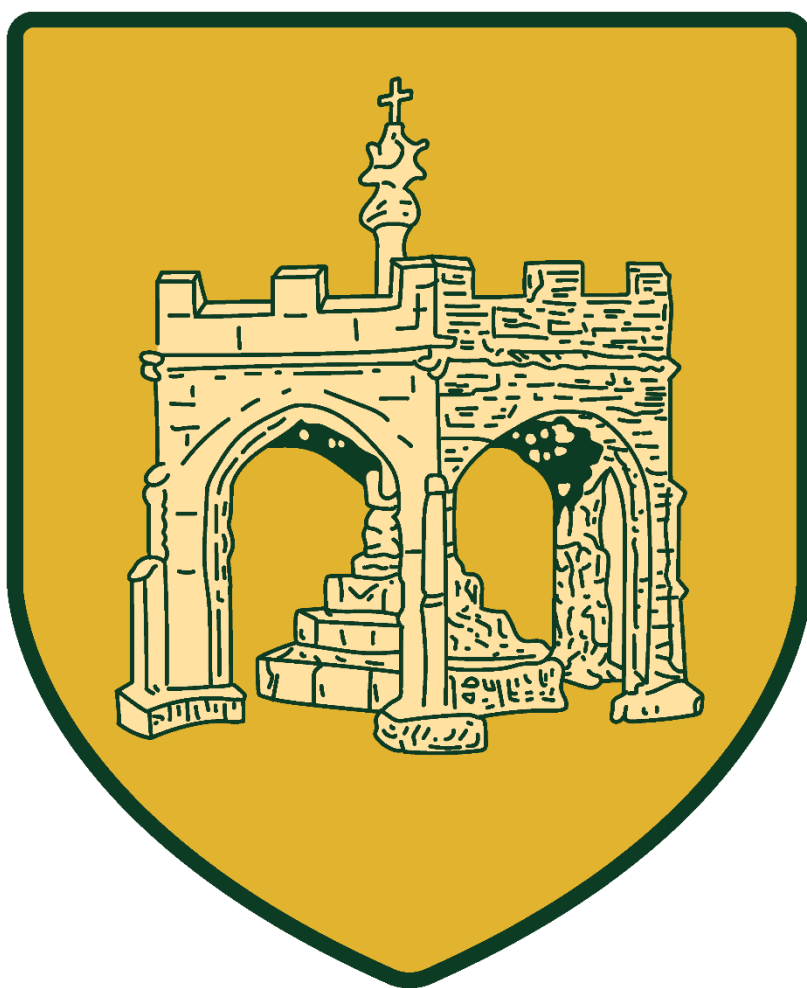




Cheddar
First School

Where Every Child Is at the Heart

Regulation and Behaviour Policy



Date Agreed	September 2026
Review Date	September 2027

1. Rationale

- 1.1 Our regulation and behaviour policy identifies the range of strategies our school will employ that will make our school vision and values a reality.
- 1.2 We believe that the promotion of good behaviour, the development of self-respect and respect for others is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially and morally.

2. Objectives

- 2.1 Uphold our agreed school's vision and values.
- 2.2 Promote positive behaviour so all our children can learn.
- 2.3 Explain what we mean by positive behaviour.
- 2.4 Reward and encourage positive behaviour.
- 2.5 Be clear and consistent to everyone with consistent and fair actions.
- 2.6 Set out the available support for children who have additional regulation needs and those who are experiencing difficulty in regulating their behaviour.

3. Expectations

- 3.1 We expect everyone at Cheddar First School to exemplify behaviour that reflects the school's vision of Be Safe, Be Ready, Be Respectful.
- 3.2 We expect our children to exemplify their behaviour as follows:
 - 3.2.1 Be Safe
Every pupil is expected to conduct themselves in a way that keeps themselves and others safe by:
 - Moving around the school and into classrooms calmly and quietly.
 - Make good choices to keep themselves and others safe.
 - Have kind hands, kind thoughts, kind feet and use kind words.
 - 3.2.2 Be Ready
Every pupil in every class is expected to demonstrate behaviours that show they are Ready to Learn; this means they will value theirs and others learning by:
 - Being ready to listen when asked.
 - Contribute positively and respectfully.
 - Listen to others when they are speaking (looking and still).
 - Completing tasks as instructed. Adaptions are available.
 - 3.2.3 Be Respectful
Every pupil is expected to be respectful of each other, their trusted adults, their school and their equipment by:
 - Being careful with the way they handle their things and their equipment.
 - Respecting the school site and it's property.
 - Say please and thank you and communicate politely.
 - Behave in respectful ways when moving around school, opening doors and acknowledging others politely.
- 3.3 Be Proud
We also expect our children to be proud of themselves and others when they achieve a personal or academic goal. Each week teachers will select a pupil to be awarded a Be

Proud certificate for a child who has demonstrated the school values or has made a particular effort to improve.

We also expect our Parents and Carers to:

- Promote positive attitudes towards school and preschool and support children with home learning.
- Ensure children are ready to learn, which includes eating breakfast before school starts, a good night's sleep, being dressed in school uniform and have the correct equipment/resources they need for school and preschool.
- Ensure children arrive to school on time and are collected at the end of the day on time.
- Communicate any concerns or important information to the school and preschool.

3.4 Behaviours we expect to see at Cheddar First School and Preschool:

As adults we will:

- Be consistent, fair, caring and respectful.
- Have high expectations of ourselves and the children we care for.
- Model positive social skills.
- Speak clearly and provide clear instructions.
- Agree and share rights and responsibilities with children.
- Demonstrate and exemplify aspiration, learning and achievement.
- Draw upon language detailed within Appendix 1: Examples of positive scripts.
- Show a calm stance and illustrate calm talking.

3.5 Pupil Code of Conduct

Pupils are expected to:

- Behave in a positive and regulated way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move respectfully around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

4. Rewards

4.1 All school staff use these rewards to encourage children's positive behaviour:

- Be Proud certificate.
- Star of the week award.
- Dojo points and House Points.
- Verbal recognition, praise and encouragement.
- House rewards.

4.2 Staff to regularly recognise, praise and encourage appropriate behaviour.

4.3 Staff to use school reward systems.

4.4 Class teachers to nominate at least 1 child per week to receive a Be Proud certificate in assembly.

4.5 Children to receive dojo points for good behaviour and achievement. Including Headteachers award which is 5 points.

4.6 Certificates will be used for rewards.

4.7 The school teams are:

- Mason Bee
- Carpenter Bee
- Patchwork Bee
- Honey Bee

5. Sanctions

5.1 Inappropriate behaviour is dealt with consistently, using a calm stance and a calm dialogue.

5.2 We refer to our 'Ready to Learn' vision as dialogue throughout and then consider using a sanction.

5.3 We use positive behaviour scripts to support improving behaviour (Appendix 1).

- Member of staff utilises their teacher tool box and ensure basic needs are met.
- The child receives verbal 'warning'.
- The child may need 'timeout' to calm down and work with supervision in a different location within the classroom
- The child to lose minutes off playtime to 'reflect'. This is limited to 5 minutes.
- The child may spend time in the Nurture zone supervised by an adult to support regulation.
- Time in their partner class may be appropriate.
- Contact with home.

5.4 The sanctions are renewed each day with every day being a new day and a new start.

5.5 If behaviour continues or a member of staff considers the behaviour is very serious the Headteacher or Assistant Headteacher becomes involved. This might result in:

- Letter home for KS2.
- Loss of lunchtime play.
- A parent meeting to discuss strategies to try and address areas of concern with actions to move forward.
- Risk assessment.
- Safety plan.
- Personalised timetable.
- Support Plan.
- Fixed term (temporary) exclusions.
- Permanent exclusions.

5.6 If behaviour is serious, the teacher can exercise the right to continue educating the class in another learning space, whilst Senior Leadership assistance is called to support behaviour of pupil(s). Alternatively, in this circumstance, it may be necessary to remove the pupil from the learning environment; Senior Leadership will be required to authorise this decision and positive handling strategies will be employed.

5.7 Our Exclusions Policy details further details on the rationale and procedures supporting fixed term and permanent exclusions.

5.8 Cheddar First School has a Nurture Base in which timetabled emotional support is offered and a Nurture zone whereby drop in, de-escalation support is offered. We also offer ELSA interventions.

5.9 Cheddar First School utilises the ‘zones of regulation’ package to support children with emotions. It is a package that is designed to support children to regulate their actions.

6. Anti- Bullying

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.
- Difficult to defend against.

6.1 Bullying happens when someone tries to hurt someone else physically or emotionally.

6.2 Our school’s policy for the prevention of bullying is based upon four views:

- Bullying has no place in our school.
- When bullying happens, it is always right to tell.
- We will not ignore bullying and swift action will be taken by all staff to support the victim and then supporting the perpetrator towards improved behaviour.
- We will use preventive anti-bullying behaviour strategies to avoid bullying happening in the first instance.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6.3 Preventive anti-bullying behaviour strategies:

- 6.3.1 Ensure that the supervision of children in our care is effective.
- 6.3.2 All staff to encourage positive play during break times.
- 6.3.3 Incorporate a mindful approach (Jigsaw) to Physical Social Health and Economic Education (PSHE) with emphasis on emotional literacy, mental health and Spiritual, Moral, Social and Cultural development (SMSC), especially spiritual development.
- 6.3.4 Tackle bullying openly through direct teaching.
- 6.3.5 Provide and develop, through the delivery of the curriculum, pupils’ understanding of diversity. This may include visits, visitors and media.
- 6.3.6 Celebrate diversity within classroom environment and assemblies.

- 6.3.7 Use the vision as dialogue resource to support positive and constructive language.
- 6.3.8 Adults to role-model challenge and negotiation in the classroom.
- 6.3.9 Provide a safe environment that allows children to share concerns and worries with children and adults at an early stage.
- 6.3.10 Educate children about the impact bullying has on others.
- 6.3.11 Undertake pupil conferencing to support review of pupil voice in school.

6.4 Bullying Response Strategies:

- 6.4.1 All staff adhere to this behaviour policy, with particular reference to sanctions.
- 6.4.2 Tell everyone involved in our school about our attitudes to bullying and our procedures for dealing with it.
- 6.4.3 Deal with any incident of bullying by talking to everyone involved keeping written records and informing parents.

7. Ending Arguments

- 7.1 At Cheddar First School we teach children to de-escalate conflicts in a calm and positive way. We train children to help resolve disagreements.
- 7.2 We believe it is important to promote mutual respect.
- 7.3 We encourage children and parents to have a positive view of school and all members of our school community.
- 7.4 The support of parents in achieving this aim is crucial.

8. Restraint/Positive Handling

- 8.1 In some circumstances, staff may use reasonable, proportionate and necessary restraint to prevent a pupil:
 - Hurting themselves or others.
 - Making themselves or others unsafe, including the environment.
- 8.2 Incidents of Physical Restraint Must:
 - Always be used as a last resort and if reasonable, proportionate and necessary.
 - Be applied using the minimum amount of force and for the minimum amount of time possible.
 - Be used in a way that maintains the safety and dignity of all concerned.
 - Never be used as a form of punishment.
 - Be recorded and reported to parents.
- 8.3 If a child is angry or aggressive, we help them to de-escalate and then resolve problems.
- 8.4 If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines, positively handle a child.
- 8.5 In addition, should the actions of a child be prejudicial to the education of others, positive handling strategies will be considered and employed where deemed appropriate.

9. Pupil Support

- 9.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to disengagement may be differentiated to cater to the needs of the pupil.
- 9.2 The school's Special Educational Needs Coordinator, Assistant Headteacher and Headteacher will evaluate a pupil who exhibits challenging behaviour to determine

whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

- 9.3 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

10. Training

- 10.1 Our staff are provided with training on de-escalating behaviour, including proper use of positive handling.
- 10.2 Behaviour management will also form part of continuing professional development.
- 10.3 External agencies such as Educational Psychologists, Advisory teachers will provide advice and guidance to support the implementation of behaviour support plans for pupils with complex and acute needs.

11. Legislation and Statutory Requirements

- 11.1 This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools.
 - The Equality Act 2010.
 - Use of reasonable force in schools.
 - Supporting pupils with medical conditions at school.
 - Special educational needs and disability (SEND) code of practice.
- 11.2 In addition, it is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
 - Behaviour in schools Advice for headteachers and school staff September 2024 states that Keeping Children safe in Education (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

12. Roles and Responsibilities

- 12.1 Local Partnership board
- The Local Partnership board is responsible for reviewing and approving the written statement of behaviour principles.
 - The Local Partnership board is responsible for monitoring this regulation policy's effectiveness and holding the Headteacher to account for its implementation.
- 12.2 The Headteacher
- The Headteacher is responsible for reviewing and approving this regulation policy.
 - The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

13. Staff

- 13.1 Staff are responsible for:
- Implementing the regulation and behaviour policy consistently.

- Modelling positive behaviour.
 - Providing a personalised approach to the specific regulation needs of particular pupils.
 - Recording behaviour incidents.
- 13.2 The Senior Leadership Team will support staff in responding to behaviour incidents.

14. Parents/Carers

- 14.1 Parents/carers are expected to:
- Support their child in adhering to the pupil code of conduct.
 - Inform the school of any changes in circumstances that may affect their child's behaviour.
 - Discuss any behavioural concerns with staff in school.

15. Policy Review

- 15.1 This policy will be reviewed by September 2027.

16. Pre School

- 16.1 Preschool have their own Regulation and Behaviour policy. The Preschool lead works closely with the Behaviour & Pastoral lead to reflect the through school ethos whilst giving anonymity to support the age and need of a younger setting.

Appendix 1: Examples of positive scripts that are used (whilst in a clam stance with a calm voice and at a lower level):

- We use kind hands/keep our hands to ourselves.
- We use kind words.
- We keep our feet on the floor/to ourselves.
- I can see you are feeling sad/upset/angry/anxious/excited.
- We are starting our learning now, thank you.
- First, we are going to do our learning and then we can...
- We are going to make a positive choice and...
- I'm thinking that you are finding this tricky.
- I'm wondering if you are feeling...
- Let's move to a space where we can...
- Why don't we try this instead?
- Let's stop and think and make the right choice.
- Thank you for making the right choice.
- Thank you for listening.
- We sit our bottom on a chair.
- We walk calmly down the corridor, thank you.
- We don't throw things, thank you.
- We use listening ears and looking eyes, thank you

Appendix 2: Behaviour De-escalation – Sanction Flow Chart

