

All Saints Church School Inclusive Behaviour Matrix for playtimes and lunchtimes
Always consider the CONTEXT/ SEN need and that behaviour is a form of communication,
hearing everyone's voice

<p>STEP 1 – First class quality teaching strategies</p> <p>STEP 2 – Escalating to time away from peers and SLT involvement – possible parental phone calls</p> <p>STEP 3 – Behaviour interventions</p> <p>STEP 4 – Formal letter to parents/ Headteacher meeting</p> <p>STEP 5 – Fixed term exclusion or Local Authority involvement</p>	<p>ZONES OF REGULATION</p> <p>BLUE ZONE Low State of Arousal</p> <ul style="list-style-type: none"> Bored Tired Sad Disappointed Sick Depressed Shy <p>GREEN ZONE Ideal State of Arousal</p> <ul style="list-style-type: none"> Happy Positive Thankful Proud Calm Content Ready to Learn <p>YELLOW ZONE Heightened State of Arousal</p> <ul style="list-style-type: none"> Excited Sly Annoyed Worried Embarrassed Confused Nervous <p>RED ZONE Extremely Heightened State of Arousal</p> <ul style="list-style-type: none"> Upset Angry Aggressive Mad Elated Terrified Out of control
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BEHAVIOUR	ACTIONS	STAFF ACTION Relate, remind and refer children to our VALUES PBM	RESPONSE/CONSEQUENCE CPOMS plus any actions
“Rough Play” Pupils not deliberately hurting one another during playtimes/lunchtimes but injuries caused by boisterous behaviour	<p>What might this look like? Children wrestling, barging, jumping on each other, picking each other up, piggy backs, dragging each other around</p> <p>Ignoring direct instruction from staff which could lead to injury</p>	<p>STEP 1 Staff to watch for such behaviour and stop it immediately before it escalates.</p> <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</i></p>	<p>Staff to remind children about expectations of positive play.</p> <p>Staff to consider an appropriate time out period</p>
Deliberate Hurting of Others	<p>What might this look like? Purposeful Spitting</p>	<p>STEP 1 Tell the child/ren ‘no spitting’ in a calm and clear voice and reinforce with a visual command.</p> <ul style="list-style-type: none"> • If appropriate, child can clean up the spit. • Child to be removed from the other children or adults. 	<p>This is dependent on age & sensory need.</p> <p>STEP 2 Class teacher to phone parents or face to face contact at the end of the day Class teacher to record and inform SLT.</p> <p>REFLECTION Miss playtime or lunchtime</p>

		<i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</i>	
	Punching/Hitting/Kicking/ headlock	<p>STEP 1 Separate children Find out the context – hearing everyone’s voice Remind of the rules Explain what might happen if this behaviour continued</p> <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</i></p>	<p>STEP 2 Warning – what will happen if this is repeated REFLECTION SLT contacted Pupil apology through appropriate means – e.g. letter/ drawing (age appropriate) Class teacher to inform parents Possible PSHE programme on managing anger & conflict Restorative work between the children/staff</p>
	Fighting (both parties intent on hurting)	<p>STEP 2 Staff to separate children involved and find out what has happened REFLECTION</p> <p>STEP 3 Children to be escorted by a member of staff to a member of SLT</p> <ul style="list-style-type: none"> • Lunchtimes: as above but escorted to who is on duty. • SLT to investigate incident • Recorded on CPOMS <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</i></p>	<p>STEP 3 Pupil apology through appropriate means – e.g. letter/ drawing (age appropriate)</p> <ul style="list-style-type: none"> • PSHE learning on managing anger & resolving conflict <ul style="list-style-type: none"> • Restorative work between the children/staff • Zoning of children on playground <p>STEP 4 Formal letter to parents</p> <p>STEP 5 Fixed term exclusion</p>
Bullying Behaviours	Recurring and targeted verbal or physical abuse towards the same individual	<p>STEP 3 Remind pupil/s that this will not be tolerated</p> <ul style="list-style-type: none"> • Head Teacher to speak to pupil/s involved • Incidents recorded on CPOMS by SLT • Class teacher and adults on duty to closely monitor any potential contact between victim and perpetrator 	<p>STEP 3</p> <ul style="list-style-type: none"> • Parents to be informed by Headteacher & regular meetings to take place after • A contract of positive future behaviour to be signed – where appropriate as a useful tool • PSHE programme on self-esteem & tolerance

		<p>Staff seeking opportunities to teach and model how to treat others</p> <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate</i></p>	<ul style="list-style-type: none"> • ELSA to work with both victim and perpetrator • A 'Repair and Restore' meeting will be set up to take place to take place when appropriate. <p>STEP 4 Consider internal exclusion and time frame</p> <p>STEP 5 If repeated to be recorded at County level Possible fixed term exclusion</p>
Rudeness	Pupils being "rude" to each other and staff: name calling being unkind, socially isolating others unintentionally	<p>STEP 1 Staff to speak to pupils involved</p> <p>STEP 2</p> <ul style="list-style-type: none"> • Report to class teacher • Class Teacher to monitor • If a regular occurrence, inform SLT and the class teacher calls parents <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate.</i></p>	<p>Pupils spoken to about what they could have done differently.</p> <ul style="list-style-type: none"> • Social stories • PSHE programme of being inclusive & using kind hands & kind words <p>Staff to model how to treat others (everyday)</p>
	Swearing	<p>STEP 2</p> <ul style="list-style-type: none"> • Send pupil to SLT • Recorded on CPOMS <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate.</i></p>	<p>STEP 2 REFLECTION - Pupil misses next play time or lunch time</p> <ul style="list-style-type: none"> • Class teacher calls parents • Pupil writes a letter of apology to the other person • PSHE use of kind words & calming strategies
	Racist, anti-faith, sexist or homophobic language	<p>STEP 2 Remind pupil that this will not be tolerated</p> <ul style="list-style-type: none"> • Pupil to meet with SLT • Recorded on CPOMS by SLT • Class teacher to closely monitor <p><i>Staff to talk to children about the zones of regulation and help children to recognise their emotional state (feelings zone) and to re-regulate.</i></p> <p>Report racist comment to Local Authority</p>	<p>STEP 3 (steps 3 – 5 can happen simultaneously due to severity)</p> <ul style="list-style-type: none"> • Social stories • Pupil apology through appropriate means – e.g. letter/ drawing (age appropriate) • PSHE programme tolerance, acceptance, diversity & inclusivity • A 'Repair and Restore' meeting will be set up to take place to take place when appropriate. <p>STEP 4</p>

			<ul style="list-style-type: none"> HT to inform parents STEP 5 <ul style="list-style-type: none"> Fixed term exclusion – dependant on context Additional - Racist incident HT to inform LA
Being in an area for a prolonged period unsupervised	Child loitering in an area without consent	STEP 1 Any member of staff witnessing this to: <ul style="list-style-type: none"> Ask pupil why they are inside - If the pupil does not have permission to be inside, staff to: Make a note of pupil's name and class and remind the child /ren of behaviour expectations 	STEP 2 Repetitive behaviour or appearing to be intentional – meet with SLT Find out the reasons why Ensure children understand staff need to keep them safe
Talking/Running after the bell has gone at break and lunch	Children running or talking after the bell has sounded Children not listening	STEP 1 <ul style="list-style-type: none"> Make a note of pupil's name and class and remind the child /ren of behaviour expectations 	STEP 2 Repetitive behaviour or appearing to be intentional – meet with SLT Find out the reasons why Ensure children understand staff need to keep them safe
De-escalation	Staff are trained to spot 'triggers' and to use the 'change of face' approach in order to de-escalate prior to the need to intervene. If necessary, for a child's own safety or for the safety of other members of our school community, reasonable force will be used to remove a child from a situation. This includes: <ul style="list-style-type: none"> remove disruptive child/ren from the learning area if deemed they are unsafe using Team Teach prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others (blocking) <ul style="list-style-type: none"> prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground restrain a pupil at risk of harming themselves through physical outbursts. If the need for restraint of a child arises, parents will be informed as soon as possible. Team Teach to be applied. 		
SEND	In line with the SEND Code of Practice, any pupil with SEND is entitled to reasonable adaptations made to any school policy including behaviour. BWMAT Schools advocate consistency, and the recognition for some pupils that a different approach may be needed.		