



Scholes (Holmfirth) Junior and Infant School

Behaviour Regulation Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	September 2025	September 2026

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

At Scholes Junior and Infant School, we are committed to creating a nurturing environment where every member of our school community feels valued, respected, and safe. Our Behaviour Regulation Policy is rooted in our core values of **respect**, **resilience**, and **responsibility**, and is designed to foster strong, trusting relationships across the school.

We believe that positive behaviour grows from understanding, connection, and consistency. This policy supports all staff, pupils, and families in working together to build a community where everyone can thrive—emotionally, socially, and academically.

Our vision is for every child to:

- Develop a lifelong love of learning
- Feel valued, loved, and respected
- Dream big and reach their full potential
- Feel proud of themselves and their achievements

Through this policy, we aim to:

- Promote a safe, happy, and inclusive environment
- Encourage pupils to regulate their emotions and make positive choices
- Support children in becoming confident, responsible, and independent individuals
- Ensure behaviour is managed in a fair, attuned, and consistent way

We expect all members of our school community to treat one another with kindness, cooperation, and respect. By working together, we help every child to flourish and achieve their very best.

Rationale

At Scholes, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

It is the responsibility of school staff to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes and the wider school environment. They expect pupils to behave in a responsible manner whenever the pupils are in their care. Staff have high expectations of pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. School staff are emotional, and learning role model for pupils. Additionally, they help pupils to co-regulate to achieve high expectations.

Whole School Expectations

At Scholes School, we expect that:

- Children will arrive at school on time and ready to learn.
- All children should move around school sensibly and safely, appropriate to the area they are in. Due care and attention need to be given to others and school property.
- A quiet atmosphere of purposeful learning should be maintained in the school building.
- Children should walk when moving between areas so that avoidable accidents can be reduced. At playtimes, children line up and should walk to their exits to the playgrounds. At the end of break, children should be calmed by the bell and make their way to their lines safely and sensibly.
- Appropriate school uniform, adhering to the uniform policy, should be worn at all times and children should come to school with appropriate equipment – reading books/records, swimming kits, books bags, etc.
- Children speak to and interact with all members of the school community with respect and in accordance with the school values. Adults in school will interact with each other and the children in a respectful way.

Class Expectations

- Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary.
- Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Expectations are prominently displayed in the classroom
- All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

It is essential that these expectations are maintained and supported by all members of staff, regardless of role within school. Every member of staff is responsible at all times for ensuring good behaviour and high expectations. This is part of our safeguarding duty.

Emotion Coaching

We use Zones of Regulation to support children to understand, regulate and reflect on their behaviour. We take a whole school approach to this and advocate that all staff use this approach when supporting children with regulation and behaviour incidents.

The Zones of Regulation is designed to support children to tap into strategies or tools to assist them with self-regulation. This type of system is used to categorise the complex feelings and states children's experience, which has been proven to improve their ability to recognise and communicate how they are feeling in a safe, non-judgmental way.

BLUE	GREEN	YELLOW	RED
			
How you might feel	How you might feel	How you might feel	How you might feel
Sick Sad Tired Bored Moving slowly	Happy Calm Feeling OK Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of some control	Mad/ Angry Mean Yelling/ Hitting Disgusted Out of Control
What might help you	What might help you	What might help you	What might help you
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	Listen Learn Share your ideas with confidence Show kindness to others Be a good friend Show resilience	Talk to someone Count to 20 Take deep breaths Squeeze a stress ball Draw a picture Take a brain break Carry out a mindful activity	Stop what I am doing Take deep breaths Find and name 5 things (see, hear, touch) Ask for a break Find a safe space Ask for help Make sensible choices

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Blue Zone: is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, lonely, hurt or bored. This is when one's body and brain is moving sluggishly.

Green Zone: is used to describe a calm alert state. The nervous system feels safe, organised and connected in the Green Zone, helping us be primed for learning. We can learn in other Zones too.

Yellow Zone: The Yellow Zone is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness and many more slightly elevated emotions. Less in control.

Red Zone: The Red Zone is used to describe a state of extremely high energy and intense overwhelming feelings that are harder to control. A person may feel elated euphoric, anger, rage, devastated panicked or terrified when in this Zone.

Monitoring behaviour management is also vital in order pinpoint flashpoints and the school has methods to support this. Children with Special Educational Needs may display behaviours that are connected to their condition/s. This may mean that they display behaviours as a way of communicating, or to let an adult know that they are distressed, bored, scared or hungry. SEND children may have a 5-point scale which will be personalised to their individual needs.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Whole School Rewards

As a school, we take a positive approach to behaviour. The following rewards are used frequently throughout the school as chosen by the teachers.

- Verbal praise
- Stickers
- Reward by being chosen for a 'Shining Bright' or 'Shining Light' certificate in the weekly Celebration Assembly
- House Points
- Informing parents
- Displaying work
- Opportunity to tell other staff. E.g Wow work Wednesday where work is shared with the Headteacher.

House Points

Throughout school, children use Class Dojo to collect House Points. These are awarded for children who are living our school values as well as for demonstrating good learning behaviour. All members of staff are able to give House Points. At the end of each week in our celebration assembly, teachers announce which is the winning house for their class. At the end of each half term, the winning house will receive a reward such as extra playtime, a party or a games afternoon.

Children will also receive individual certificates and a prize for receiving 100, 200, 300 etc House Points..

Discouraging Poor Behaviour

We know that not all pupils make the right choices. We believe that children should be given time to learn how to respect and follow the rules and understand why breaking them has consequences. All behaviour incidents will be dealt with calmly and fairly with the opportunity for all involved parties to speak.

All staff in school discourage behaviour using a 'toolbox' of methods which can be called upon for the context and children involved. We encourage the use of low-key cues to prevent the escalation of poor behaviour. It is expected that staff will use the following cues frequently when working in class:

- Tactical ignoring
- Praise and positive reinforcement
- Looking in the direction of the pupil
- Moving closer to the pupil
- Use of distraction or redirection
- Reminders to pupils/class about the rules or expected behaviours
- Adults may model the desired behaviour, eg: an ETA may sit with a child to show them what is expected
- Visual reminders for the behaviour steps may be used to support younger children or children with additional needs.

In addition to our rewards and sanctions, it is also important for staff to note changes in a child's behaviour. The changes may take a variety of forms. If anyone is concerned about a child, it is important that they:

- Liaise with the parent/carer as soon as possible
- Inform the Headteacher
- Monitor and record details about the child's behaviour

There may also be times when the anti-bullying policy and the school safeguarding policy may need to be consulted.

Where low-key strategies have not worked effectively and undesirable behaviour continues, there are a set of classroom sanctions which take place in a specific order to ensure all parties are clear on the consequences and next steps if rules and expectations are not followed.

Restorative Practice

This is an approach to behaviour management which avoids shame and punitive responses, which we think are counter-productive and do not lead to learning. Pupils are given the opportunity, in a structured way, to learn from their behaviour or mistakes. Restorative practice is not a soft or easy option. Pupils reflect on the impact which their behaviour has had on other people, including teaching and support staff, and this helps them to develop empathy. They listen to the person or people they have hurt or upset and discuss the situation with them. Pupils are asked to consider their behaviour, its effect and how they can 'restore' relationships. This includes an apology for the hurt that has been caused and a promise not to repeat the offence. It may also include other consequences which must be accepted.

Sanctions

The following Stages are used throughout school. In KS1, children will move back to green after each break time. In Key Stage 2, children will move back to green after lunch time.

Stages	What will happen?	How this will be recorded? Who will be informed?
Low level reminder	This will be a non-verbal reminder. For example, the adult might look in the direction or stand near me the child.	
Rule reminder	The adult will remind the child of the rule they should be following.	
Stage 1 - Yellow: Verbal Warning	The adult will give the child a warning of what will happen if they choose to not follow the rules. They will be told that they have a 'chance to change' or 'can put this right'.	
Stage 2 - Amber: Time out	The child will be given some time out in a quiet space to help them to make the right choice. If a child receives three Stage 2s in a week, their parents will be informed and they will miss a playtime to have a restorative conversation.	This will be recorded on a class behaviour recording sheet. Parents will be informed if a child receives three Stage 2s in a one-week period. This will then be recorded on CPOMS.
Stage 3 - Red: Removal from Class A Stage 3 Red can be given following the steps above or for a serious breach to school rules such as bullying, child on child abuse,	The child will be removed from the classroom. They might work in another classroom or with a member of SLT. If a child receives a Stage 3, their	This will be recorded on CPOMS. Parents will be informed by the Class Teacher. A member of SLT will meet with parents if three Stage 3s are given in

absconding or swearing.	parents will be informed and they will miss a playtime to have a restorative conversation.	one week.
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If a child misses a playtime, they will have a restorative conversation during this time allowing them chance to reflect on their behaviour. If they miss all of their breaktime, they will be given a movement break and fresh air at a different time to their peers.

Reception Class and if required, KS1 classes may use a visual display to ensure children know they are on a Stage 1, 2 or 3.

Unacceptable Behaviour

Unacceptable behaviour includes but is not limited to: interrupting a lesson, not following instructions, distracting other children, being disrespectful to adults and being unkind to other children. These behaviours result in children moving through the behaviour steps.

More severe behaviour such as leaving the learning environment without permission, stealing, physical violence, vandalism/significant damage to school property, verbal abuse (such as swearing, racism and homophobic language) may result in an immediate Stage 3. These behaviours may result in a suspension or permanent exclusion from school.

Use of Mobile Phones and Technology

To ensure a safe, focused and respectful learning environment, pupils are not permitted to use mobile phones or personal electronic devices during the school day. If a pupil brings a mobile phone to school—for example, for safety when travelling—it must be switched off and handed in to the school office or class teacher upon arrival and collected at the end of the day. Any device used without permission will be confiscated and returned to a parent or carer. School-owned technology must be used responsibly, following staff instructions and the school's Online Safety guidelines. Misuse of any digital device, including taking photos or recording without permission, will be treated as a behavioural concern.

Administration

- Staff will keep a weekly record of Stage 2 and Stage 3s received by children.
- All Stage 3s will be reported on CPOMS under the 'behaviour' category as well as any other relevant categories.
- All Stage 3s will be reported to a parent/carers by telephone or face to face.
- If three Stages 2s occur within the same week, parents will be informed and this will be recorded on CPOMS.

Playtime/Lunchtime After-School Club Behaviour

The Stages above will be used in the same way during playtimes/lunchtimes and after-school clubs to ensure consistency in the management of behaviour. Wraparound staff will record on CPOMS and inform parents as per the above Stages. Lunchtime staff will complete a behaviour form so that any behaviour incidents can be followed up accordingly.

Individual Behaviour Plans

Where there is repetition of Stage 3, it will be acknowledged that additional support for behaviour is needed. Teachers will arrange a meeting with the child's family to set up an Individual Behaviour Plan to monitor and support the pupil for a fixed period of time. This plan will be shared with the Headteacher, with reviews to ensure behaviour improvement.

Suspension and Exclusion

When the above procedures do not prove successful (or in cases of extreme breaches of the behaviour policy), further sanction may be needed. At this point, a child may be removed from class and isolated with a member of staff. A formal meeting will be arranged as soon as possible at the Headteacher's convenience. They will have no contact with other children in school for a fixed period of time. In exceptional or repeated circumstances, verbal or physical abuse or violence can result in

suspension (fixed-period) or exclusion (permanent) from school. Any suspension or exclusion should only ever be used as a last resort when all other avenues of support or guidance have been used.

We take any of the following extreme negative behaviours very seriously and they may result in working away from the classroom, suspension or exclusion:

- Verbal aggression towards another child or adult (including bullying, homophobic, racist or sexual etc.)
- Wilful and deliberate damage of school property or equipment
- Physical assault or aggression towards another child or adult

Bullying

Please refer also to our Anti-Bullying policy.

Bullying is defined as, *‘the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.’*

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Scholes Junior & Infant School does not tolerate bullying. Issues of bullying will always be investigated and treated very seriously. Repeated bullying could lead to suspension from school.

Zero-tolerance approach to racial-based behaviours, sexual harassment and sexual violenceThe school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Positive Handling

At times, it may be necessary to guide or hold a child through the use of positive handling techniques.

Staff receive Team Teach training, which specifies how positive handling should be used. This will only ever happen if the child is in danger of hurting him/herself, hurting others or causing damage to property.

A significant part of the Team Teach training centres on minimising the requirement for use of force and also includes a range of personal safety strategies and methods for holding children safely. Designated staff are fully trained in the use of positive handling techniques following the Team Teach Programme:

- We hold children to keep them safe;
- We hold children when they cannot hold themselves safely;
- We hold children to prevent them from doing something they will regret;
- We care too much to allow them to be out of control;

School will make reasonable adjustments for children and young people with special educational needs and disabilities. These may include:

- The use of safe spaces;
- Sensory equipment;
- Appropriate soft furnishing;
- Controllable lighting and sound.

Where possible, there should be two adults present when using positive handling techniques. Adults will remain calm and explain their actions to the child, so that the child knows what is happening and that they are being kept safe. Whenever positive handling is used, a written account of the incident is kept (in the office) and parents are informed. Governors periodically monitor behaviour records, including the use of positive handling techniques.

Where appropriate, a Positive Handling Plan will be put in place in partnership with Parents. 'Use of Reasonable Force' (DfE 2013) guidance can be found here: https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Special Educational Needs and Disabilities

In line with our SEND policy, we seek to provide an appropriate curriculum, suited to all pupils, using the guidance from the Code of Conduct for SEND. Behaviour expectations for pupils with identified SEND should be adjusted according to need – some ANP, MSPs, I-APDRs and EHCPs may have targets linked specifically to behaviour and staff should pay due regard to these. The SENDCo can be consulted and involved at any point with SEND-related behaviour.

Parental Co-operation

We believe that strong partnerships with parents and carers are essential to every child's success at school. We are committed to building positive, respectful relationships with our families and working together to support each child's wellbeing and learning.

In situations where a child has been suspended, we ask parents and carers to support the process by following the guidance provided. If a child is sent to school during an exclusion period, or if a parent/carers is unable or unwilling to collect their child, the school will carefully consider the child's safety before taking further action. Our priority is always the wellbeing of the pupil. If we are unable to resolve the situation through discussion and support, we may need to seek advice from the Local Authority, including the Attendance and Inclusion Service, to explore appropriate next steps, which may include legal options.

Links to Other policies

This policy needs to be actioned alongside the following:

- School Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Home-School Agreement



Appendix 1: Behaviour Flowchart

Scholes Junior and Infant School

Our Behaviour Steps

In many cases, non-verbal and/or verbal reminders about rules can be used to support children to adjust their behaviour. Where a negative behaviour continues, the below steps are used. In some instances, children may move directly to Step 2: Time Out or Step 3: Red Card.

If I am not following our school rules, the adults will support me to make a good choice by using verbal and non-verbal reminders.	
Step 1 Verbal Warning	I will be given a warning. This is my 'chance to change'.
Step 2 Time Out	I will be given some time out to help me think about and make the right choices. If I have 3 'Step 2s' in a week, I will lose a playtime and my family will be informed.
Step 3 Red Card	I will need to work in another classroom or with Mrs Pugh/Mrs Ward-Fox. I will miss a playtime to discuss my behaviour My family will be informed