



Great Bedwyn C. E. Primary School

WHOLE SCHOOL BEHAVIOUR POLICY

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1. Our Mission & Ethos

Being a Church of England Controlled School, we place importance on the development and influence of Christian values. All children are expected and encouraged to develop good manners and personal moral values including respect for truth, respect for themselves and others, and self-discipline. We aim to make Great Bedwyn C.E Primary School a place where the children feel secure and enjoy an atmosphere congenial to work and developing positive attitudes for life. This is embraced in **our single rule – Be Kind**. Good behaviour is central to the positive ethos of the school.

Our Policy is based on a positive approach in line with our Christian values (Respect, Responsibility, Love, Forgiveness, Friendship and Courage).

This policy ensures:

- High expectations for everyone
- Consistency and clarity of routines and responses
- Positive relationships and restorative practice
- An inclusive approach that recognises developmental stage and individual needs, including bespoke Behaviour Support Plans with reasonable adjustments when required

2. Legal and Policy Framework

This policy is implemented in line with:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)
- Searching, Screening and Confiscation (DfE, current edition)
- Keeping Children Safe in Education (KCSIE, current edition)
- Equality Act 2010
- Excalibur Trust policies (e.g., Suspension and Permanent Exclusion Policy; Acceptable Use Agreements) Where this policy references external guidance, the current edition applies.

3. Rights and Responsibilities

Our Behaviour Policy is grounded in the UN Convention on the Rights of the Child (UNCRC). These rights apply to every pupil and help us create a school where all children feel safe, respected and able to learn and play without disruption.

Article 2 – Non-Discrimination We treat all pupils fairly and apply expectations, rewards and consequences consistently so that every child feels valued and respected.

Article 3 – Best Interests of the Child All behaviour decisions are made with pupils' wellbeing, safety and learning in mind, balancing the needs of individuals with the rights of others to learn and play safely.

Article 12 – Respect for Children's Views Pupils are given opportunities to express their thoughts and feelings. Restorative approaches ensure that children involved in incidents—and those affected—are listened to and understood.

Article 19 – Protection from Harm Clear boundaries, high expectations and consistent adult responses protect all children from unsafe, unkind or harmful behaviour.

Article 28 – Right to Education (with dignity) Our behaviour expectations promote a calm, focused learning environment. When consequences are needed, they are fair, respectful and designed to support learning for the whole class.

Article 29 – Aims of Education We actively teach and model positive behaviour, emotional regulation and respectful relationships so that every child understands what good behaviour looks like.

Article 31 – Right to Play and Rest We protect pupils' opportunities to enjoy positive, safe playtimes, balancing individual support with the rights of all children to enjoy happy and harmonious breaktimes.

Responsibilities Linked to Rights

We teach pupils that rights come with responsibilities. Every child has the right to feel safe, to learn, to play and to be respected. To help protect these rights for everyone, every child is responsible for:

- **Showing care for others and the environment**

This helps everyone feel safe, respected and able to learn and play happily.

- **Making positive choices and reflecting on their impact**

This supports the rights of all pupils to learn, play safely and feel understood.

- **Following our Christian Values and School Rule**

These shared expectations ensure our school is a kind, calm and respectful place for all. By linking rights with responsibilities, children learn that our school culture depends on everyone making choices that support not only their own rights, but the rights of others.

Staff Responsibilities

Every member of staff is responsible for:

- Applying this policy consistently and fairly
- Modelling respectful behaviour and language
- Recording and monitoring incidents accurately
- Providing personalised support where needed

Parents and Carers

Parents and carers are expected to:

- Support attendance, punctuality, and readiness for learning
- Reinforce behaviour expectations and school values at home
- Ensure children are wearing the correct school uniform
- Communicate promptly about concerns or changes that may affect behaviour
- Support school decisions in the best interest of the child

4. Our Behaviour Culture

4.1 Great Bedwyn's Christian Values and School Rule

Our culture is rooted in the Christian Values:

Responsibility: We aim high and always try to do our best.

Friendship: We make sure everyone belongs and everyone matters.

Respect: We treat people, places and things with care and consideration.

Forgiveness: We show empathy, care and compassion towards others.

Courage: We do the right thing, even when it is difficult.

Resilience: We keep going, learn from mistakes and don't give up when things are hard.

Our School Rules translate these into everyday actions:

- Use kind hands and feet
- Support Each Other
- Speak Respectfully
- Show Understanding
- Listen Carefully

4.2 What Good Behaviour Looks Like

Our behaviour expectations apply to all pupils. Some children may require additional support or reasonable adjustments to help them meet these expectations. However, expectations relating to safety, respect and learning apply consistently to every pupil.

We focus on what successful behaviour looks like and seek to achieve this by being clear and consistent with the children. We have established 'non-negotiables' regarding the behaviour we expect from our children

- Walk calmly and quietly around school
- Show active listening (eyes on speaker, still body, one voice)
- Sit safely and sensibly in all spaces
- Keep hands, feet and objects to yourself
- Use polite language (please, thank you), take turns, hold doors
- Follow instructions first time
- Complete tasks to the best of your ability

It is important to note that we are a school that celebrates difference and this also applies to behaviour, meaning some children will require different support with their behaviour than others (Appendix 6). We adapt our provision where appropriate, but we do not remove behaviour expectations. Clear boundaries and consistent expectations help prepare pupils for life beyond school.

5. Recognition and Rewards

Praise and encouragement help children feel valued and motivated and they strengthen positive relationships across the school. We celebrate pupils who make good choices and go over and above through:

- Specific verbal praise and positive feedback
- Golden Principal stickers
- Postcards home
- Kindness and Golden Feather Certificates awarded in celebration assemblies
- Positive communication with parents/carers

- Afternoon tea with Ms Perrett

Rewards are proportionate and authentic; we reinforce intrinsic motivation and never use public shaming or whole class sanctions for individuals.

Full details of our reward systems can be found in **Appendix 1 — Recognition and Rewards**.

6. Managing Behaviour: Reminder Warning Consequence System (RWC)

Our approach is calm, consistent and focuses on teaching and restoring.

6.1 Core Steps

- 1. Reminder:** A calm, private prompt about the expected behaviour
- 2. Warning:** make the child's choice and consequence explicit.
- 3. Consequence:** apply the agreed sanction (e.g., 5 minutes of play missed).
- 4. Removal** (if behaviour persists): work in an alternative classroom for the remainder of the session (Reception ~15 minutes).

Scripts and guidance are in **Appendix 2 - Behaviour Management Procedures: Reminder, Warning, Consequence (RWC)**

6.2 Escalation and Removal

- Removal triggers parent notification and is recorded on CPoMs.
- Refusal to move is treated as a serious incident (see Section 9).
- Where needed, the leadership Team will support immediate escalation.

6.3 Recording and Communication

- Each class keeps an RWC record sheet (Appendix 4).
- The child's name is written where a reminder is given and ticked for each escalation to warning, consequence or removal.
- Any incident that reaches Consequence or above is recorded on CPoMs.
- Patterns are monitored; parents are informed when concerns escalate or persist. Minor incidents will be managed in school and not routinely reported.

Fresh Start: Sanctions and warnings reset each new am/pm teaching session.

7 Lunchtimes: Yellow and Red Card System

(See **Appendix 3 — Break & Lunchtime Behaviour Management**)

Behaviour expectations at lunchtime mirror classroom expectations. Midday Supervisors and Learning Support Assistants follow the same principles of calm communication, clear choices and positive

reinforcement, using the Yellow and Red Card system to respond proportionately to inappropriate behaviour. Lunchtime staff are empowered to act and are supported by the Leadership Team.

Yellow Card (Consequence stage/ Behaviour which requires a brief/immediate consequence):

- The child spends five minutes on a reflection bench, giving them time to calm, reset and consider their next choices.
- A Yellow Card is completed to be handed to the school office.

Behaviours that may result in a Yellow Card include (but are not limited to):

- Disruption of play or games
- Disrespectful behaviour towards lunchtime staff
- Non-compliance with reasonable instructions
- Minor unsafe actions (e.g., running in restricted areas, misusing equipment)
- Over-boisterous play resulting in minor or accidental physical injury

Red Card (Serious or Escalated Incidents): A Red Card is issued either as an escalation from a Yellow Card or immediately in response to a serious incident.

When a child receives a Red Card:

- They are moved safely to a quieter area of the playground or indoor space so the matter can be investigated by a member of lunchtime staff.
- If the threshold for a red card is met, children are sent to the year 5 classroom.
- They spend up to 15 minutes with a member of the Leadership Team for supervision, support and to complete a reflection form.
- Parents/carers are informed where appropriate and the incident is logged on CPoMs.

Red Cards are issued for more serious behaviours, including (but are not limited to):

- Physical or aggressive behaviour towards others
- Threatening, intimidating or unsafe conduct
- Swearing or use of prejudice based- language
- Deliberate damage to property
- Defiance or refusal to follow adult instructions after repeated prompts
- Dangerous misuse of equipment

Wherever possible, each day begins with a fresh start. However, if a consequence starts late in lunch, it may need to be completed the next day.

8. Restorative Practice

Following any Consequence, Removal, Serious Incident or Red Card, staff facilitate a brief restorative conversation. Following Removal, Serious Incident or Red Card, children complete a Reflect and Reset Form (Appendix 5), adapted to the child's developmental stage.

The focus is on:

- What happened and who was affected
- Taking responsibility and repairing harm
- Planning better choices next time

9. Serious Incidents and Immediate Escalation

Some behaviours bypass our Reminder, Warning, Consequence system and require immediate leadership Team intervention due to risk to safety, wellbeing or the orderly running of the school.

Examples include:

- Bullying (including repeated targeted unkindness)
- Racist, homophobic or other prejudice-based language or conduct
- Swearing or obscene/abusive language
- Fighting or deliberate attempts to cause physical harm
- Vandalism or deliberate damage to property
- Stealing
- Throwing objects likely to cause harm
- Serious challenge to staff authority, including verbal abuse or sustained defiance
- Refusal to comply with Removal following R/W/C
- Breach of the Excalibur Acceptable Use Agreement

Process:

- Child is moved to a safer, quieter space; deescalation used.
- Incident is recorded on CPoMs; parents/carers informed.
- Proportionate consequence applied (may include extended time out, internal suspension or fixed term suspension).
- Restorative and reintegration steps planned with relevant staff.
- The Leadership team may support follow-up, monitoring and targeted intervention planning.

10. Suspensions and Permanent Exclusions

Suspensions are rare and used only as a last resort. Decisions are made by the Leadership team (Principal in consultation with the Deputising Principal) in line with the Excalibur Suspensions and Permanent Exclusions Policy, ensuring that any suspension or exclusion is considered carefully, used only as a last resort and applied in a fair, lawful and proportionate manner. We prioritise early intervention, restorative practice and understanding the underlying needs behind behaviour, so that suspensions and exclusions only occur when serious or persistent breaches of the Behaviour Policy significantly impact safety, learning or wellbeing.

In line with the Trust policy, we ensure that pupils are given the opportunity to share their views, contributing factors are considered, and alternatives - such as internal suspension, adjustments, or additional support - are always explored first. Any decision to suspend or permanently exclude is guided by pupils' rights to education, safety and dignity and follows the statutory processes set out by the Trust.

11. Safeguarding and Child on Child Abuse

We recognise children can harm other children. All concerns (e.g., bullying, sexual harassment/violence, online harm) are taken seriously and addressed via safeguarding procedures where appropriate. Staff report concerns immediately to a Designated Safeguarding Lead (DSL). Actions align with our Safeguarding and Child Protection Policy.

12. Off-Site, Extra-Curricular and Wrap-Around Care Behaviour

The school's behaviour expectations apply whenever pupils are representing Great Bedwyn C.E School, including when they are:

- attending educational visits, trips or school-organised activities,
- participating in extra-curricular clubs,
- attending wrap-around care,
- travelling to and from school, and
- wearing school uniform or are otherwise identifiable as Great Bedwyn pupils.

While some of these environments are more relaxed in structure than the classroom, pupils are still expected to uphold the school's Christian Values and School Rule. Behaviour must be safe, respectful and considerate of others, and pupils are expected to always follow adult instructions.

Attendance at extra-curricular clubs and wrap-around care is optional and not part of the statutory school day. However, the Behaviour Policy continues to apply in these contexts. Where behaviour threatens safety, causes harm or distress, significantly disrupts an activity, or brings the school into disrepute, the school may apply appropriate sanctions in line with this Behaviour Policy, taking account of the context and the needs of the child.

In circumstances where a pupil's behaviour is significantly unsafe, highly dysregulated, or of such concern that staff judge they are not in a suitable state to safely participate in after school provision or clubs, the school reserves the right to withdraw the pupil from that session. This decision will always be made with consideration for the safety and wellbeing of the pupil, other children and staff. If this occurs, parents/carers will be contacted and asked to collect their child promptly. This measure applies to the affected day only and does not constitute a suspension. The school will work with parents/carers to support the child in returning to extra-curricular activities or wrap-around care as soon as it is safe and appropriate to do so, including through reasonable adjustments or additional support where needed.

13. Pupil Support and Reasonable Adjustments (SEND/SEMH)

We meet duties under the Equality Act 2010. For some pupils, we implement an Individual Support Plan (ISP) with tailored strategies and reasonable adjustments (e.g., movement breaks, visual supports, ELSA, regular check-ins). We work closely with parents and external professionals where appropriate. The aim is to remove barriers so pupils can meet expectations for learning and behaviour.

14. De-escalation and Physical Restraint

Our school's approach to managing high-level or unsafe behaviour is informed by the Excalibur De-escalation and Physical Restraint Policy which emphasises prevention, positive relationships and the protection of children's rights.

Staff are trained to use a wide range of de-escalation strategies and environmental adjustments to reduce anxiety, support regulation and keep everyone safe.

Physical restraint is never used as a punishment and is only considered when all other strategies have been ineffective or when a child is at immediate risk of harming themselves, others or causing serious damage. Any use of reasonable force must be necessary, proportionate, time-limited and carried out with respect for the child's safety, dignity and wellbeing.

All incidents are recorded, reviewed and communicated to parents in line with Trust expectations and statutory requirements.

15. Confiscation, Searching and Screening Prohibited items (e.g., weapons, alcohol, illegal drugs, stolen items, fireworks, vapes, pornographic images, items intended to cause harm) will be confiscated in line with DfE guidance. Searching and screening follow statutory guidance and safeguarding procedures.

16. Transitions

- Clear handovers and pretransition meetings support pupils moving year groups.
- Behaviour expectations are revisited each September.
- Personalised transition plans and social stories are used as appropriate for pupils with additional needs.

17. Monitoring and Evaluation

The Leadership Team monitors implementation and impact via:

- Behaviour records on CPoMs (patterns, disproportionality, triggers)
- Pupil/Parent/Staff feedback
- Learning walks for visible consistency

Findings inform training and targeted interventions. The policy is reviewed annual.

If a pattern emerges then parents will be contacted by the class teacher, and if appropriate, a meeting will be arranged with the leadership team to discuss next steps.

Appendix 1 — Recognition and Rewards

To recognise and celebrate pupils who demonstrate positive learning behaviours, uphold our Christian Values, and go over and above our expectations.

Universal Praise and Recognition

All staff consistently use:

Specific verbal praise (e.g., "Thank you for showing resilience.")

Non-verbal signals (smiles, thumbs-up, nods)

Public praise when it motivates individuals and others

Private praise to protect dignity

Positive phone calls and emails home

Praise is specific, authentic and proportionate. Rewards reinforce, not replace, intrinsic motivation.

Individual Rewards

Principal Stickers

Postcards

Kindness Certificates and Golden Feather Certificates: Awarded weekly for outstanding demonstration of Christian Values and good learning. Pupils receive their certificate in Friday Celebration Assembly.

Consistency Expectations

Rewards are not used transactionally ("If you do X, I will give you Y.").

Staff ensure equitable opportunities for all learners.

Children with additional needs may receive bespoke motivational systems aligned with their Individual Support Plan i.e., daily sticker chart.

Appendix 2 — Behaviour Management Procedures: Reminder, Warning, Consequence (RWC)

This system ensures consistency across the school and helps children make positive choices. It is used during lessons and transitions.

At the start of every teaching session, teachers set expectations for good behaviour (e.g., still bodies, active listening, lips closed, working silently when required). If these expectations are not met:

- First, use positive narration to highlight what pupils are doing well.
- If needed, give group correction with clear instructions.
- If behaviour does not improve, follow the Reminder, Warning, Consequence steps below.

Step 1 – Reminder

- Private, calm prompt of expected behaviour: *"X, this is a reminder that we face the front and listen. Thank you."*
- Firm tone; end with "Thank you," not "please."
- Give take-up time and acknowledge positive change: *"Thank you, X, for listening nicely."*

Step 2 – Warning

- Explain consequence if behaviour continues: *"X, I've reminded you to face the front and listen. This is now a warning that if you continue to talk, you will miss 5 minutes of your play to reflect."*
- Make clear the child is responsible for their choices.
- Praise if they make the right choice: *"Thank you, X, you made the right choice."*

Step 3 – Consequence

- Apply sanction: *"X, you have chosen not to follow our rules and will now miss 5 minutes of your break to reflect."*
- Always follow through; do not reduce or remove sanction.
- Support reflection and repair afterwards.

Step 4 – Removal

- If behaviour persists: *"X, at Great Bedwyn we respect and listen so that everyone can learn. You need to go to Mrs B's classroom now and be ready to listen when you return."*
- Child works in another classroom for remainder of lesson (Reception: ~15 mins).
- Parents informed; SLT involved if refusal occurs.

Reminder → Warning → 5-min Consequence → Removal → Leadership Team

Serious Incidents and Immediate Escalation

Some behaviours are considered sufficiently serious that they bypass the Reminder and Warning stages and require immediate intervention from a member of the Leadership Team. These behaviours present a significant risk to safety, wellbeing or the orderly running of the school and therefore must be addressed promptly and robustly.

Examples of serious incidents include:

- bullying, including repeated unkind behaviour
- racist, homophobic, or prejudice-based language
- swearing or the use of obscene or abusive language
- fighting or any deliberate attempt to cause physical harm
- vandalism or deliberate damage to school or personal property
- stealing
- throwing objects with the potential to cause harm
- serious challenges to the authority of any staff member, including verbal abuse or sustained arguing
- refusal to follow an instruction to move to another classroom following use of the Reminder, Warning, Consequence system
- breach of the Excalibur Acceptable Use Agreement

All such incidents are recorded as **Serious Incidents** and are managed fully in line with the school's Behaviour Policy and Safeguarding Procedures.

Parents/carers will always be informed when a serious incident occurs. Incidents are logged on CPoMs, and—depending on the severity, context, and level of risk—may result in:

- a longer period of time out
- an internal suspension
- a fixed term suspension, in accordance with Excalibur policy

Consequences will always be reasonable, proportionate and designed to maintain safety, restore calm, and support the child to learn from the incident.

Recording

- Class behaviour sheet kept on a clipboard and taken wherever learning occurs, including assemblies. (See Appendix 4 for an example of the class behaviour record sheet.)
- All instances of consequence, removal or serious incident are recorded on CPoM's by the adult who issued them.

Appendix 3 — Break & Lunchtime Behaviour Management

This appendix explains how behaviour is managed effectively and consistently at lunchtime at Great Bedwyn School. It ensures that Midday Supervisors, Learning Support Assistants and all adults on duty feel confident, empowered and supported to manage behaviour positively, even when they may not know children as well as class-based staff.

Lunchtime Expectations:

In the Dining Hall, children must:

- Line up calmly
- Use good manners (please, thank you)
- Remain seated while eating
- Use quiet voices
- Clear away plates/cutlery
- Walk indoors

In the Playground, children must:

- Play kindly and include others
- Use equipment safely
- Keep hands/feet to themselves
- Use words to solve problems
- Tell an adult if unsafe behaviour occurs

During Wet Play, children must:

- Follow classroom rules
- Use equipment safely
- Tidy up
- Be ready for registration

Lunchtime Behaviour System

Yellow Card

Issued when a child reaches the consequence stage or where a minor behaviour requires a brief/immediate consequence

Outcome:

- 5 minutes reflection on the bench
- Logged on CPoMs

Examples:

- Disrupting games
- Disrespect to adults
- Refusal to follow instructions
- Boisterous play

Red Card

Issued for serious behaviour or escalation from Yellow.

Outcome:

- Up to 15 minutes with a member of the Leadership Team, reflection form completed
- Recorded on CPoMs
- Parents informed where appropriate

Examples:

- Physical aggression
- Threatening behaviour
- Prejudice-based language
- Swearing
- Dangerous use of equipment
- Deliberate damage
- Serious defiance

Reception children complete reflection time within the Reception class environment.

Investigating Red Card Incidents at Lunchtime

Before issuing a Red Card, lunchtime staff should, where it is safe and appropriate to do so, take reasonable steps to establish what has happened. This helps ensure that decisions are fair, proportionate and based on accurate information.

Once a member of staff has made the professional judgement that an incident meets the threshold for a Red Card, both the child receiving the Red Card and the child who has been affected must be sent to the Leadership Team. This allows for further investigation, ensures that all voices are heard and enables appropriate restorative work and support to take place.

Lunchtime staff are not expected to complete full investigations or restorative conversations for Red Card incidents. Their role is to ensure safety, gather initial information, and refer the matter on promptly.

Practical guidance for lunchtime staff when investigating incidents

When responding to a potential Red Card incident, staff should:

Put safety first Calmly separate children if needed and address any immediate risk before asking questions.

Remain calm and neutral Use a steady tone and avoid blame, assumptions or raised voices.

Ask brief, factual questions, such as:

“What happened just now?”

“What happened first?”

“Who was involved?”

“Was anyone hurt or upset?”

Listen to more than one perspective. Speak to both children involved and, where possible, one or two nearby witnesses.

Avoid leading questions. Do not suggest answers or rely on previous behaviour.

Make a clear professional judgement. Decide whether the behaviour meets the Red Card threshold based on what is seen, heard and established.

Refer on promptly once a Red Card decision is made, send both children involved to the Leadership Team for follow-up and restoration.

This approach supports consistency, fairness and restorative practice, while ensuring lunchtime staff feel confident and supported in managing serious incidents.

Recording & Follow-Up

Appendix 4 — Class Behaviour Record

[illegible]

Appendix 5 — Behaviour Reflection Forms

Adults use age-appropriate questions to guide reflection. These are adapted depending on the child's developmental stage and emotional needs.

Using restorative practice and emotion coaching:

- helps children feel heard and understood
- reduces repeated behavioural incidents
- strengthens relationships between pupils and adults
- builds emotional vocabulary and self-regulation skills
- supports a calm, respectful school culture

This approach ensures that pupils are supported to learn from mistakes while maintaining clear expectations, consistency and high standards of behaviour.

Reflect and Reset



What happened?

How were you feeling?



Angry



Confused



Scared



Frustrated



Sad



something else

How were they feeling?



Angry



Confused



Scared



Frustrated



Sad



something else

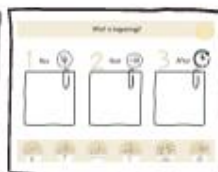
What can we do now?



Make a plan



Say 'Sorry because...'



Try a Now, Next, After



Have a restorative conversation



Something else

We have agreed to:

Date:

Sign:

Appendix 6 — Zones of Regulation (Parent/Carer Summary)

The Zones of Regulation framework is used at Great Bedwyn School to help pupils understand and manage their emotions and levels of alertness. It provides a common language and practical strategies for self-regulation, supporting positive mental health, inclusion, and readiness for learning.

Why We Use It

- Emotional regulation is a lifelong skill that benefits learning and well-being.
- The Zones help children identify their feelings and state of alertness.
- Pupils learn tools to regulate emotions, maintain focus, and respond appropriately.
- This approach benefits all pupils, including those with SEND or SEMH needs, and promotes inclusion.

The Four Zones

All zones are natural to experience. Pupils are taught that no zone is “bad,” but some are less helpful for learning. The goal is to recognise the zone and use strategies to return to the Green Zone when appropriate.

Green Zone – Calm, focused, and ready to learn. *Feelings:* happy, content, alert. *Learning state:* optimal for engagement.

Blue Zone – Low alertness. *Feelings:* tired, sad, bored, unwell. *Needs:* rest, movement, or sensory input.

Yellow Zone – Heightened alertness/emotions. *Feelings:* anxious, frustrated, excited, silly. *Needs:* calming strategies, reassurance, or movement.

Red Zone – Extremely heightened alertness/intense emotions. *Feelings:* anger, rage, fear, devastation. *Needs:* safety, space, and adult support.

Strategies and Tools

Pupils learn and practise a range of strategies to manage their zones, including:

- Breathing and mindfulness e.g., box breathing, mindful pause.
- Movement breaks e.g., stretching, walking, star jumps.
- Sensory tools e.g., fidget items, calming visuals.
- Thinking strategies e.g., positive self-talk, plan-do-review.
- Relationship connection e.g., check-in with an adult, buddy support.
- Classroom routines e.g., visual schedules, quiet corners, choice of task order.

Implementation at Great Bedwyn school

- Zones language is used consistently across the school.
- Visuals and resources are displayed in all classrooms.
- Staff model regulation strategies and support pupils in applying them.
- Pupils are encouraged to reflect on their zone and choose appropriate tools.
- All staff, including teachers, support staff, and senior leaders, have been trained in Zones of Regulation.
- Additional support is provided for pupils who need targeted intervention.

Key Messages for Staff

- Use Zones language daily (e.g., “Which zone are you in?”).

- Reinforce that all zones are normal, but some are less helpful for learning.
- Encourage pupils to use strategies independently but offer guidance when needed.
- Document patterns of dysregulation for pupils who require additional support.
- Collaborate with parents and external agencies for pupils with persistent regulation difficulties.

This proactive approach helps children develop lifelong skills for emotional regulation, resilience, and independence, ensuring they are ready to learn and thrive.

Appendix 7 - Trauma-informed relational inclusion

At Great Bedwyn, we recognise that all behaviour is a form of communication. Our approach is rooted in an understanding that children's experiences, including those involving trauma or adversity, can influence the way they feel, respond and interact with others.

We are committed to being a **trauma-informed school** where staff respond with empathy, consistency and clear boundaries. Our focus is on building safe, trusting relationships that support children to regulate their emotions and develop positive behaviours over time.

Key principles of this approach include:

- **Relationships first** – Strong, respectful relationships between adults and children are at the heart of all we do. We start every year with a whole-school focus on this, as part of our Christian values.
- **Inclusion** – Every child is valued, and we seek to understand the individual needs behind behaviours, ensuring that children remain included in the school community.
- **Consistency with flexibility** – Clear expectations are maintained across the school, while recognising that some children may need personalised support to succeed.
- **Repair and restore** – When difficulties occur, we focus on repair and restoration (Restorative conversation script – Appendix 2), encouraging children to reflect, take responsibility and rebuild relationships in a supportive way.
- **Emotion coaching** (Zones of Regulation)– Staff support children to recognise and manage their feelings before becoming dysregulated, developing lifelong skills in resilience and self-regulation.

By taking this relational and inclusive approach, we aim to ensure that all children feel safe, respected and ready to learn.

What is trauma?

Trauma may be defined as repeated cycles of stressful events and the inefficient turning on or off stress responses. When in a heightened stress state, the brain automatically enters fight or flight survival mode, which can result in challenging behaviour. This is particularly pertinent for children who experience toxic shame. It is therefore fitting that the school's behaviour policy clearly recognises that some children will require a different, alternative approach to help them succeed. Breaking the cycle of trauma – stress – behaviour - restriction. The concept of co-regulation, leading to eventual self-regulation can help support this process.

Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst most children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. This is particularly true for children who have experienced trauma.

Examples of trauma informed interventions:

