should behave safely and respectfully.

## Working with Families

Parents and carers will be informed of serious behaviour incidents at the earliest appropriate opportunity. The school will work in partnership with families to understand the circumstances surrounding the incident, identify appropriate support and agree strategies to reduce the likelihood of recurrence.

Where necessary, support may include pastoral intervention, individual behaviour plans, involvement of the SENDCo, Early Help or referrals to external agencies.

## Our Approach

Even in response to serious behaviour, our approach remains rooted in our core principles:

- safeguarding is our first priority
- all children are treated with dignity and respect
- behaviour is addressed calmly and consistently
- children are supported to regulate before they are expected to reflect
- consequences promote accountability and learning
- relationships are restored wherever possible so that every child has the opportunity for a positive fresh start.

# Positive Handling and Team Teach

At Shield Row Primary School, we are committed to creating a safe, calm and inclusive environment where positive relationships, de-escalation and emotional regulation are at the heart of our practice. The vast majority of behaviour incidents are successfully managed through positive behaviour support, the Good to be Green framework, the Zones of Regulation, PACE-informed practice and restorative approaches. Physical intervention is always considered a last resort.

Where there is an immediate risk of harm, appropriately trained staff may use Team Teach strategies in accordance with the school's Positive Handling procedures, current legislation and Department for Education guidance.

## Our Principles

The use of Team Teach is underpinned by the following principles:

- The safety and wellbeing of pupils and staff is paramount.
- Positive relationships and de-escalation are always the first response.
- Physical intervention is used only when it is reasonable, necessary and proportionate.
- Any intervention is the least restrictive option for the shortest possible time.
- The dignity, rights and welfare of the child are respected at all times.
- Every incident is followed by reflection, recording and review.

## Preventing Physical Intervention

Staff are trained to recognise the early signs of dysregulation and to use preventative strategies wherever possible. These may include:

- calm, consistent communication
- emotional coaching and PACE-informed responses
- offering regulation strategies or access to a Regulation Station
- movement or sensory breaks
- changes to the environment or activity
- distraction, redirection or choice

- allowing time and space for regulation
- seeking support from another member of staff.

Our aim is always to de-escalate situations before physical intervention becomes necessary.

## When Physical Intervention May Be Used

In exceptional circumstances, reasonable and proportionate physical intervention may be used to prevent a child from:

- causing injury to themselves or another person
- committing a criminal offence
- causing serious damage to property
- seriously disrupting the good order and safe running of the school where other strategies have been unsuccessful.

Physical intervention is **never** used as:

- a punishment
- a consequence for refusing to follow instructions
- a response to verbal abuse alone
- a means of securing compliance where there is no immediate risk of harm.

## Team Teach

Shield Row Primary School uses the Team Teach approach to support children safely during incidents of crisis.

Team Teach emphasises:

- understanding the reasons behind behaviour
- reducing anxiety through positive relationships
- recognising signs of dysregulation
- using verbal and non-verbal de-escalation strategies
- helping children regain emotional regulation
- using the minimum reasonable force only when necessary to keep people safe.

Where physical intervention is required, it will be carried out only by appropriately trained staff whenever possible and in accordance with Team Teach principles and school procedures.

## Recording and Reviewing Incidents

Any incident involving physical intervention will be:

- recorded promptly on Team Teach forms and added to CPOMs
- reported to the Headteacher or a member of the Senior Leadership Team
- shared with parents or carers as soon as reasonably practicable
- reviewed to identify any learning, additional support or changes required to reduce the likelihood of future incidents.

Following the incident, the child will be supported to regulate their emotions before taking part in a restorative conversation appropriate to their age and understanding.

## Individual Support

Some pupils may require an individual Positive Handling Plan or Behaviour Support Plan where there is an identified risk of behaviours that could place themselves or others at risk.

These plans will be developed in partnership with parents or carers and, where appropriate, external professionals. They will identify:

- known triggers
- early warning signs

- successful de-escalation strategies
- preferred regulation tools
- agreed responses should physical intervention become necessary.

These plans are reviewed regularly to ensure they continue to meet the child's needs and support positive outcomes.

Our aim is always to prevent crisis rather than respond to it. Through strong relationships, consistent routines, emotional regulation, PACE-informed practice and early intervention, we seek to reduce the need for physical intervention wherever possible. Where physical intervention is necessary, it is used only to keep people safe and is always followed by support, reflection and restoration.

## Suspensions and Permanent Exclusions

At Shield Row Primary School, our aim is to support every child to succeed within our inclusive school community. We are committed to early intervention, positive relationships and working collaboratively with families to prevent behaviour from escalating to the point where suspension or permanent exclusion becomes necessary.

Suspension or permanent exclusion will only be considered as a last resort, or where a serious breach of the school's Behaviour Policy has occurred and all other appropriate strategies have been considered, unless the severity of the incident requires an immediate response.

The Headteacher has the statutory responsibility for making decisions regarding suspension and permanent exclusion, in line with current legislation and Department for Education guidance.

When making these decisions, the school will consider:

- the nature and seriousness of the incident
- the impact on the safety and wellbeing of pupils and staff
- whether the behaviour represents a serious or persistent breach of the Behaviour Policy
- any relevant safeguarding concerns
- the individual circumstances of the child, including any Special Educational Needs and Disabilities, disability or other vulnerabilities
- whether reasonable adjustments have been made, where appropriate
- the support and interventions already provided.

Where appropriate, the school will work closely with parents, carers, the Local Authority and external agencies to identify additional support that may help prevent future incidents.

Following any suspension, the school will work with the child and their family to plan a successful reintegration into school. This may include restorative conversations, pastoral support, individual behaviour planning or additional interventions to help the child return positively to learning.

Permanent exclusion will only be used in the most serious circumstances or where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others.

### Reintegration Following Suspension

Following a suspension, the school will:

- meet with parents or carers and the pupil on the day of their return
- review the circumstances that led to the suspension
- identify strategies and support to reduce the likelihood of further incidents
- agree clear expectations and next steps
- monitor the pupil's successful reintegration into school by placing the child on report

The aim of the reintegration process is to rebuild relationships, restore confidence and enable the child to make a successful fresh start.

Even where suspension or permanent exclusion is being considered, our approach remains rooted in safeguarding, inclusion, high expectations and understanding the individual needs of every child.

## Roles and Responsibilities

### Roles and Responsibilities

Creating a positive, safe and inclusive school environment is a shared responsibility. Everyone within our school community has a role to play in promoting positive behaviour, respectful relationships and emotional wellbeing.

### The Governing Body

The Governing Body is responsible for:

- ensuring the school has an effective Behaviour Policy that complies with statutory requirements
- monitoring the implementation and impact of the policy
- supporting the Headteacher in maintaining high standards of behaviour and inclusion
- ensuring that behaviour practices are fair, consistent and promote the safety and wellbeing of all members of the school community.

### The Headteacher

The Headteacher is responsible for:

- implementing and reviewing this Behaviour Policy
- promoting a positive school culture based on high expectations and positive relationships
- ensuring behaviour is managed consistently and fairly across the school
- providing appropriate training and support for staff
- monitoring behaviour, identifying patterns and implementing strategies for improvement
- making decisions regarding serious behaviour incidents, suspensions and permanent exclusions in accordance with statutory guidance.

### Staff

All staff are responsible for:

- building positive relationships with pupils
- modelling respectful, calm and professional behaviour
- teaching and reinforcing expected behaviours
- applying the Good to be Green framework consistently
- using the Zones of Regulation, PACE-informed practice and the agreed Behaviour Response Script to support children
- recognising when children require support to regulate their emotions
- maintaining high expectations whilst making reasonable adjustments where appropriate
- recording and reporting behaviour concerns in line with school procedures
- working in partnership with parents, carers and external agencies where necessary.

### Parents and Carers

Parents and carers play a vital role in supporting positive behaviour and are expected to:

- support the school's values and behaviour expectations
- encourage regular attendance and punctuality
- work in partnership with the school to promote positive behaviour

- communicate any concerns or changes that may affect their child's wellbeing
- engage positively with agreed behaviour support strategies where appropriate
- treat all members of the school community with respect.

**Pupils**

All pupils are expected to:

- follow the school's behaviour expectations
- treat others with kindness, respect and consideration
- take responsibility for their behaviour and the choices they make
- try their best to regulate their emotions using the strategies they are taught
- contribute to a safe and inclusive learning environment
- seek support from a trusted adult when they need help.

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By working together, pupils, staff, parents, governors and the wider school community create an environment where children feel safe, valued and supported to develop the knowledge, skills and behaviours they need to flourish.

**Signed by:**

**Headteacher: J Cooke**
**Governor: K Tate**
**Review date: September 2027**