



TROTTS HILL PRIMARY SCHOOL AND NURSERY

BEHAVIOUR POLICY

Reviewed by:
Last review:
To be reviewed:

Headteacher
Summer Term 2026
Summer Term 2028

Adopted by Governors:

Date: September 2026

Introduction

At Trotts Hill, we are devoted to promoting a caring, calm, supportive and safe atmosphere for all whilst striving to achieve high standards in all areas. All stakeholders including: children, their families, staff and governors feel proud to belong to our school. The following policy reflects the views of the whole school community and is underpinned by our overarching school rules:

- Be Safe
- Be Responsible
- Be Kind

We believe that all children should show PRIDE in their learning behaviours and look to achieve the following learning behaviours:

Perseverance ***R***esilience ***I***ndependence ***D***etermination ***E***njoyment

We

and r (See Appendix B). We use Zones of Regulation which is a framework that helps children people recognise, understand, and manage their emotions, energy levels, and behaviours. It groups feelings and states of alertness into four colour-coded zones (Blue, Green, Yellow, and Red) to make it easier to identify how they are feeling. The framework is used to teach self-regulation skills by helping individuals recognise which zone they are in, understand how their emotions affect their behaviour, and choose appropriate strategies to help them return to a calm, focused state when needed. (See Appendix I)

(---) to support conversations. (See Appendix E)

Role of Staff

Staff are expected to model good relationships between themselves and with children, and cultivate good relationships between children. We believe that it is very important to be clear about expectations and to expect good behaviour at all times.

- Teachers set clear expectations at the beginning of each school year and agree them with children.
- Routines both inside and outside classrooms are clear.
- Children are praised: staff constantly recognise achievement and good behaviour in class and around the school.
- More formal opportunities also exist, most notably during whole school assemblies.

Role of parents

We value highly the role that parents play in supporting their children's learning and development. We recognise that positive home-school links can enhance a child's outcomes across all areas of school life. The school aims to working in partnership with parents and carers. The Home School Agreement makes our joint expectations clear and this supports our collaborative approach.

Parental concerns

If parents have a concern relating to school behaviour they are encouraged to contact their child's class teacher. Parents and the class teacher may then wish to consult the Key Stage Leader, Deputy Head or Headteacher. If parents do not feel an incident has been resolved in an appropriate manner they should contact the Headteacher. Should they still feel unsatisfied then they should contact the Chair of Governors who will investigate the case on their behalf.

Sanctions for inappropriate behaviour

Sanctions may be applied when behaviour has been poor or inappropriate. Parents will be kept informed if "out of character" or trends of inappropriate behaviour occur in order to ensure consistency of message. In general terms the following consequences are worked through. (Parents will be informed at stages 4 onwards.)

1. A verbal warning may be given and reminded of appropriate behaviour

2. Two further reminders can be given, including modelling expected behaviour
3. Moved to another area of the classroom
4. Loss of break or lunchtime for reflection or to complete missed tasks (5mins)
5. Time out in Keystage Leader's classroom (5mins) *class teacher to record this on computer system*
6. Further visit from Key Stage leader in classroom
7. Referral to DHT / HT
8. Temporary internal exclusion for a given period
9. Fixed term suspension
10. Permanent exclusion

If behaviour dictates, one or more of these levels may be skipped. In exceptional cases, later consequences can apply straight away.

Class teachers will inform parents of any behaviour that has led to a child receiving sanctions. In cases of extreme behaviour, a senior member of staff will contact parents.

The computer system is used to log behaviour issues in the classroom, lunchtime behaviour and lunchtime exclusions. Yellow forms are used in addition before logging to our computer system and are available to all staff in the staffroom. This enables us to build a clear picture of reoccurring behaviour issues and address them.

Types of Behaviour

Good Behaviour:	Low Level Behaviour:	Mid-level Behaviour: (These incidents need to be recorded)	High Level Behaviour: (These incidents need to be recorded)
Listening to others Showing kindness Displaying manners Helping others Being responsible Taking turns and sharing Honesty Integrity Respecting property Respecting others	Talking at inappropriate times Disrupting others Wandering Interrupting others Deliberate physical contact (tackling, barging) Excluding others	Repeated low level behaviour Refusing to follow instructions Spoiling others learning Name calling Damaging property on purpose Deliberate physical contact (pushing and shoving)	Repeated mid-level behaviour Swearing Deliberate physical contact (hitting, kicking) Discrimatory comments/behaviour Bullying Throwing objects Stealing Leaving classroom or learning space without permission

Rewarding good behaviour

We believe that praise should be the most consistent positive reinforcement strategy used in school, and we try to focus on all the opportunities we have to praise children's successes in their learning, attitudes, skills and behaviour.

Outstanding behaviour and achievement will be constantly reinforced. Below is a list of the type of rewards that may be given as appropriate.

1. Instant praise to individual children from class teacher (either quietly or publicly), e.g. celebration assemblies. Also, instant praise to children for demonstrating good manners in corridors, etc.

2. Recognition on the school reward system – house points and golden house points are awarded. Class teachers to use house points to reward good behaviour linked to learning, our school values and school learning behaviours. The winning house will be rewarded each half term.
 3. Written comments on learning.
 4. Good learning shown to Headteacher, or senior staff, and others as appropriate.
 5. Public displays of good learning and behaviour.
 6. Good behaviour is taught explicitly from EYFS onwards e.g. Good sitting, good looking, good listening, how to treat each other as well as other positive behaviour choices.
- **Support and Consequences** behavior



Praise Personal praise Examples of good behaviour acknowledged Thumbs up Feedback positive behaviour to class teacher other Recognition in Celebration Assemblies House point/golden house points awarded	Reminder of expectations Reminder of rules/expectations Positive phrasing used Non-verbal communication e.g. a look Verbal warning given If the behaviour continues, verbal warning given with a consequence.	Contact SLT member If behaviour continues or is believed to be of a serious nature, SLT to be contacted to de-escalate the situation. DHT and HT to be notified Level of behaviour recorded on ABCDD form/CPOMS Parents contacted	Significant Risk If there is risk of significant child or others, DHT/HT to be contacted to support with and record the incident CPOMS, Parents contacted	Internal/external exclusion issued Parents to be informed formally with a letter Outside agencies to be informed as necessary Reintegration Meeting Behaviour Plan reviewed or written
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Stage 4

Nurture sessions/PSP/Risk Reduction Plans

If behaviour is repeated, children to be given the opportunity to attend nurture sessions, invited to a social skills club or discuss their behaviour with the behaviour lead/SLT. This may be formalised with a written plan, shared with parents.

Stages of Behaviour:

- (See Appendix G)

Internal Exclusions, Exclusions

Repeated inappropriate behaviour which is not improved through recovery programmes, parental involvement or sanctions may result in temporary or permanent exclusion of a pupil. The decision to exclude can only be taken by the Headteacher. A letter is sent to the parents detailing reasons for the exclusion and period of the exclusion. Parents can appeal against the Headteacher's decision by contacting the Governing Body who will set up a panel to hear the parents' appeal within 7 working days. The Local Authority is also notified of any exclusion.

Children who continue to choose inappropriate behaviour

Some children need additional support to address their emotional and behavioural needs. We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. If a child is having a lot of difficulty with behaviour, we use a range of tools to aid our understanding of what the possible causes might be. These include the Roots and Fruits model and Anxiety mapping (see appendices XXX). Where necessary we may then create a Personal Behaviour Plan, Safety and Support Plan or Individual Risk Reduction Plan (see appendix xxx.) for that child which will be shared with parents/carers. Class teachers and the Inclusion Manager will discuss with parents and the pupil themselves, the behavioural expectations and how these can be met. These plans will be reviewed each term and the pupils will be on our Inclusion Register.

Reasonable Adjustments

We work closely with external agencies such as the DSPL Larwood Academy Outreach Service or SEND SAS (Specialist Advisory and Support) to ensure that children and their families receive support where it is needed. The advice and strategies suggested will support the formation of (See Appendix H)

Further support:

- Regular meetings between teacher, parent/carers and the SENCo
- Home-school contact book
- Reduced timetable
- Further referrals and training for staff via external agencies

Part-time or reduced timetables.

Responding to difficult or dangerous behaviour

Effective use of language

When faced with difficult or dangerous behaviour our staff will respond in a way that is most likely to reduce anxiety and make the situation better. This means using positive phrasing (saying what behaviour you want to see), giving a limited choice, disempowering the behaviour (reducing attention for difficult behaviours), the use of logical consequences. (See appendix xx 'What to say')

Examples of useful strategies:

Distract and re-focus the child. "Shall we go and do a puzzle together?" "X, could you help me with..."

Ignore and praise the other children who are doing the right thing

Remind children of the rules "Remember our rule to ... not to ..."

Gain attention – Pause – Direct. Speak in a firm, but friendly way.

Use the child's name to get their attention, pause and wait for them to look your way, then give a brief and clear instruction of what to do (not what they shouldn't be doing) "X, (pause), Look this way, and listen"

Give them a phrase to use instead of their chosen words or actions (e.g. shouting/snatching/speaking rudely) "Try saying 'Please can I have the ...'" "Try saying 'it made me feel sad when ...'"

Point out the effects of their behaviour. "When you ... you aren't able to concentrate on your learning" "You need to listen so that you know what to do" "x felt really hurt when you said ..."

Offer limited choice – where both things are of equal value to the child (resist the temptation to hide a consequence here). "Do you want to start with a picture or use the computer to do your writing?"

Specific, genuine praise when they return to pro-social behaviour. "Thank you for coming to join us on the carpet." "I can tell that you are ready to learn because you are sitting still and facing this way."

Always respond to the primary behaviour. Secondary behaviours should be ignored. Try to block any secondary arguments (e.g. a child argues back "they are talking too!") with "maybe...but" e.g. "maybe they are, but I need you to ..."

Avoid asking why questions as a response to low level disruptive behaviours as they can escalate things and make a child feel defensive e.g. "why are you doing that?"

Think - What can I do to change the feelings behind the behaviour? Can I help create positive feelings? *Feeling anxious – how can I allay their anxiety? (support with academic work – is it achievable?/ sensory diet exercises/ opportunity to be in control. Feeling bored – how can I engage and motivate them? (choice within the activity/ keep them busy!/ have I talked for too long?) Feeling left out/ different to the class – how can I make them feel included and welcome? (seating/ grouping/ cheery welcome/ group games/ circle times)*

De-escalation. All staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress staff will use our agreed 'de-escalation script' (see appendix iv. 'deescalation script').

Emotional Recovery After any incident that has left a child feeling anxious or angry they will be given time and space to recover emotionally. This will vary for different children but spaces that can offer this include: a walk around the premises (if safe to do so), gardening, time in the child's classroom or safe space, time with the SENCo etc.

(See Appendix B and D) (See Appendix F) Occasionally it may help to reduce the amount of time that a child attends school. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure where their behaviour is persisting to cause harm to others despite all attempts to prevent it. This is a time-limited arrangement and will include a plan for support.

Lunchtime Behaviour is supported at lunchtime by our skilled team of Mid-day supervisors. The Play team are supported by a member of the SLT who is on duty each day. A range of clubs are available safe spaces and adults are available as needed. **Behaviour outside of school**

In exceptional circumstances the school may become involved in incidents that take place outside of school in order to support families. This would most likely take place at the request of parents to support exceptional incidents of behaviour outside of school, for example, children caught shoplifting may be spoken to by a PCSO at school during the school day.

Safe holding

Appendices

Appendix A

De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....



Appendix B

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Appendix C

Appendix D
Appendix E

Appendix F

Appendix G

Appendix H

Reasonable Adjustments

Classrooms and the school environment will be adapted appropriately to support the needs of the children such as:

- Visual prompts e.g. “good sitting”, “good listening”
- Safe Space

- Calm box
- Alternative learning activities
- Adapted expectations e.g. limited time sitting on the carpet
- Golden book – specific praise
- Workstations
- Now and next boards
- Social stories

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified
 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

