

What to do – Positive Behaviour for Learning

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy which is available on the Trust website: [Positive-Behaviour-Policy-SEPT-2024-1.pdf](#)

Principles

At Dixons Marchbank, we foster a secure and safe learning environment for all our pupils, where they are fully prepared for the next stages of their education and for their lives as confident, compassionate adults. We are committed to nurturing dignity, building resilience, and instilling hope—empowering every child to shine and make a difference in the world around them.

We believe that a strong sense of connection between staff and pupils is vital in helping children feel valued, safe, and secure. This connection is rooted in genuine care, where every child knows they are seen, heard, and held in mind. For many pupils, this begins with a simple, meaningful acknowledgement—knowing that someone believes in them and is invested in their growth and psychosocial needs.

To further strengthen these bonds and ensure every child is supported, our staff carry out regular 'check-ins' throughout the day. These intentional moments help establish and sustain the strong, trusting relationships that are essential for emotional well-being, self-discipline, and lifelong learning. Through these practices, we enable all pupils to flourish and fulfil their potential.

This is rooted in our commitment to placing each child's unique learning style, developmental stage, diagnosed conditions, and emotional maturity at the heart of our practice. We recognise the inherent worth and dignity of every child and are dedicated to nurturing a community where all can flourish.

When navigating conflict, we take a restorative approach, believing it offers deeper, more lasting benefits. Rather than focusing solely on blame or punishment, Restorative Practice provide opportunities for those harmed and those responsible to come together, communicate openly, and collaboratively repair relationships. This process not only supports healing and accountability but also fosters empathy, resilience, and hope—essential for children to shine and make a difference in their own lives and the lives of others.

As illustrated in the diagram below, approaches such as 'doing to,' 'doing nothing,' or 'doing for' a child yield limited growth. It is the 'doing with' model—working alongside children in partnership—that leads to genuine transformation. This method is especially vital in supporting pupils with Special Educational Needs, attachment disorders, and emotional health challenges, ensuring that every child is included, supported, and empowered to thrive within our academy community.



Our core values (Commitment, Enjoyment, and Teamwork) are embedded within our daily practice and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful academy environment.

We will take account of the known specific circumstances of each pupil to ensure the 'pupil is not missed' in dealing with behaviours. Some pupils may have educational health care plans, social and emotional development plans or involvement from external agencies that will be reflected in behaviour management strategies.

- Every pupil in academy has the right to learn.
- Everyone has a positive contribution to make.
- Acceptable standards of behaviour, work and respect depend on the example modelled by us all.
- Staff set high standards and apply rules consistently and fairly.

Aims

- Have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve
- Ensure all pupils develop the good learning habits that they need to be successful in academy and life.
- Celebrate the potential of all pupils through promoting independence and self-discipline.
- Provide an environment in which pupils are enabled to become self-disciplined and able to accept responsibility for their own actions.
- Have an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- Support pupils to be respectful, tolerant, independent, relational and able to self-regulate and negotiate with others.
- Ensure all pupils have the tools and understanding of how to maintain a positive mental health, communicate effectively with others, repair damage and move relationships forward.
- Support pupils to be intrinsically motivated and want to shine both for themselves and others.
- Have a positive culture that promotes self-regulation and an understanding of their internal world, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Share a whole-academy approach to maintaining aspirational standards of response that reflect the vision and values of the academy.

Section 1: Behaviour and Restorative Practice

Academy rules

At Dixons Marchbank Primary all the pupils write a Mission Statement which is signed by the pupils and adults in the class to represent their views on the academy core values:

- Commitment
- Enjoyment
- Teamwork

Positive rewards system (Appendix D)

All pupil and groups should be encouraged by the use of verbal and non-verbal signals for positive choices.

Houses and house points

Each class is divided into houses across academy and they collect house points. The winning house has rewards at the end of every half term.

Responding to positive response choices

When a pupil demonstrates that they have self-regulated, shone and made a difference to themselves and others, adults will recognise this with positive recognition and praise to reinforce intrinsic motivation. To celebrate success we may:

- Send a positive text home to parents
- Display work in classrooms
- Share with subject leaders and senior leadership team
- Give house points
- Share work in assemblies



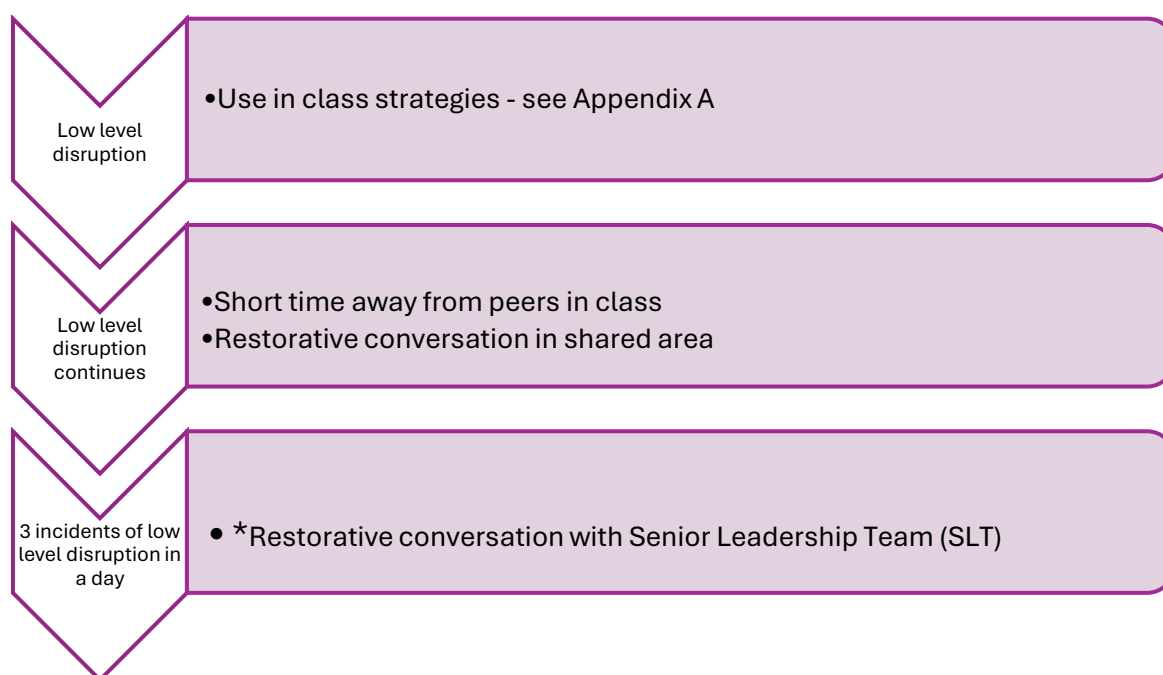
Responding to pupils - low level disruption and Restorative Practice

Pupils who wish to succeed are on task in lessons and behave in a purposeful manner outside of lessons. Sometimes, it will be challenging for pupils to remain on task and we will remind them that they learn best when they are concentrating. This enables all pupils to learn without disruption and allows the teacher to teach. We expect all pupils to act appropriately both within and outside of the classroom. Staff will use routines such as silent stop and star position to gain attention and it is an expectation that pupils respond in a timely manner.

Emphasis is on good teaching and positive reinforcement of expected behaviour. A range of strategies including gesture, non-verbal and verbal reminders will be used before progressing to any consequence.

When a pupil is finding it difficult to regulate and control their external responses, adults will respond in order to restore a calm and safe learning environment, to repair harm and relationships, to support regulation and prevent recurrence of such responses. Teachers will use a range of strategies and routines to minimise dysregulation for both the individual and other pupils and will respond in a consistent, fair and proportionate manner. Following these class-based strategies, if behaviour has not been restored or if a pupil remains dysregulated, the pupil will spend a short period away from peers in class to regulate their emotions. If this is unsuccessful, pupils will be accompanied by an adult into a shared area for a restorative conversation to help them to refocus until the pupil is ready to return to class.

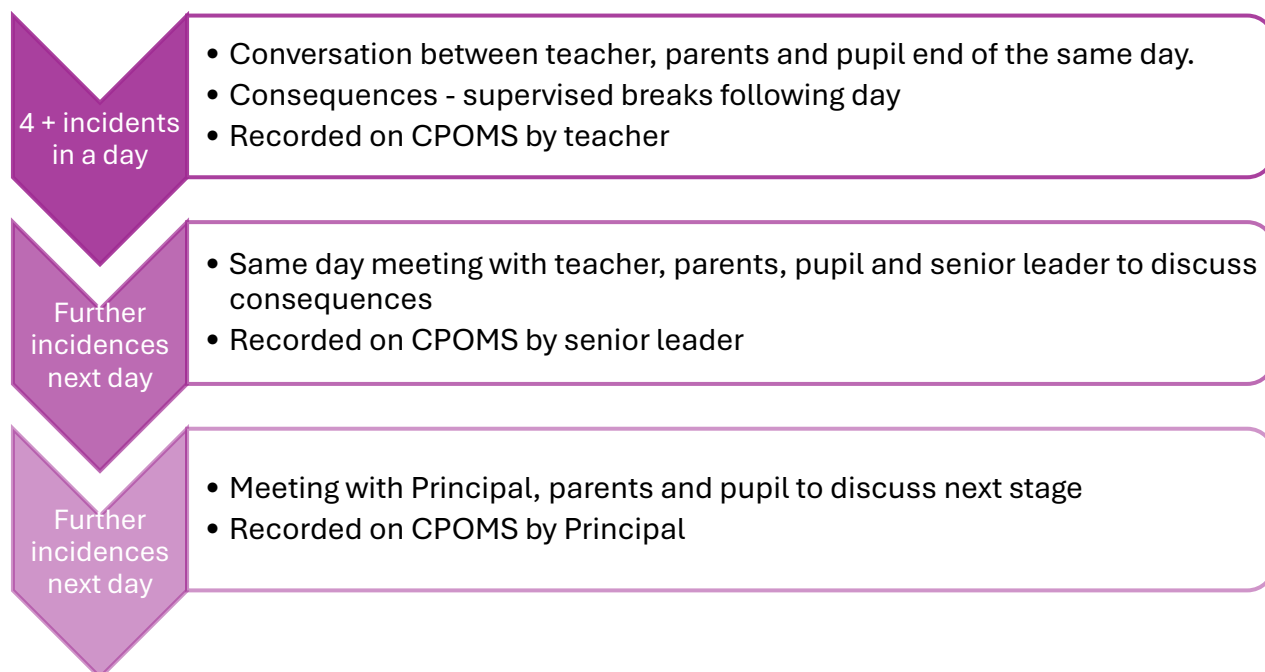
If a pupil's disruption occurs on three occasions during the day, a member of the senior leadership team will be informed to discuss responses, interactions and approaches to help the pupil build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. These discussions are intended to coach and facilitate the pupil to understand how or what they need to change in their internal or external responses and will take place the same day for morning incidences and the following day for incidences that occur in the afternoon.



*Restorative conversations with SLT at lunchtime: the teacher will bring to an SLT member on duty outside straight away and give an overview of the concerns. SLT will send pupil for lunch straight away. Pupil will then come back after 10 minutes. Outside should then be spent with SLT having a restorative conversation and looking for positive behaviours and role-models. The severity of the incident will dictate how long they spend with SLT and if the conversation has been impactful, they could go to play. Sending them off to play should be monitored and only if the behaviour has been restored. See Appendix B.

Responding to pupils - consequences and Restorative Practice

In response to persistence incidences the academy may remove the pupil from the class for a short time to restore order, maintain safety, allow the pupil to regain calm and regulation under supervision from the extended leadership team. Pupils will not be removed for more than one session unless authorised by the Principal or senior leadership team. Parents will be informed the same day and the incidences will be logged on CPOMS.



Responding to pupils - more serious behaviour

On occasions the choices made by a minority of pupils are such that they are logged on CPOMS and at this point parents will be contacted:

- Physical: full contact brawl, or when a mark is left on a pupil
- Swearing: when heard by an adult or after investigation
- Vandalism: damage to academy or personal property in the academy
- Protected Characteristics: Discrimination against a person by treating them less favourably because of their:
 - sex • race • disability • religion or belief • sexual orientation • gender reassignment • pregnancy or maternity
- Bullying: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. A full investigation is carried out which includes talking to all parties involved and gathering information to understand the full picture. This may involve interviews with all involved and observations.
- Stealing: proven stealing.

If the incident occurs during social times	The teacher on duty or witness to refer to a member of SLT who will then log on CPOMS and contact parents if necessary.
If the incident occurs in class	The teacher present will log on CPOMS and contact parents if necessary.



In exceptional circumstances, the Principal may suspend a pupil from academy for a suitable period of time. The Principal has the power to suspend a pupil from academy for up to 45 days. During this time, work will be set by staff and parents are expected to collect and return the work to academy.

Section 2: Suspensions

Dixons Marchbank Primary is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

We aim to include, not suspend, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All pupils can go through times of inappropriate behaviour, and we strive to never "give up" easily on a pupil as we recognise that each person has a unique contribution to make to academy life and we want to support them to achieve this.

A decision to suspend a pupil, either for a fixed period or permanently is seen as a last resort by the academy. The physical and emotional health of our pupils and staff is our primary concern, and we therefore accept, that in some rare situations, suspension may be necessary, if all other strategies have been exhausted. No suspension will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. All formal suspensions will be reported using the appropriate forms as required.

Reasons for suspension

Serious breach of the academy's rules or policies.

Risk of harm to the education or welfare of the pupil or others in the academy.

Any suspension will be at the decision of the Principal, in consultation with the Governing Body, as appropriate.

Temporary suspension

A temporary suspension should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the academy had already offered and implemented a range of support and management strategies. These strategies are outlined in Section 1.

Single incident

Temporary suspension may be used in response to a serious breach of academy rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the academy's policies. The pupil will be encouraged to give his/her version of events and the Principal will check whether the incident may have been provoked, for example by bullying or racial harassment.

Permanent suspension

A permanent suspension is a serious decision and the Principal will consult with the Vice Principal and Chair of the Governing Body before enforcing it.

As with a temporary suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of academy rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on academy premises
- persistent bullying
- persistent racial harassment

The decision to suspend

If the Principal decides to suspend a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the pupil be collected
- send a letter to the parents confirming the reasons for the suspension, whether it is a permanent or temporary suspension; the length of the suspension and any terms or conditions agreed for the pupil's return
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs and integration back into their class on his/her return
- plan a meeting with parents and pupil on his/her return

Safeguarding

A suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the pupil, the pupil's welfare is the priority. In this situation, depending on the reason for suspension, the academy may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the pupil is collected from academy, or, in more severe circumstances the academy may contact Social Services and/or the Police to safely take the pupil off site.

Behaviour outside the academy

Pupils' behaviour outside of the academy e.g. on educational visits, at sports fixtures, is subject to the behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in the academy.

Pupils with special educational needs and disabled pupils

The academy must take account of any special educational needs when considering whether or not to suspend a pupil. We have a legal duty under the Disability Discrimination Act 2005 as amended not to discriminate against disabled pupils by suspending them from academy for behaviour related to their disability. The Principal should ensure that reasonable steps have been taken by the academy to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Marking attendance registers following suspension

When a pupil is suspended temporarily, he/she should be marked as absent using Code E.

Managed move

The Principal and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the academy or members of its staff unreasonably the Principal may require the parents to remove the pupil at the end of a term. This is not suspension and in such cases the Principal may assist the parents in placing the pupil in another academy under the Fair Access Protocol.

Procedure for appeal

If parents wish to appeal the decision to suspend, the matter will be referred to the Governing Body and handled through the Multi Academy Trust appeal procedure.

Mission Statement

Each class, at the beginning of the year, work on a mission statement which makes clear the rules and boundaries for that class. These are pupil led so that everyone agrees with the way they expect to be treated or treat others. These can be referred to if a pupil or pupils break the rules on the mission statement. As the statement is owned by the pupils not teacher enforced the rules are less likely to be broken. Try to link to the academy drivers.

Examples

Key stage 2 examples

- We will try our best in all lessons and work hard to achieve our goals.
- We will respect everybody and follow academy rules and expectations.
- We will try to attend academy every day to achieve 95%.
- Every single pupil and adult is responsible for looking after all the equipment in class.
- Our work will be displayed so other people can see what we have achieved.
- We will be friendly and helpful to everyone in the class, including new people to academy.
- We will enjoy learning to the best of our ability.
- We want to be happy and safe in the academy.
- We have a right to say what we think and to be respectful to one another.
- We must look after our classroom, cloakroom and resources.

Key stage 1 examples

- We promise to wait our turn to speak and listen to all instructions first time.
- Look, listen and learn.
- We will be kind to each other.

Adapting consequences for pupils with SEND

When considering a consequence for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND
- Whether the pupil is able to access a Restorative Practice session to help repair the harm and restore relationships

The academy will then assess and also make reasonable adjustments, where required, to meet the individual needs of pupils, so everyone can feel valued and supported. This helps every child shine and make a difference in the academy and beyond.

Influencing change

All staff are to follow an agreed consistent approach to managing behaviour in the classroom. Remind ourselves to:

- use teaching strategies to support pupil regulation (Appendix A)
- recognise when a pupil is dysregulated and provide the necessary support.(Appendix B and C)
- establish and maintain positive and mutually respectful relationships
- meet and greet – morning, playtime and after lunch

- use positive body language
- praise the specific behaviours expected in the classroom
- use tone and volume of voice to engage and develop a nurturing ethos to promote learning
- provide an environment that is organised, engaging, stimulating and purposeful
- share expectations for routines and remind pupils of what you want so that they are clear and purposeful
- share rationale to give pupils autonomy over their learning and behaviour
- use reward and incentives to encourage and recognise when pupils have made the right choices
- adapt planning and resources to ensure pupils can access the learning and are challenged at the correct developmentally appropriate level
- use consistent and fair consequences by following the behaviour flowchart
- use academy routines

Verbal instructions

If you need to give a verbal warning, speak quietly to the pupil. Ask yourself the following questions:

- Have my instructions been clear?
- Have pupils understood the instructions?
- Have pupils had time to process the instruction?
- Have I tried different behaviour strategies?
- Have I praised at the right moment – caught them being good?
- Could I involve other staff to help support the pupils to focus on learning?
- Would a change of face help?

Move the pupil to another area of the classroom

If you need to move the pupil to another area of the classroom to regulate, speak quietly to the pupil. Ask yourself the following questions:

- Have I spent 1-1 time, refocusing and inspiring to effect change?
- Are the targets achievable?
- Does the pupil need support or adapted resources?
- Is the classroom a stimulating environment that encourages engagement?
- Do I have visual reminders and prompts linked to our values and Zones of Regulation?

When low level disruption impacts learning, teachers will use a range of strategies to minimise this for both the individual and other pupils. Following these class-based strategies, if behaviour has not been restored or if a pupil is dysregulated, the pupil will spend a short period away from peers in class to regulate their emotions. If this is unsuccessful, pupils will be accompanied by an adult into a shared area for a restorative conversation to help them to refocus until the pupil is ready to return to class (Appendix B).

If a pupil is in a heightened state of dysregulation they will be supported with co-regulation strategies and the class teacher will contact a member of senior leadership for support.

Severe incidents may accelerate this process and should be referred to a member of SLT immediately.

Appendix A - class management and behaviour strategies - Top Tips

The academy has a behaviour policy and procedure in place, however before a situation escalates there are a number of strategies we can use in the classroom to prevent having to reach for the procedure. They won't always work but may reduce the number of incidents to a minimum and improve the learning behaviours in the classroom.

Everyone has their own range of strategies and styles of managing the behaviour of pupils in their classroom; however, it is sometimes worth reviewing the effectiveness of these strategies and also adding some, perhaps forgotten ones, to your list. Which of the following do you already use and which could you add to your 'tool box' of strategies?

Practical tips- not exhaustive or in any particular order

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours.

Autonomy: Do pupils have choice in what they learn and understand the rationale for behaviour and learning? Do they have intrinsic motivation where they engage in activities for the pure joy and excitement it brings.

Mastery: Do pupils engage in meaningful, challenging tasks where success is not guaranteed – but which pupils can eventually achieve. Mastery experiences give a significant boost to self-efficacy and competency. Do pupils engage in activities to increase knowledge and confidence rather than for external rewards.

Purpose: Do pupils know the rationale for why we have routines and expectations. This may need explicitly teaching.

Structure: creating predictable environments where there are clear criteria for being successful, such as predictable routines in classrooms or explicit success criteria for tasks.

High quality feedback: Enables pupils to meet clear expectations.

Relatedness: One of the three psychological needs. The need to feel seen, known and valued within a community or group.

Self-efficacy: a pupil's belief in their own ability to succeed, closely linked with their sense of competence.

Positive ethos: Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.

Meet and greet: Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or an LSA to meet and greet and settle the pupils.

Non-verbal language: Be aware that more than 60% of all communication is non-verbal. What is your body language saying? You may need to make the non-verbal signals you use explicit for the pupils by rehearsing them to ensure a shared understanding. Include positive signals (thumbs up etc.) and 'The Look' as part of your reward systems. It is not always necessary to formalise the rewards but they need to be negotiated and clearly understood.

Voice matching: Your voice should be at the volume and intonation you expect from the pupils. A loud and aggressive voice will usually result in a loud and aggressive response.

Proximity: Simply standing near the off-task pupil will often be sufficient to make them consider their behaviour.

Proximal praise: Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. The praise needs to be specific to the behaviour you expect.

Positive language and use of praise: Catch the pupils doing the right thing and verbally recognise this with specific feedback. You may also choose to use 'secret' or predetermined signals for target pupils.

Self-calm: Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you.

Move in: If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!

Move out: Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.

Personal space: For most of us, personal space is approximately the radius of an outstretched arm; any further away and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.

Hurdle help: Use positive posters as rule reminders (written or illustrated) to help pupils overcome the hurdles that prevent them from complying with your rules and expectations. This could be in the form of photos of the pupils in the class following the academy rules. Refer to them during lessons- this can be non-verbal by just pointing to the picture of what you are expecting from the class or pupil(s).

Use first names: When giving instructions, praise or any verbal comments be prepared to use first names. Pupils may need to be made aware that you want their attention so that they are tuned into instructions. Make the language you use accessible - you may have to differentiate your vocabulary.

Check for understanding: Ask questions of all pupils to ensure full understanding and to reinforce your expectations both for learning and behaviour.

Refocus: Don't be verbally misled by arguing with pupils. Refocus them on the issue by using a statement of understanding ('Yes, I see, but that is not the point; you need to...')

Broken record: Avoid engaging in an argument and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

Time out / Change seat: A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.

Change of face: A new person to support with regulation

Think sheet / Self-review: A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time. Could be a blank timetable where they give themselves marks out of 10 and discuss this with an adult.

Rules / Rewards / Consequences: Involve pupils in the development of rules and make sure you consistently and fairly apply them. This needs to be shared with other adults working in the classroom so they are using the same rules and have an equal authority with pupils.

Hierarchy of response: Have a range of responses and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem.

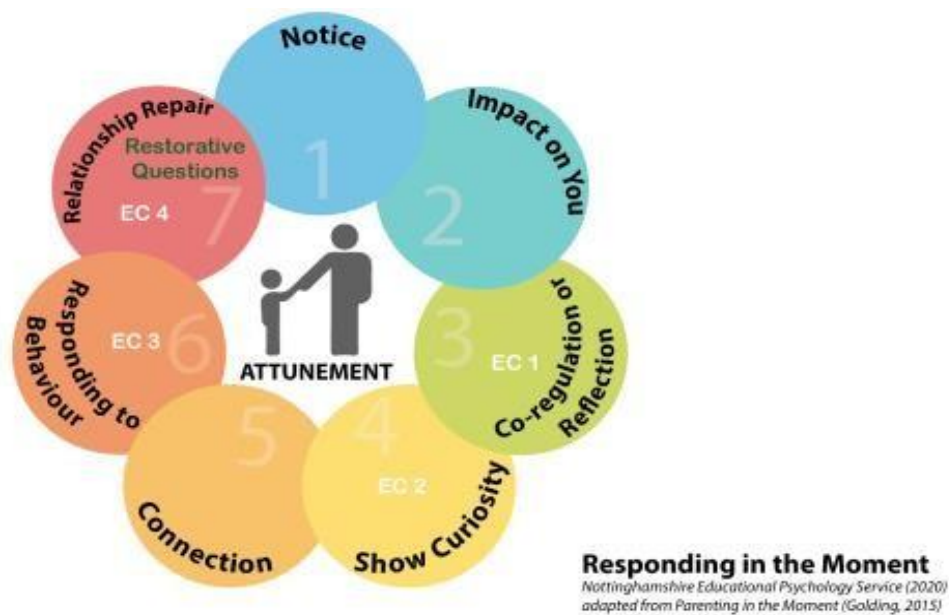
Responsibility: Give pupils who are prone to low-level disruption a post of responsibility within the classroom.

Communicate: Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named pupil. It is easy to determine 'hot spots', problem lessons, personality clashes and how different adults perceive the pupil if information is shared.

Avoid sarcasm: While some comments may seem appropriate to you at the time and are intended to be taken in a light-hearted manner, they can be very damaging to your relationship with pupils.

Pre-warned questions: Talk to the target pupils before the lesson / activity and warn them of the questions that are due to come up in discussion. Get them to work out answers prior to the discussion. They are then pre-warned and ready. Make sure you praise correct answers.

Appendix B - Restorative Practice - responding in the moment



Empathy and questions to support restorative conversations:

Gather information. Clarify understanding. Model listening. Affirm feelings.

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by this?
- How have they been affected?
- What you're saying is...(repeat back to them) is that right?
- I understand you feel that way...I am not sure what to say right now but am here to listen.
- I can hear in your voice...I can see in your face...you feel

Useful things to remember:

- Meet with the children individually (or in separate groups) before the conversation and explain that you will be inviting them all to come together.
- Ensure everyone is regulated and able to take part in the conversation – if not, support with regulation (use Zones of Regulation strategies (Appendix C))
- Show you are listening and pay attention to body language
- Affirm feelings. Acknowledge vulnerability and affirm that feelings aren't right or wrong.
- Remember not to 'fix the problem' for the children. Instead, support them with deciding what the next steps should be.
- Ensure any next steps are carried out and let the children know that you will be checking in with them in the next day or so to ensure things have moved forward.

Heightened dysregulation – fight/ flight and co-regulation

Witnessing a potential escalation:

Remain calm

Calmly remind children about desired behaviour, "remember, we keep our hands to ourselves, We don't want to hurt each other."

Retreat and allow children to modify their behaviour.

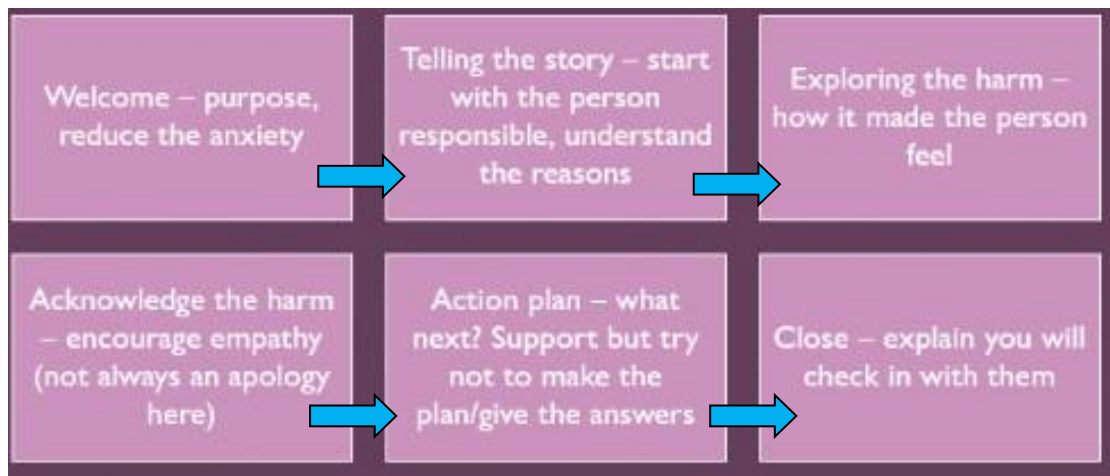
Repeat this up to three times.

- If behaviour escalates into more dangerous behaviour and the child is in fight or flight mode,
- use these scripted phrases only:
- 'Name', I can see something has happened.
- Talk and I will listen
- I am here to help.
- Come with me and.....
- We can go to the or the

Tips:

- Avoid chasing
- Avoid using inflammatory language or confrontation.
- Be calm
- This child is highly dysregulated. Reasoning and in-depth conversations will not help.
- Move other children away rather than try to move the child who is dysregulated.
- As the child starts to calm, remind them of strategies they can use to self-regulate. Remind them about happy breathing.
- Remember, a child may look like they are calm but realistically it can take more than half an hour for a child to be fully calm, for some it will take a lot longer. A child can become dysregulated again very quickly if discussion about the incident is started too early.

The Restorative Sequence



Most importantly: prevention

Instead of dwelling on the number of behaviour incidents and trying to work out ways of how to tackle the problem, change your focus and concentrate on what kind of behaviour and 'on task' activities you want and how to achieve this. We may need to 'reframe' the way we talk and think about particular pupils or groups so we believe that our high expectations are achievable.

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours.

Refer to our academy core values: **Commitment, Enjoyment, Teamwork** when discussing behaviour with pupils to ensure consistency of message; that may be following a particular incident or as part of the normal PSHE curriculum.

Appendix C - Zones of Regulation

Self-Regulation

It is important for us recognise when we are becoming less regulated. When we are able to recognise this, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

The Zones of Regulation

The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured zones – Blue, Green, Yellow, and Red. We learn to regulate our zones to meet our goals and task demands, as well as support our overall well-being.

There are different feelings and emotions linked to each of the zones. These help the children identify which zone they are in and then what they need to do to reach the green zone again.

Blue Zone – sad, tired, bored, sick, hungry, thirsty

Red Zone – panicked, terrified, angry, furious, out of control, elated

Yellow Zone – worried, embarrassed, overwhelmed, jealous, upset, scared

Green Zone – happy, calm, focused, relaxed, ready to learn

Appendix D - The reward system

The reward system in academy encourages pupils to behave positively. Pupils receive house points for:

- good work and effort
- polite behaviour
- following academy rules
- completing homework regularly
- contribution to academy
- helping others

Pupils receive house points, which are deposited in perspex tubes outside the Principal's office throughout the half term. At the end of each half term, additional outdoor play and activities are awarded to the winning house. Houses are red, blue, green and yellow and pupils are placed into all four houses in every class.