Inspiring hearts, shaping minds

Behaviour Policy

September 2026

King Edward Primary School we have a restorative behaviour response system. We focus on repairing relationships and learning from mistakes.

ONE SCHOOL… ONE RULE:

At King Edward, we care for ourselves, each other, our school, and our community.

Our Core Values – The 5Cs

Compassion We show kindness, care, and empathy towards others.

Courage We take responsibility, make brave choices, and stand up for what's right.

Confidence We believe in ourselves, persevere, and strive for success.

Curiosity We ask questions, explore ideas, and love learning.

Community –We work together, support one another, and include everyone.

These values guide our school behaviour policy and ensure a safe and supportive environment.

Aims and Principles

We want to develop positive relationships between children, staff and families based upon respect, honesty and trust which are central in creating a compassionate place to be. We recognise that it is essential to understand each other's culture and beliefs to develop respect for others. Consistency of approach is important in offering the children much needed boundaries, which help them to feel safe.

At King Edward Primary School and Nursery, we recognise that behaviour is communicative and often reflects an emotion or feeling. Through using the Zones of Regulation to co-regulate feelings, children learn to become more independent and develop self- regulation. Our approach is grounded in the belief that we can develop our ability to self-regulate our emotions and behaviour.

Good behaviour in school is of paramount importance to successful teaching and learning. Core for managing behaviour here in school is praise, with the understanding that noticed behaviour increases.

At King Edward Primary School and Nursery, we use the Zones of regulation to teach our children emotional literacy.

The Zones of Regulation is a framework designed to help children understand and manage their emotions and behaviour. It categorises feelings and states of alertness into four color-coded zones: **Blue** (sad, tired, or

bored), **Green** (calm, focused, and ready to learn), **Yellow** (anxious, excited, or frustrated), and **Red** (angry, out of control, or overwhelmed). By teaching children to recognise and communicate their feelings, the Zones of Regulation helps them develop self-regulation skills, leading to better emotional control and improved behaviour in school. Each class has a zones display in their classroom in order to remind children of strategies to help them get back into the green zone and ready for learning. This also aids staff and children with any behaviour conversations.

We work in partnership with parents and carers to guide, encourage and instruct children within a framework of rules and values. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone can learn in calm productive classrooms and play cooperatively in safe playgrounds.

At KEPS, shared values are important. We have the highest expectations of conduct and believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom and throughout the school day.

This policy will support us all to have consistent, positive and purposeful school wide practices.

We aim to:

• Ensure lessons in all classrooms are free from interruption due to poor behaviour so that learning is maximised for all children

• Promote and recognise positive behaviour

• Educate children to be aware of and take ownership of their behaviour including taking responsibility when mistakes are made

• Promote and expect children to live their daily lives in school demonstrating our 5Cs

• Support children to develop positive caring relationships with each other

• Support children to develop self control and regulation

• Resolve problems taking a restorative approach

• Take preventative steps to reduce the likelihood of bullying behaviour and take swift action to ensure any bullying behaviour is stopped promptly if it occurs (see Anti Bullying Policy for further information)

• Support children with SEND so that if possible, they meet our aim that all children follow the school rules

• Ensure our pupils and staff are safe from abuse or assault

• Ensure all adults use consistent approaches to promote positive behaviour

Adults in School

Adults working with children in school are trained on the zones of regulation and a relational approach to behaviour management. We know that the way in which we behave and interact with pupils as adults impacts on the behaviour of the children in school. Adults in school will apply the following consistent '4 Pillars' which underpin our behaviour management practice:

Calm, Curious Consistent Adults

Adults in our school are trained to remain calm when dealing with behaviour from children which is not in line with our school rules. Adults use this to ensure that they praise in public and reprimand in private wherever possible. Although firm tones are used, we aim to avoid shouting wherever possible and, whilst behaviour which falls short of our school rules will be corrected, adults in school treat children with kindness and respect.

Positive Recognition

Above all, adults here know noticed behaviour increases, so in school we recognise good behaviour in line with our school rules and values in lessons, at playtimes and at lunchtimes.

PRAISE, PRAISE, PRAISE!

- Notice children and use their name.
- Verbal praise and acknowledgment- tell children as often as possible why you are pleased, encouraging and role modelling positive behaviours.
- Teachers will use Class Dojo points to reward both the individual and the whole class for demonstrating our core vision and values.
- Individual reward plans may be used for children who need extra support.
- School staff recognise children each morning and again at home time with greetings.
- Use positive language e.g. "Let me see who is lining up smartly."
- Children are encouraged to name and talk about their feelings with the staff at school through our Zones of Regulation
- Staff actively promote emotional wellbeing through discussion of strategies to help children get back in to the green zone, and ready for learning
- Use a restorative and relationship based approach to behaviour management.
- Encourage the children to be responsible for their own behaviour.
- Relate assembly themes to PSHE materials, British Values and 'No Outsiders.'
- Promote emotional literacy through Talking Points, Zones of Regulation and 'No Outsiders'.

Our Reward Systems:

- Certificates and stickers.
- Positive phone calls home.
- Dojo Points- these will be displayed on the interactive whiteboard each day. Children will earn dojo points for demonstrating positive behaviours. Rewards will be given once a child receives 100, 200 or 300 dojo points.
- EYFS and KS1 treasure box for most merits won each week.
- Merit /dojo badges.
- End of half term celebrations for most merit winners
- Superstars assembly

Relentless Routines

Adults in school are trained on how to develop routines in and out of the classroom which support the smooth running of lessons, learning and play. These include 'Tremendous Transitions' when pupils move between activities, 'Legendary Line ups' when pupils are required to line up to enter or leave the classroom, 'Super Settle' when pupils are returning to learning after a transition e.g. lunchtime and 'Wonderful Walking' for times when children are required to move around school. These are often the focus of our 'Tweak of the Week'.

Restorative Repair

Adults in school are trained in how to repair relationships following an event where behaviour which falls short of our school rules has occurred. We believe that this is essential to the healthy development of pupils. Restorative practices are used to help children to understand the impact of their actions on others and deepen their relationships with their teachers, adults and peers in school.

Consistent Practices We recognise that an integral part of our behaviour curriculum (through PSHE) involves teaching and supporting children when they have not followed our school rules. Every adult in our school is important and has the ability to deal with behavioural incidents and every adult is a leader of behaviour.

At KEPS we encourage positive behaviour and the use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent next steps.
This restorative system helps pupils reflect, learn, and take responsibility while maintaining positive relationships. When an incident occurs, the below process will be followed

Stage	Response	Example prompt	What happens
1. Stop and Think	A reminder of expectations	"Remember, at King Edward, we care for others." This is a reflective time where the child and member of staff can privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school rules and/or values and to encourage positive behaviour in the future.	If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).
2. Warning	This is the second time I have had to speak to you	"This is your warning. I am asking you to think about your behaviour and make a change."	Remind what will happen if their behaviour does not change. They will miss some of their playtime and/or the next day.
3. Reflection	Time to pause and reflect before discussing the situation with an adult	"You have not made a change, you will need to go to indoor reflection to have a chance to pause and think, before we discuss your behaviour."	Time out in indoor reflection for the rest of playtime and /or playtime the next day This gives the child time to calm down, regain composure and regulate.
4. Restorative Conversation	A structured restorative chat to understand, repair, and improve behaviour.	I want to help you feel better and understand what happened earlier	**Payback time-** is an appropriate action linked to the incident and rule and/or value which has not been shown.

Please note for any serious incidents CLT on duty will be alerted.

Serious incidents are classed as;

- Any physical assault or aggressive behaviour
- Bullying behaviours
- Racist, sexualised or homophobic incidents

For any of serious incidents both sets of parents will be informed (perpetrator and victim)

An example for EYFS is below

Stage	Response	Example prompt	What happens
1. Stop and think	Gentle reminder of expectations	"Remember, we are kind and gentle at school." "We use kind hands and kind words."	Adult kneels to eye-level and calmly reminds the child of the behaviour expected. Use visuals if needed. A positive behaviour seen afterwards should be praised immediately (e.g.

			"Great job using your kind hands now!").
2. Warning	Clear and simple verbal cue	"This is your warning. You need to stop and make a good choice."	Use visual supports (e.g. Zones of Regulation emotion visuals). Clearly state the next step if behaviour continues. The consequence should be short and immediate (e.g., 2 minutes missed play using a sand timer in sight of adult).
3. Reflection (time to pause)	Calm down or thinking time	"You need some quiet time to calm down. We'll talk about it in a little while."	Provide a quiet, safe spot (e.g. calm corner). Time is brief (1 minute per year of age). Use a sand timer. Adult checks back in and offers co-regulation support to get back into the Green Zone.
4. Restorative Conversation	Very simple and guided chat with visuals or puppets	"How did that make ___ feel?" "What can we do to make it better?"	Use age-appropriate tools like puppets, feeling cards or visual prompts to help the child express themselves. Keep it brief and ensure the child can act on the resolution (e.g. "Say sorry", "Help tidy up").

Staff Roles and Responsibilities

To ensure consistency and clarity, the following roles are defined:

Class Teachers: Lead restorative conversations, initiate behaviour plans, liaise with parents.

Teaching Assistants: Support restorative practices, model regulation strategies, assist with calming down time.

Play Team: Use restorative language, report incidents to class teachers, support minor conflict resolution.

CLT: Oversee serious incidents, support staff with complex cases, monitor behaviour trends.

All staff will log incidents as appropriate. Any behaviour incidents will be logged on Arbor. The Play Team record these on paper then the office staff will upload on Arbor.

Children working beyond our behaviour policy

Where it is the case that a child is finding it difficult to follow the school rules, school staff, SENDCO, parents and carers and outside agencies, as appropriate, work together swiftly to plan a way forward.

Plans are designed to provide additional support and guidance so that rapid progress can be made to meet our aim that all children will follow the school rules:

An individual behaviour plan will be written. This identifies short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in many cases) to support these positive changes.

Progress towards these targets is closely monitored and reviewed in regular meetings between school and family.

School staff liaise with the SENCO and leadership team for advice on strategies and to discuss progress.

The school works with other professionals to gain the best advice and support for children, school staff and families where an additional Special Educational Need or Disability may make it more difficult for a child to follow the school rules.

School provides reasonable adjustments to practice and provision such as access to the Sensory Room, a calm box, regulation strategies such as 'walk and talk', social stories and interventions to support children in following our school rule.

Implementation of the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with challenging behaviour, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visuals are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school.

Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing at their own pace.

Children who have have significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by school on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Where there is repeated concerning behaviour or a significant incident, the following may apply:

- Informal contact with the parents/carer by the class teacher.
- Individual Behaviour Plan drawn up by the class teacher.
- Involvement of the SENDCO.
- Involvement of CLT, Deputy Head or Headteacher.
- Formal contact with parents/carers to discuss the behaviour plan.
- Involvement of outside agencies/ support may occur at any step.
- Internal exclusion.
- Exclusion – temporary/permanent as set down by Notts County Council guidelines if the incident is serious.

Transition

Transition from class to class throughout a child's journey at our school is managed by class teachers.
Transition meetings occur annually, and the behaviour and needs of individual pupils is discussed.
Where necessary, Individual Behaviour Plans are shared, and these are passed to new class teacher for them to best understand pupils transitioning into their class. All relevant resources are also passed to the next class teacher.

Teachers' Powers to Search - **Searching, Screening and Confiscation**

If appropriate, school staff can search a pupil or their belongings for any item that may be a risk to the individual, other pupils or staff's health and safety or if they suspect pupils have stolen property. The Head Teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where they

suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. At King Edward we will also search for mobile phones. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed if this has taken place.

The school follows the Department for Education guidance on *Searching, Screening and Confiscation* to ensure the safety, welfare and dignity of all pupils. School staff may search pupils or their possessions where there are reasonable grounds to suspect that a pupil is carrying a prohibited item, or any item banned by the school's behaviour policy. Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco and vapes, fireworks, pornographic images, and any item likely to be used to commit an offence, cause harm or disrupt learning. Searches are conducted proportionately, respectfully and sensitively, with regard to the pupil's age, gender, SEND needs and personal circumstances. Staff will always seek to involve the pupil and explain the reason for the search; physical contact will be kept to a minimum and searches will not be conducted in a way that could cause distress or humiliation. Certain items may be searched for or confiscated without consent where permitted by law. All confiscated items will be handled in line with DfE guidance, safeguarding procedures and school protocols, and parents/carers will be informed as appropriate. Any concerns arising from a search or confiscation will be shared promptly with the DSL and recorded in line with safeguarding expectations.

What This Looks Like in Practice (Staff Guidance)

- **Reasonable grounds** – Staff only search where there is a clear concern (e.g. information from another pupil, observed behaviour, safeguarding risk).
- **Explain and reassure** – The adult explains calmly *why* the search is needed and reassures the pupil that the aim is safety, not punishment.
- **Right people involved** – Wherever possible, searches are carried out by a senior member of staff and another adult is present. The pupil's age, gender, SEND needs and emotional state are carefully considered.
- **Proportionate and respectful** – Searches are limited to outer clothing, bags, trays or desks. No strip searches are carried out by school staff.
- **Safeguarding first** – If an item raises safeguarding concerns (e.g. a weapon, vape, drugs, sexualised content), the DSL is informed immediately and actions follow safeguarding procedures.
- **Confiscation and follow-up** – Confiscated items are stored securely and dealt with in line with school and **Department for Education** guidance. Parents/carers are informed where appropriate.
- **Record and reflect** – Searches and confiscations are logged, patterns are monitored, and outcomes inform support, behaviour planning or early help.
- **Restorative approach** – Where appropriate, staff follow up with a restorative conversation to repair relationships and reinforce expectations.

Support for Staff Wellbeing

We recognise that managing behaviour can be emotionally demanding. Staff are encouraged to:

- Access peer support and debriefs after challenging incidents.
- Speak with SLT for additional support or adjustments.
- Use wellbeing resources available in the staffroom and online.

Staff Training and CPD

All staff will receive:

- Annual training on restorative practices and Zones of Regulation.
- Induction training for new staff.
- Optional CPD sessions on trauma-informed practice, de-escalation, and SEND behaviour support.

Mobile Phones and Smart Devices

Pupils should not use or have access to mobile phones or other personal smart devices during the school day. This includes lessons, breaktimes, lunchtimes and movement around the school site.

Pupils who walk to or from school independently may bring a mobile phone to school for safety purposes. On arrival, the phone must be handed in to the school office, where it will be stored securely for the duration of the school day. Pupils should collect their phone from the office when they leave school at the end of the day.
Mobile phones must not be kept in pupils' bags, pockets or classrooms during the school day.

Where a pupil brings a phone into school without handing it in, or uses a mobile phone or smart device during the school day, this will be addressed in line with the school's behaviour policy. Parents/carers may be contacted where appropriate.

Any individual adaptations or reasonable adjustments will be considered where required because of a pupil's medical needs, SEND or other exceptional circumstances.

Monitoring and Evaluation

- Behaviour logs will be reviewed termly by CLT.
- Patterns of behaviour will be analysed to inform interventions.
- Staff feedback will be gathered annually to improve policy implementation

Appendix 1

The Restorative Chat Model

Goal: To guide pupils in understanding their actions, feelings, and how to make things right.

Step 1: Set a Safe, Calm Space

- Speak calmly and privately to the child.
- Sit at eye level – avoid standing over them.
- Give time if they are upset before starting.

Example- "I'd like to talk about what happened earlier. Let's think about it together."

Step 2: Reflect on What Happened

Ask open-ended, neutral questions to encourage thinking.

1. What happened? (Let them explain in their own words.)

2. What were you thinking/feeling at the time? (Encourages self-awareness.)

3. How do you think it made others feel? (Builds empathy.)

4. How do you feel about it now? (Encourages emotional awareness.)

5. What could you do differently next time? (Encourages behaviour change going forward.)

Step 3: Find a Way Forward

- Help them think of solutions rather than just telling them what to do.
- Encourage them to take responsibility in a way that restores relationships.

Possible Solutions:

✓ Saying sorry (verbally or in writing).

✓ Helping fix what was damaged (if relevant).

✓ Doing something kind for the affected person.

✓ Setting a personal goal for better behaviour.

Example- "I can see you didn't mean to hurt your friend. How do you think we can make things better?"

Step 4: Follow Up

- Check in with the child later in the day.
- Praise them if they make improvements.
- Remind them that mistakes help us learn!

Appendix 2

Example Restorative Behaviour Chat Using Zones of Regulation

This needs to be done in a calm, quiet space with the adult and child seated at the same level.

Adult: "I want to help you feel better and understand what happened earlier."

1. Identifying the Zone

Adult:
"Let's start by thinking about how you were feeling when that happened. Can you tell me which Zone you were in?"

(Show the Zones of Regulation chart if needed.)

- Blue Zone – sad, tired, sick, bored
- Green Zone – calm, happy, ready to learn
- Yellow Zone – worried, frustrated, silly, excited
- Red Zone – angry, out of control, terrified

Child:
"e.g. I was in the Red Zone because I was really angry."

2. Exploring the Trigger

Adult:
"Thank you for sharing that. What do you think made you feel that way?"

(Help the child identify the trigger – e.g. someone took their toy, they felt left out, they were confused in class.)

3. Understanding the Impact

Adult:
"And what happened next? What did you do when you felt that way?"

(Let the child explain their actions.)

Adult:
"How do you think that made others feel? How did it make you feel afterwards?"

4. Restoring and Repairing

Adult:
"Everyone makes mistakes sometimes. What do you think we can do to make things better?"

(Support the child in thinking of a restorative action – e.g. saying sorry, drawing a picture, helping tidy up.)

5. Planning for Next Time

Adult:
"If something like this happens again, what could you do differently to stay in or get back to the Green Zone?"

(Discuss strategies like deep breathing, asking for help, using a calm corner, etc.)

6. Positive Closure

Adult:
"I'm really proud of you for talking about this. It shows you're learning and growing. Let's try to have a great rest of the day. What's something you're looking forward to?"

Appendix 3 Overview of the Zones of Regulation

What Are the Zones of Regulation?

The Zones of Regulation is a framework designed to help children recognise and manage their emotions, energy levels, and behaviours. It supports emotional literacy, self-regulation, and wellbeing.

🟦 **Blue Zone** Feelings: Sad, tired, bored, sick

State: Low energy, not ready to learn

Support Strategies: Gentle encouragement, Movement breaks, Talking about feelings

🟩 **Green Zone** Feelings: Calm, happy, focused, ready to learn

State: Optimal for learning and socialising

Support Strategies: Positive reinforcement, Praise and encouragement, Peer collaboration

🟨 **Yellow Zone** Feelings: Worried, frustrated, silly, excited

State: Elevated emotions, still in control

Support Strategies: Breathing exercises, Calm corner, Talking to a trusted adult

🟥 **Red Zone** Feelings: Angry, out of control, terrified State: Intense emotions, loss of control

Support Strategies: Time-in with an adult, Space to calm down, Restorative conversation after regulation

Why It Matters:

By identifying their zone, children can learn to use strategies to return to the Green Zone, where they are best able to learn and interact positively with others.

Appendix 4: Emotion Coaching Overview

What Is Emotion Coaching?

Emotion Coaching is a relational approach that helps children understand and manage their emotions. It builds emotional intelligence and strengthens adult-child relationships.

The 5 Steps of Emotion Coaching:

1. **Recognise the Child's Emotion**

Notice changes in body language, tone, or behaviour.

"I can see something's bothering you."

Connect and Validate

2. **Show empathy and name the emotion.**

"It's okay to feel upset. That was really frustrating."

Set Limits (if needed)

3. **Acknowledge the feeling, but guide behaviour.**

"It's okay to be angry, but it's not okay to hurt others."

Problem-Solve Together

4. **Help the child think of solutions or next steps**.

"What could we do next time to help you feel better?"

Teach Regulation Strategies

5. **Model and practise calming techniques.**

"Let's try some deep breaths together."

Why It Matters:

Emotion Coaching helps children feel understood and supported, which reduces behavioural incidents and builds resilience over time

Appendix 5

The grid below is designed to encourage reflection on our common assumptions about academic and behaviour errors (Hopkins, 2012). It is a powerful re assessment and re focus on errors in behaviour and underpins our ethos at King Edward.

Consider the differences between these 2 sets of assumptions and the impact of these differences…	
Common Assumptions about Academic Errors	**Common Assumptions about Behaviour Errors**
Errors are accidental	Errors are deliberate
Errors are inevitable	Errors should not happen
Errors signal need for teaching	Errors should be punished
Students with learning difficulties need modified teaching	Students with behavioural difficulties should be punished

Appendix 6 Behaviour Plan example

King Edward Primary School and Nursery

Individual Behaviour Plan

Name:	**Class:** Year	**Plan no.**
Date:		
Examples of good behaviour:		
Behaviours causing concern (5):		
Child's scale indicators (1-4):		
Known triggers: •		
Information from pupil voice: •		
Other information:		
Targets:		
Rewards:		
Plan:		
Strategies/ actions to mitigate risk:		

Strategies that don't work:
Provision:

Visual Policy for Display

Behaviour Policy

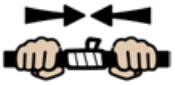
Stop and Think

Warning

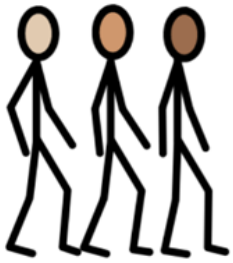
Reflect

Restorative Conversation

Put it right



Classroom Expectations for Display



Legendary Line Ups

Tremendous Transitions!

Wonderful Walking

Super Settle

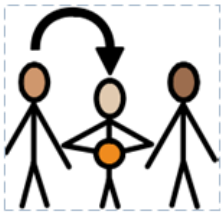
Marvellous Manners

Opal Play Charter

Own Our Actions

Play Kindly

Opal Play Charter



Accept

Leave it Tidy