Positive Behaviour Policy

'Be Ready, Be Respectful, Be Safe'

Next review	**See policy review framework**
Persons responsible for policy	**Board of Governors** **Mrs J Fuller**
Last reviewed	**See policy review framework**

PURPOSE

At Acorn Integrated Primary school and Nursery Unit, our Positive Behaviour Policy is designed to foster a safe, respectful, and inclusive learning environment where every child feels valued and empowered to succeed. Rooted in our shared vision of creating a supportive and inclusive school community, this policy reflects our commitment to promoting positive relationships.

As an integrated community, we celebrate diversity, nurture individual talents, and recognise the achievements of all. Our approach to behaviour is guided by our core values Kindness, Respect, Resilience, Teamwork and Belonging. These values underpin the professional standards expected of all staff and shape our interactions with pupils, families, colleagues, and the wider community.

Through this policy, we aim to ensure that all members of our school community feel socially, emotionally, and physically safe, and that positive behaviour is consistently encouraged, modelled, and reinforced. We believe that a positive school climate—where routines, values, and expectations support engagement and mutual respect—is essential for effective learning and teaching.

AIMS

Creating a Safe and Predictable Environment

- Create a calm, consistent, and predictable environment where all children feel safe, respected, and ready to learn.
- Establish clear routines and boundaries that are consistently applied by all adults across the school.
- Ensure consistency across the school so that all pupils experience the same expectations and support, regardless of class or staff member.

Empowering Adults to Lead Behaviour

- Empower staff to lead behaviour positively through relational practice, modelling high expectations and emotional regulation.
- Focus on adult behaviour as the foundation for improving pupil behaviour—recognising that change starts with the adults.
- Ensure restorative steps are clear and communicated to all involved, but subject to constant review; staff are encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably.

Building Positive Relationships

- Build strong, respectful relationships between staff and pupils, rooted in empathy, fairness, and trust.
- Use restorative approaches to resolve conflict and repair relationships.
- Recognise pastoral care is an integral part of the work of all staff.

Promoting Positive Behaviour and Personal Growth

- Celebrate positive behaviour and effort to reinforce the school's values and promote intrinsic motivation.
- Support pupils in developing self-regulation, resilience, and responsibility for their actions.
- Align behaviour practices with the school's vision, mission, and values, promoting belonging, empathy, respect, nurture, achievement, resilience, and determination.

Monitoring and External Support

- Monitor and review behaviour patterns regularly to identify and address any trends.
- Maintain regular contact with external support staff in the Education Authority and other bodies, and avail of their direct assistance if needed.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice from 'When the Adults Change, Everything Changes' (Paul Dix, 2017)

Consistent & Calm Adult Behaviour	Relentless Routines	First Attention for Best Conduct	Scripting Difficult Conversations	Restorative Follow Up

EXPECTATIONS OF STAFF

We expect every adult to:

- Meet and greet at the door;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children
- Use a visible recognition mechanism throughout lessons (e.g. House Points or Dojo points);
- Be calm and give 'take up time' when going through the steps;
    - *A planned pause or short period of time given to a child after an instruction or redirection, allowing them space to process the request and make a positive choice without feeling pressured or challenged.*
    - *Why Take-Up Time Is Important*
        - *It helps avoid power struggles.*
        - *It respects the child's need for autonomy and emotional regulation.*
        - *It encourages compliance in a calm, non-confrontational way.*
        - *It supports trauma-informed and restorative practices.*

- **How It Works in Practice**
  - *The staff member gives a clear, calm instruction (e.g. "I need you to move to the quiet area now.")*
  - *Instead of waiting or repeating the instruction immediately, the adult steps back and gives the child a few moments to respond.*
  - *The child is more likely to comply when they feel they have space and dignity to make the right choice.*
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past children who are struggling to meet behaviour expectations.

We expect every parent to:

- Support the school in ensuring excellent behaviour is a shared expectation;
- Support the class teacher in any restorative steps deemed necessary;
- Maintain open lines of communication with the school;
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships.

Expectations of Teachers and Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. We expect senior leaders to:

- Meet and greet children at the beginning of the day;
- Be a visible presence around school to encourage appropriate conduct, especially at transition times;
- Support teachers within their key stage in managing behaviours that require additional guidance or support;
- Support staff within their key stage in returning children to learning by sitting in on meetings and supporting staff in conversations;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage positive communication with parents (notes & phone calls);
- Regularly share good practice;
- Ensure staff training needs are identified and targeted;
- Use PASS data to target and assess interventions;
- Regularly review provision for children who need additional support with behaviour.

RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward children who consistently go 'over and above' in our three core rules or Acorn's values.

Three Core Rules

Be Ready

- Arrive in uniform, on time and prepared for learning.
- Have the right equipment and materials.
- Listen carefully and follow instructions.
- Focus on tasks and try your best.
- Show a positive attitude towards learning.

Be Respectful

- Use kind words and actions.
- Listen when others are speaking.
- Take turns and share fairly.
- Respect personal space and property.
- Follow adult instructions politely.

Be Safe

- Walk calmly in school—no running indoors.
- Keep hands and feet to yourself.
- Use equipment respectfully and safely.
- Stay in safe areas and follow school rules.
- Tell an adult if something feels wrong or unsafe.

Acorn's Values

- Kindness– We are kind with our words and actions
- Respect – We treat everyone the way we want to be treated.
- Resilience– We keep going, even when things are hard.
- Teamwork – We learn better when we help each other.
- Belonging – We all belong and everyone matters.

Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those children who are hardest to reach. Positive rewards include messages home for behaviour that is 'over and above'. This may take the form of a school postcard/positive note home, a phone call or a face-to-face chat. KS2 children may also earn House Points for their class.

Our celebration assembly takes place once a month, where children from each class will be recognised in front of their peers. This child will have consistently gone 'over and above' in our three core rules or Acorn's values. The child will receive a cup and a certificate in recognition of their achievement. Rewards are given for Resilience, Citizenship, and Listening.

Other rewards and recognition of achievements include House and Dojo Points, stickers, certificates, Golden Time (extra playtime/chosen activity time, student Council and leadership roles, Buddy of the month)

MANAGING BEHAVIOUR

For most children, a gentle reminder is all that is needed to help them refocus and make positive choices. When a child needs time to regulate or refocus, they may be supported to move to a designated calm space within or just outside the classroom. This step is always taken with care, and consideration of individual needs.

Staff consistently reinforce the behaviours we want to see by using praise and encouragement. Children are given time and space to respond to guidance at each stage. Our approach is steady and consistent — steps are followed thoughtfully to support children in overcoming low-level disruptions and making better choices over time.

Practical steps in supporting and guiding behaviour

Children are supported in understanding the impact of their behaviour and guided to take responsibility as part of their personal development. Staff actively teach responsibility as a core life value, helping children grow into respectful and resilient individuals.

Staff use the five 'Stages of Behaviour' to respond to behaviour choices consistently and constructively, without passing responsibility to others. The aim is to keep children within Stages 1 and 2, where positive reinforcement and gentle guidance are most effective.

Staff focus on praising the behaviours they want to see, encouraging children to make positive choices. All children are given 'take-up time' between steps, allowing space for reflection and adjustment. The process is steady and supportive.

Steps are followed thoughtfully to help children learn from low-level disruptions and build better habits over time.

When behaviour does not yet reflect our 'Ready, Respectful, Safe' expectations, children are supported through clear and consistent steps that help them understand and improve their choices.

The behaviour stages, alongside the rewards for positive actions, reinforce the message that **every child has the power to choose how they behave**. This approach encourages reflection, responsibility, and growth, helping children learn that their actions have consequences and that they are capable of making better choices with support and guidance.

The five stages are designed to guide children through a clear and supportive process, helping them reflect on their behaviour and make better choices. Each stage offers an opportunity to learn and grow, reinforcing our core expectations of being 'Ready, Respectful, and Safe'.

This approach helps children understand that their behaviour is their responsibility, and that every choice has a consequence. By progressing through the stages, children are supported in recognising how their actions affect themselves and others and are encouraged to make positive changes.

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Each child begins each lesson on Stage 1, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of each session.

At times, it may be appropriate to make reasonable adjustments to the behaviour system to meet the individual needs of children, particularly those with significant emotional or special educational needs. These adjustments are made thoughtfully and in partnership with the Senior Leadership Team and the child's parents or carers.

While these needs may help explain a child's behaviour, our approach remains focused on supporting every child to meet expectations and thrive within our 'Ready, Respectful, Safe' framework. Adjustments are made to ensure equity, not to lower expectations, and always with the aim of helping each child succeed within the supportive structure of our policy.

The five stages are described below, each accompanied by a calm and consistent script that helps adults guide children through their behaviour choices without disrupting the learning of others. These steps are used progressively within a lesson, playtime, or lunchtime to support children in recognising and adjusting behaviours that do not yet align with our 'Ready, Respectful, Safe' expectations. The approach is designed to help children reflect, reset, and re-engage positively with their learning and peers.

Stage 1 – The Acorn Way

Stage 1 is where we expect all children to be, and it is where they can enjoy the full range of rewards for following our school rules and living out our school values. At this stage, children show they are ready to learn, respectful in their interactions, and safe in their choices.
We understand that everyone may need a gentle reminder from time to time—a positive prompt to help them refocus and stay on track with our 'Ready, Respectful, Safe' expectations.

If needed, this script will be used, by all staff, at Stage 1
Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Thank you.

Stage 2 - Verbal Warning (prompt card given)

When a child needs further support making a better behaviour choice, a clear and calm reminder is given privately wherever possible. This includes a 'verbal warning' which helps the child reflect and return to Stage 1. The message is simple and empowering: "Your behaviour, your choice." (A visible prompt card may be issued)

Staff will remind the child of their previous positive behaviour to reinforce their ability to make good choices. The 'verbal warning' is in place for five minutes, giving the child time to think and reset. If they successfully return to Stage 1, the adult indicates to the child that the verbal warning has been lifted and learning continues positively.

If the behaviour occurs during break or lunchtime, the five-minute warning time will be supported by the adult giving the warning. Report to the class teacher at the end of break/lunch.

This script will be used, by all staff, at Stage 2
Script: <Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a verbal warning. Do you remember when (description of previously displayed positive behaviour by child). That is the behaviour I would like to see. If you do not change your behaviour, you will need to take some time away from the class/playground. Thank you.

Stage 3 - Regulation Time

<u>In the Classroom</u>
If the behaviour continues the adult may decide that 'Regulation time' away from the distraction is necessary. The child will be asked to move to a designated 'calm space' within or just outside the classroom to allow them to regulate or refocus. During 'Regulation Time' the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to Stage 1.

This script will be used, by all staff, at Stage 3

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have 'Thinking/Regulation time' because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some thinking/Regulation time in our Calm Space to help you focus and ensure you get back to the Acorn's way of behaving. Thank you.

In the Playground

If the behaviour continues in the playground, the supervising adult may decide that 'Regulation Time' away from the activity is necessary. The child will be directed to a designated reflection spot—a safe, visible area such as a bench, a picnic table where they can pause, regulate, and refocus.

During this time, the child will be encouraged to reflect quietly and will be reminded that once they are ready to follow the Acorn's way of behaving, they can return to play. Staff will ensure the child remains supervised and supported.

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have 'Thinking/Regulation time' because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some Thinking/Regulation time on the bench/quiet corner near the fence to help you focus and ensure you get back to Acorn's way of behaving. Thank you.

A 'restorative conversation' will take place with any child reaching Stage 3 before the end of the day and a Reflection Sheet will be completed.

Restorative Conversation Prompts

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

As part of the restorative conversation, the child will be guided to understand that they have lost playtime/needed to work in a calm space/had class work sent home. This is to help the child recognise that there are consequences for their actions and that the responsibility is with them.

At Stage 3 a copy of the completed "Reflection Sheet" will be sent home with the pupil and a copy will be kept in the Pastoral file.

At Stage 3 a decision **may** be made by a teacher or SLT member to phone home/talk to a parent at the end of the school day to inform them of the action that has been taken. (EG If a child has been physically hurt)

Stage 4a – Reflection Time (Playtime Lost, Reflection Sheet completed and phone call home)
If the child was unable to moderate their behaviour at Stage 3 and a consequence is necessary, they will miss 10 minutes of play/breaktime/ lunchtime at the next session and have 'Reflection Time' supervised by a teacher or member of SLT. A 'reflection time sheet' will be completed which will be sent home. (See appendix 1-Reflections on being Ready, Respectful and Safe)

At Stage 4 the SLT member or teacher will phone home. The phone call will inform parents of the rule or rules which have not been followed. The child will be made aware of this before the end of the day using the script below, after time has been given to de-escalate the situation.

Script continued: <Name>, you made a poor choice that resulted in you having to take time out in our calm space/bench/quiet area and I have phoned home/will be phoning home. Do you remember when (description of previously displayed positive behaviour by pupil)? That is the behaviour I would like to see. Thank you.

Staff should use the following script as a guide when contacting home:

Script:
I'm phoning to let you know that [Child's Name] needed a 'thinking/regulation time' today due to not following our school rule of being [Ready / Respectful / Safe]. We've spoken with [him/her/them] about the behaviour and reminded them of the positive choices they've made in the past, which we know they're capable of. We'd really appreciate your support in reinforcing these expectations at home. Maybe you could have a calm conversation with [Child's Name] about what happened, reminding them of the importance of being Ready, Respectful and Safe, and encouraging them to make a fresh start tomorrow. It is important that [Child's Name] knows we are working together to help them make positive choices moving forward. Thank you.

Stage 4b – Reflection Time (Parent informed immediately by SLT)

If a child continues to find it difficult to follow a rule or rules, or if a serious behavioural incident occurs, immediate supportive intervention may be needed. The child will be removed from the classroom/playground to ensure the safeguarding and protection of the other children and to allow effective learning/playing to continue without disruption.

Depending on the circumstances, the child will be sent to a member of the Senior Leadership Team (SLT). The Principal/SLT member will make a phone call home to inform the parent of the situation. A Reflection Time Sheet will be sent home with the child to be completed jointly with the parent. This sheet must be returned to school with the child the following day and given to the class teacher.

The reflection sheet will be signed by the parent and a copy given to the Principal to be filed.

This script will be used, by class teacher or Senior Leader, at Stage 4b
Script: <Name>, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult to take you out of our room so that we can continue to enjoy our learning in class. Thank you.

At an appropriate time a restorative conversation will take place with any child who reaches Stage 4b, involving the *class teacher*, the *parent or carer*, and Principal/*member of the SLT*. This collaborative approach ensures that the child feels supported by all key adults, reinforcing shared expectations and helping them reflect, take responsibility, and move forward positively.

Immediate Response

If a child exhibits aggressive, threatening or dysregulated behaviour during or before a restorative conversation, it's essential to prioritise safety, emotional regulation, and readiness before proceeding and therefore an immediate response is required.

1. **Ensure Safety**:
    - Remove other children from the area if needed.
    - Use calm, non-threatening body language and tone.
    - Avoid physical contact unless necessary and appropriate in keep all parties safe.

2. **Call for Support**:
    - Alert adults who are near for SLT support

3. **De-escalation Techniques**:
    - Give the child space and time to calm down.
    - Use minimal language and avoid confrontation.
    - Offer a quiet, safe space
    - Use grounding strategies (e.g. breathing exercises, sensory tools).

Post-Incident Reflection

Once the child is calm and emotionally regulated:

- **Delay the Restorative Conversation** until the child is ready to engage meaningfully.
- **Inform Parents/Guardians** about the incident and the plan for follow-up.
- **Document the Incident** clearly, including triggers, behaviours, and responses.

Modified Restorative Approach

When the child is ready:

- Revisit the **restorative questions**, possibly with simplified language or visual supports.
- Ensure the child feels **safe and supported**, not judged.
- Consider involving a **trusted adult** (e.g. classroom assistant) to help the child feel comfortable and regulated in school.

If necessary, the teacher or member of SLT may decide a child at this stage will need further support to regulate, in this instance a Ready, Respectful Safe Weekly Tracker will be used. Parents will be informed.

Stage 5 – Behaviour Support Plan

These supports are designed for children who find it difficult to remain at Stage 1 and benefit from daily guidance. They also help build a weekly overview of behaviour patterns, allowing staff to identify specific times or triggers where difficulties arise and provide targeted support. Where a child's behaviour becomes a concern, behaviour management support begins, including clear targets set in collaboration with parents and daily communication between home and school.

Behaviour becoming a concern is defined at Acorn Integrated Primary school and Nursery Unit as:

"Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child and may be shown by a child reaching Stage 3 two to three times a week for a period of time."

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with the SENCO, Vice-Principal or Principal to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- This will be shown to the class teacher and SENCO/VP or Principal at the end of each day and taken home and signed.
- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan.

This action will be recorded in the class Pastoral and SENCo File.

Risk Reduction Action Plan:
Where a child's behaviour becomes a significant concern, a Risk Reduction Action Plan commences. Behaviour which is reaching crisis point is defined at Acorn Integrated Primary school and Nursery Unit as:

"Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them" and may be shown by:

- A child reaching Stage 4 or 5 more than once a week.
- A child displaying persistent highly dysregulated behaviour which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.

Involvement of External Agencies:
When a child displays persistent highly dysregulated behaviour, it may indicate underlying emotional, social, or developmental needs that require specialist support. In such cases, liaison with external agencies will ensure a holistic and informed response by working collaboratively with schools, families, and other professionals to address underlying needs and promote positive outcomes.

1. EA Behaviour Support and Provisions

- The **Education Authority (EA)** offers **Primary Behaviour Support & Provisions** through its Children & Young People's Services Directorate.
- Services include:
    - Specialist advice and support for managing Social, Emotional and Behavioural Difficulties (SEBD).
    - Training for staff on positive behaviour strategies and risk reduction.
    - Development of school-wide Positive Behaviour Policies

2. Educational Psychology Service

- EA's **Educational Psychology Service** supports children with **special educational needs (SEN)**, including emotional and behavioural challenges.
- Services include:
    - Early intervention and capacity-building for schools.
    - Assessment of barriers to learning and emotional wellbeing.
    - Consultation and training for staff and parents.
    - Support for developing tailored interventions

3. CAMHS (Child and Adolescent Mental Health Services)

- CAMHS is part of the **Health and Social Care Trusts** and provides mental health assessments and interventions for children and young people.
- Schools can refer pupils to CAMHS for issues such as:
  - Emotional dysregulation
  - Anxiety, depression, trauma
  - Behavioural disorders
- CAMHS works with schools to ensure coordinated care, although access and availability can vary by region

4. Family Support Hubs

- Operated by the **Children and Young People's Strategic Partnership (CYPSP)**, these hubs are multi-agency networks offering **early intervention services**.
- Schools can refer families to their local hub for support with:
  - Parenting challenges
  - Emotional and behavioural needs
  - Family stress or crisis

5.Health and Social Care Trusts (HSCTs)

- **Collaborative Safeguarding**
  HSCTs work in partnership with schools and other agencies to ensure children are safe, supported, and able to thrive in their learning environment.
- **Early Intervention and Support**
  They help identify children who may need additional support and contribute to early intervention strategies that promote positive behaviour and wellbeing.
- **Referral and Response**
  HSCTs manage referral pathways for children who may be at risk, ensuring timely and appropriate responses that prioritise the child's safety and development.
- **Multi-Agency Working**
  As part of the Safeguarding Board for Northern Ireland (SBNI), HSCTs help shape policies and practices that support consistent, child-centred approaches across sectors.
- **Professional Guidance and Training**
  HSCTs provide training and supervision for professionals, helping school staff feel confident in recognising concerns and responding in ways that uphold dignity and promote positive outcomes.

6. Regional Integrated Support for Education (RISE)

- **RISE NI (Regional Integrated Support for Education)** provides early intervention support for children in mainstream pre-school and primary settings.
- It promotes positive behaviour by addressing developmental needs such as speech, motor skills, and emotional regulation.
- Support is delivered through whole-class programmes, small groups, and short-term individual interventions.
- A multidisciplinary team works alongside school staff and parents to enhance children's wellbeing, learning, and inclusion.
- RISE NI helps identify and respond to underlying needs that may impact behaviour, ensuring every child has the opportunity to succeed.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profile or in the form of a Behaviour Support Plan/Individual Education Plan (IEP)/Calm Plan which will record the strategies and approaches that will support the child.

The Board of Governors will be kept informed of children reaching Stage 4b or Stage 5 and reserve the right to request meetings with pupils and parents in order to offer support and reinforce shared expectations.

Suspension and Exclusion

The Board of Governors reserve the right to consider suspension and expulsion as an appropriate consequence, if other methods are not working.

Extract from When the Adults
Change Everything Changes
(Written by Paul Dix)

An outstanding school is a school that can succeed with all learners, not just the compliant ones.

How we treat the most damaged, the most vulnerable and the worst behaved in a society reflects our humanity.

Maya Angelou
People will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Appendix 1

Staff Guidance on Implementation of the 5 Stage Approach

Stage	Actions	Behaviours
Stage 1: The Acorn Way **Redirection/Reminder**	We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values. A gentle encouragement in the right direction. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders, if necessary, de-escalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour because of the reminder.	Not following the 3 rules Not following instructions Not listening Disrupting learning Running in corridors Arguing with others Boisterous behaviour Talking at inappropriate times Distracting other pupils Shouting out/leaving seat Taking property of others Making unkind remarks
Stage 2: **Verbal Warning** **(Prompt Card given)**	A clear 'verbal warning' delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their previous good conduct to prove that they can make good choices.	Persistence of Stage 1 Behaviours
Stage 3: **Regulation Time** **Repair**	Regulation time away from the distraction is necessary. The child will be moved to a 'calm space' within or just outside the classroom. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1 A restorative conversation will take place with any child reaching Stage 3 and a reflection sheet will be completed	Persistence of Stage 1&2 Behaviours + Hurting another child physically Persistently goading another child, Using inappropriate language, Showing threatening behaviour

	A copy of the reflection sheet will be kept in the Pastoral File and a copy will be sent home A phone home/conversation with a parent at the end of the school day may take place if required.	Throwing equipment at another child or adult Destructive behaviour
Stage 4a: **Reflection Time** **(Playtime lost)** **Stage 4b – Reflection Time** **(Parent informed immediately by Principal or teacher)**	If a child is unable to moderate their behaviour at Stage 3 and there is a requirement for a loss of privilege, the child will lose the next session of playtime. A phone call will be made to parents to inform them of the rule which has been broken. At this point, the pupil will have Reflection Time. A reflection sheet will be completed, and a restorative conversation will be had with the pupil. If a child continues to struggle with following school rules, or in the event of a serious behavioural incident, they may need to be temporarily removed from the classroom to help them regulate, reflect, and receive appropriate support. A parent/carer will be contacted by the Principal or teacher. The parent can either come to school and complete a Reflection Time Sheet with their child in school or take the child home and complete the Reflection Time Sheet at home. The Reflection Time Sheet should be signed by the parent and returned to school. There will be a meeting with the Principal, teacher, parent and child before the child returns to class. Record in class pastoral file	Persistence of Stage 1-3 Behaviours Deliberate behaviour of a sexual nature that is inappropriate and requires immediate intervention to ensure safety and wellbeing. Racist, homophobic or sectarian language Deliberate behaviour that poses a serious risk to the safety or wellbeing of others Bullying

Stage 5: Behaviour Support Plan followed by a Risk Reduction Action Plan	Where a child's behaviour becomes a concern, behaviour management support commences. Parents will be invited to meet the class teacher and the SENCO/Principal/Vice Principal to discuss the child's behaviour. This may be shown by: A child reaching Stage 3 more than once a week for a period of time OR a behaviour incident that significantly challenges expectations. Record in class Pastoral File	

The Board of Governors will be kept informed by the Principal, via phone call or email, when children reach Stage 4 or Stage 5. The Board reserves the right to request a meeting with pupils, parents and carers where appropriate.
If other interventions have not been successful, the Board of Governors also reserves the right to consider suspension or expulsion as a potential consequence.

Appendix 2

Early Years Foundation Stage (EYFS) Behaviour

Pre-Stage 1 Behaviour (Often age appropriate which then becomes persistent)
Being constantly unkind to other children Distracting others whilst on carpet or at table Saying unkind things Causing damage to toys and equipment Consistently ignoring to follow routines Calling out Not following simple instructions Running inside the building/classroom Avoiding taking part during an activity Physical behaviours which are deemed unsafe (consistent biting, scratching, pushing)
Strategies
Praising good behaviour Counting down from 5-1 or up from 1-3 Thumbs up/Thumbs down Calm Space - timeout (5 mins) Positive reinforcement – Dojo Points Class reward system i.e. Smiley faces/name on board etc. Modelling good behaviour by adults and/or peers Parents informed at end of sessions
Frequency and Consequences
If above strategies fail, parents are informed and invited to a meeting to discuss behaviour. Necessary interventions put in place and parents kept updated. Record in class Pastoral Log
Responsibility
Pre-Stage 1 Incidents are resolved by class teachers and support staff. Parents are kept informed If behaviours are consistent or of concern, Senior Leaders will support.

Appendix 3

Important Health, Safety and Welfare Considerations

Safe	Food and Drink Children in the **Foundation Stage** are provided with a healthy break in school. Children in **Key Stage 1 and Key Stage 2** may bring **fruit or another healthy snack** from home to eat at morning play. Other than **water or diluted juice, fruit, and a packed lunch**, no additional food or drink should be brought into school (unless required for medical reasons). This policy is in place to **protect children and staff with allergies** and ensure everyone's safety.
Safe	Jewellery • Only **watches and small stud earrings** may be worn at school. • These items **must be removed** during P.E. and swimming lessons. • **Teachers will not assist** children with the removal of jewellery. • If a child cannot remove their jewellery independently, it should be **taken out at home** on days when P.E. or swimming is scheduled. • Any jewellery removed by the child should be **stored safely** in their schoolbag or desk drawer for the duration of the lesson. • The school **cannot accept responsibility** for any loss or damage to jewellery that has been removed. This is a protective measure; rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair.

Ready	PE Kit Appropriate clothing must be worn for all PE activity. Long hair must be tied back. Children should wear a white Polo shirt, Navy/black shorts, plain Navy/black tracksuit bottoms or leggings and trainers for every PE lesson. Acorn's sports ¼ zip fleece may be worn for PE.
Ready	School Clothing The school has an agreed school uniform. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day.
Respect	Personal Property The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and electronic devices must not be brought to school (except on special occasions when the teacher gives permission). Pupils in KS2 may bring a mobile phone to school **only if it is necessary for safety reasons**, such as walking to and from school without an adult. If a phone is brought to school, it must be handed to the class teacher at the start of the school day for safe storage and returned at home time.

Appendix 4

Reflections on being ready, respectful and safe

What happened?

I was not ready ☐ respectful ☐ safe ☐ because:

What were you thinking at the time?

How did this make people feel?


Sad


Very Sad


Angry


Other

What should we do to put things right?

How can we do things differently in the future?

Are you ready to return to the group? ✓ ✗

I

Child's Name: _____

Date: _____

Form completed by: _____

Action Taken: _____

_____

_____

_____

_____

_____

_____

Parent has been made aware of what happened:

Yes ☐ No ☐

Parent Signature _____ Date : _____

Any further notes:

_____

_____

_____

_____

_____

_____

_____

Appendix 5

Acorn Integrated Primary School

READY, RESPECTFUL SAFE TRACKER

Name : Class :

Reason for tracker :

★ = Ready, Respectful, Safe Behaviour, "NO" = Not Ready, Not Respectful or Not Safe Behaviour

Date	Bus	9.00-10.30	Break	10:40-12.15	Lunch	12:55-2:00	2:00-3:00	Pupil Signature	Teacher Signature	Parent signature

Comment :

Principal's Signature See over for reason for NO mark

Reason for no (not being ready / respectful / safe)

Appendix 6

The Acorn Way

At Acorn IPS we have high expectations of learning, behaviour and respect from all members of the school family. Our staff team work hard to create independent, engaged learners and maximise the potential of each pupil in a safe and friendly environment.

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Calm and caring

Relentless Routines

1. Meet and Greet
2. Proud walking and legendary lines
3. Recipe for good listening

Five Stage approach

Stage 1: The Acorn Way
- Reminder (privately where possible)

Stage 2: Warning
- Outlining behaviour and consequence with card as visual guide and 5 mins to adhere

Stage 3: Regulation Time
- Time away from distraction to a calm space within or outside the classroom
- Reflection Sheet completed, signed by parent
- Phone call/contact with parent at end of day if appropriate

Stage 4a: Reflection Time (Playtime)
- Phone call home to parents
- Reflection Sheet completed, signed by parent
- Loss of playtime the following day

Stage 4b: Reflection Time (Home)
- Immediate phone call home
- Request for parental assistance
- Reflection Sheet completed with parent at home or in school
- Restorative Conversation with teacher and SLT member before return to class

Stage 5: Behaviour Management Support Plan

Restorative Conversations

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

Recognition & Rewards

House Points-KS2

Dojo Points-Fs and KS1

Monthly rewards at assembly-*Citizenship cup, Listening Cup, Resilience Cup*

Buddy of the Month-KS2

Stickers and certificates

School Postcards

Golden Time (addition time for play/chosen activity)

"Following the rules so everyone can learn."

Micro Scripts:

Stage 1: The Acorn Way
<Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule).

Stage 2: Warning
<Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a five-minute warning. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. If you do not change your behaviour, you will need to take some time away from the class. Thank you.

Stage 3: Regulation Time
<Name>, you were given the opportunity to change your behaviour and are now choosing to have a Thinking Time because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out to help you focus and ensure you get back to the Acorn Way of behaving.

<Name>, you made a poor choice that resulted in you having chosen to have Thinking Time and I have contacted home. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you.

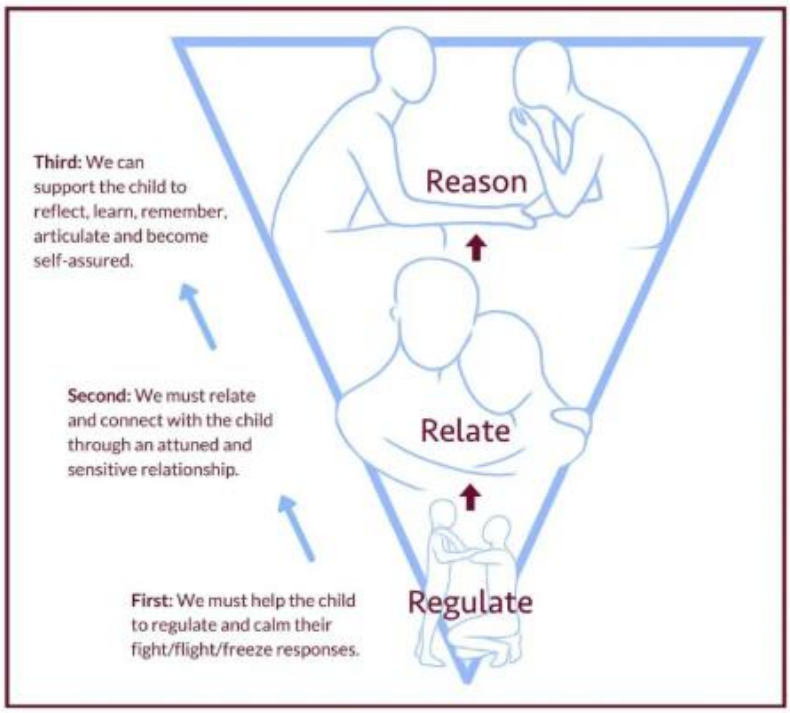
Stage 4: Reflection Time (Playtime)
<Name>, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult to take you out of our room so that we can continue to enjoy our learning in class.

"Following the rules so everyone can learn."

Appendix 7
Regulate, Relate, Reason (The three Rs)

The three Rs: Reaching the learning brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Step 1 – Regulate
We must help the child to regulate and calm their fight/flight/freeze responses.

What does this look like for the adult?
REMAIN CALM YOURSELF
Soothing tone
Limited words
Patterned, rhythmic activities
Watching from a distance (gives space and time while allowing you to monitor for safety)
Provide a safe and comfortable space
Controlled breathing
Grounding techniques (E.g. identify things you can see, smell, hear, feel and taste)
Demonstrate the activity yourself

Pro tip:
To be ready to regulate another person, you might need to ground or calm yourself first. Find a way to regulate yourself (a controlled breath, a parental pause, an affirmation) before even opening your mouth to respond.

Step 2 – Relate
We must relate and connect with the child through an attuned and sensitive relationship. This is the most effective way to calm the nervous system. When we are around people we care about and trust, our bodies move back into a state that feels safe again.

What does this look like for the adult?
ACKNOWLEDGE HOW THEY FEEL ("You seem angry/sad/frustrated")
Mirror the emotion in your own voice
Label their feelings out loud
Acknowledge how hard it is for them ("That was really hard for you" or "That must be really tough")

Pro tip:
The child might look calmer now, but they are still processing, their stress hormones are still spiked, and they are still in a state of heightened arousal. This still isn't the time to teach them anything.

Step 3 – Reason
Finally, we can support the child to reflect, learn, remember, articulate and become self-assured. A reliable adult can, through words and reason, support a child to create logical and sequential connections to understand exactly what has just happened to them. They need to hear a simple explanation of what is happening and what will happen next.

What does this look like for the adult?
Label their feelings out loud
Give a simple and clear explanation of what has happened, so they can put words to the sequence of events
Do lots of teaching of feelings, and exploring of emotions
Play around together to find ways of managing big feelings
Remind them of their safe places and safe people

Pro tip: Lots of the work done in the 3rd R step should be done BEFORE something even happens. Build this into your learning and play while your child is feeling good.