Homer First School and Nursery
Behaviour Regulation Policy

Introduction, Aims and Summary

At Homer First we believe that every member of our school community should feel valued and respected. We are proud of the positive ethos and high expectations that we promote throughout the school and our behaviour regulation policy reflects the value that we place on creating a safe and secure environment.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Homer First School is an Attachment Aware and trauma-informed school which means that our behaviour regulation policy is based on evidence-based approaches that are found to work with all children including those with Social, Emotional or Mental Health (SEMH) needs. Our policy is based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure.

Behaviour, which in any way disrupts learning, is unacceptable in our school. Through the constant promotion of our behaviour regulation policy, we seek to support our pupils in developing positive relationships and behaviours.

Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural needs. Though it is important that this policy is adhered to consistently for all pupils, there will be circumstances where adjustments should be made due to the needs of individual children. Being a highly inclusive school is one of our overarching principles and, therefore, providing equity must be at the forefront when managing and supporting our high needs pupils.

Good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and understand that every behaviour is a form of communication. All children will be treated with kindness and compassion no matter how challenging their behaviour is. We actively teach children how to make the right choices and how to build relationships with others. We have a positive and inclusive

approach to managing emotions and well-being, which is built on recognising that behaviours are driven by emotions and that children need help in learning how to identify and manage their emotions.

In this policy, we set out the expectations, rewards, consequences and procedures that we follow to ensure that good behaviour is promoted and that support is clearly in place to address any areas of concern. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and consequences with regard to children's behaviour.

The general expectations of the children are described, followed by the range of rewards and consequences that staff use in school. On rare occasions it is possible that for their own safety and the safety of others, some form of physical intervention is necessary and our approach to this – 'positive handling' – is described. Again, on rare occasions it might be necessary to exclude a child from school for a period of time and the approach to this is described in our Exclusion Policy.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools
- Searching, screening and confiscation in schools
- Equality Act 2010: advice for schools
- Keeping children safe in education
- School suspensions and permanent exclusions
- Restrictive Interventions including the use of reasonable force in schools

School Vision & Values

Everyone at Homer is expected to behave with politeness and respect and to know that they have the right to be treated with that same politeness and respect. All staff are responsible for maintaining high standards of behaviour and applying our policy consistently and fairly. A calm, purposeful and respectful school promotes good learning and enables every child to fulfil their potential. This ethos is underpinned by our school vision:

When we work hard and we are kind amazing things happen!

This vision is further reinforced by The Homer Rules and the below values. These values will underpin our vision. The definitions for the values offer a starting point for discussion with the children, and give all stakeholders a shared language to use when helping our children to understand what these values mean.

Ready
Respect
Safe

We want our learners to be ready to learn, to be respectful of each other and to feel safe. This includes all staff, children, visitors, parents and carers.

Ready	Respect	Safe
Be on time. *Stop and listen to the person talking.* *Follow instructions.* *Start work promptly.* *Wear correct uniform.* *Line up promptly.* *Come to school with the correct equipment.* *Show READY straight away when asked.*	*Greet everyone politely in the morning.* *Thank everyone who helps you.* *Tidy-up after ourselves.* *Help others where we can.* *Work hard.* *Hold doors open, let others pass.* *Win gracefully.* *Respect other people's opinions.* *Respect property.* *Use correct voice & kind words*	*Move calmly around the school and outside.* *Use equipment properly.* *Kind hands and feet.* *Tell an adult if something is wrong.* *Use technology responsibly and follow online safety rules.* *Wash hands regularly.* *Catch and bin coughs and sneezes.*

We have a set of school rules 'The Homer Rules' that are shared with the children at the beginning of the school year, form part of our home-school agreement and are clearly displayed and followed by all members of staff.

The Homer Rules:

- *We respect others and listen to people*
- *We are honest*
- *We are kind and helpful*
- *We work hard*
- *We look after property*

Expectations and management strategies

These give the children a clear set of guidelines and ensure that all staff are consistent when applying and promoting them. The children also have an opportunity to work together on creating class rules and to share ideas through the School Council.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a consequence and if so, whether any adjustments need to be made to the consequences, or if further reasonable adjustments are required to support the pupil to follow the rule.

Behaviour management strategies at Homer First include, but are not limited to:

Maintaining high expectations for behaviour.
Using positive reinforcement with a focus on highlighting and promoting excellent behaviour.
Establishing clear routines.
Communicating expectations of behaviour verbally and non-verbally.
Applying consequences when necessary and doing so calmly and consistently.
Using strategies which are age appropriate and consider individual needs of children.
Creating class rules with the children.
Communicating with other stakeholders, including parents, the senior leadership team and governors, when necessary.

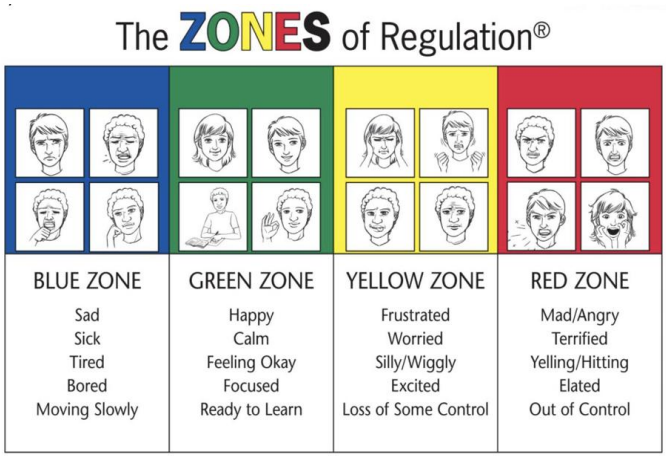
Emotion Coaching

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Staff have been trained to emotion coach using the CALM approach:

CALM			
	Stage	**What it is**	**Example**
C	**Connect**	*Tune in to the child's feelings and your own.*	*Use the iceberg analogy to look beyond the behaviour you see.* *Think about how the child might be feeling and what they might need.* *Check your own feelings.* *Co-regulate, model how to use calming techniques.*
A	**Acknowledge**	*Validate the feeling and label them. Name it, to tame it!*	*"You seem angry/sad/upset to me."* *"I can see that something's not quite right-can you tell me about it."* *"I would feel angry if that happened to me."* *"You look like you are in the Red Zone."*
L	**Limit-Setting**	*Remind the child of acceptable/unacceptable behaviours.*	*"It's not OK to hit/push/bite your friend."* *"The rules are that we don't hit people."* *"Breaking things because you are angry is not acceptable."* *"It's not safe to do that."*
M	**Make a Plan**	*Problem solving and finding solutions!*	*"Let's think of what we could have done instead."* *"Try and do this next time you feel like that."* *"This is what we can do instead."* *Once this stage has been talked through the child that makes reparations e.g. by saying sorry or clearing up mess.*

Zones of Regulation

At Homer we use the Zones of Regulation to support pupils to identify and manage a range of emotions. The Zones of regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete coloured zones.



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their 'Zone' based on the environment and its demands and the people around them.

At Homer, all children are taught about the different zones through PSHE lessons and assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every September and children and adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions. For some pupils they may have further small group sessions focussing on the Zones of Regulation programme.

Behaviour Principles, Rewards and Consequences

Our Homer values have been co-constructed with parents, children and staff, and form the foundation for our behaviour principles below:

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. All our community have a duty to uphold this.

All pupils, staff and visitors are free from any form of discrimination and demonstrate compassion for members of our community.

Staff and volunteers take responsibility for setting an excellent example to pupils at all times.

Rewards and consequences are used consistently by staff, in line with the behaviour regulation policy.

The behaviour regulation policy is respected and understood by all stakeholders.
The suspensions/exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
Pupils are helped to take responsibility for their actions.
Families are involved at the earliest stage possible when behaviour incidents arise in order to foster good relationships between the school and home.

We place a strong emphasis on positive behaviour, attitudes and efforts towards learning and have a clear programme of rewards to reinforce this:

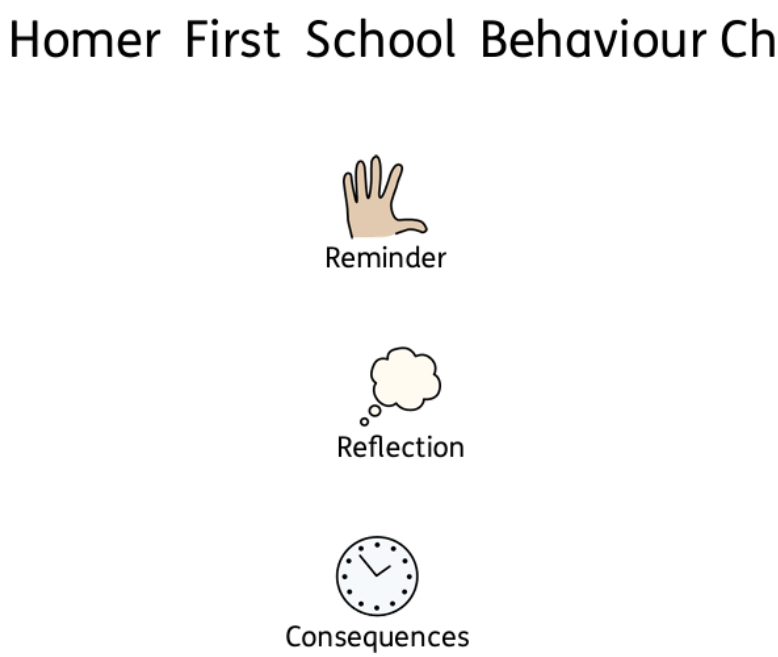
Stars Assembly: The school holds an achievement assembly every Friday. Each class teacher nominates individual children to receive a Star Certificate to take home in recognition of exemplary effort, achievement or behaviour during the week. Children are also nominated by teachers to receive a Headteacher sticker for upholding the school values.

Individual & Class Rewards: Each Key Stage has bespoke awards which they use to effectively engage and reward children in their year group for behaviour in line with our vision and values. Across each Key Stage, staff are using these rewards consistently. **Early Years,** (Nursery & Reception) use stickers and Stars in the Jar (whole class recognition). **Key Stage One**, are using stickers and table points (earning extra play time for the table with the most points). **Key Stage Two,** are using Dojo points (earning extra playtime once they reach 100 points), children may also receive stickers.

Headteacher Awards: Staff are always promoting positive behaviour and in recognition of exemplary work or behaviour during the week pupils will be invited to visit the Headteacher to receive a special Headteacher Sticker.

Homer First School Behaviour Chart

Behaviour Consequences: Class teachers display their class expectations for behaviour. If a child is disrupting the learning in class or demonstrating inappropriate behaviour then the following protocol is used. A clear set of consequences is applied that link directly to the rules.



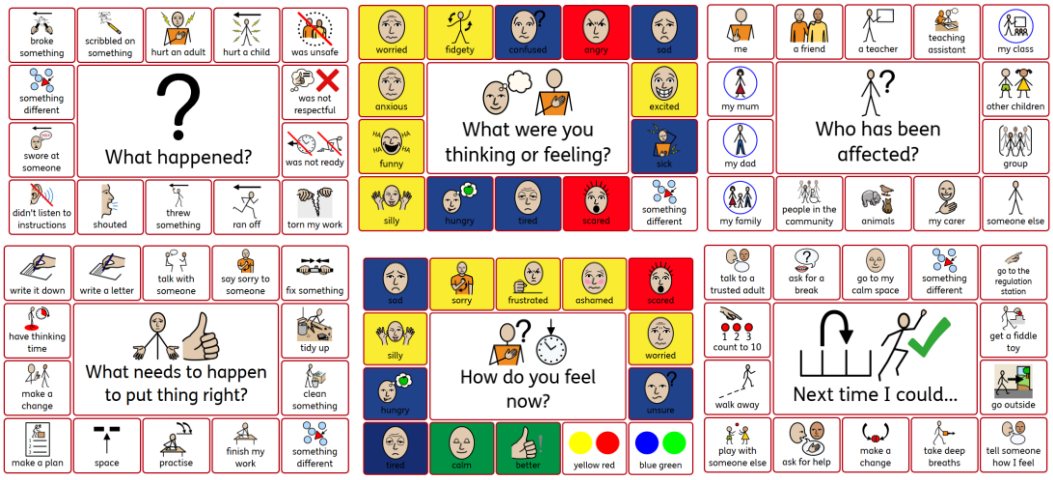
Homer First Behaviour Chart	
Reminder	Homer Rules Reminder. This is an opportunity for you to show you can meet the expected behaviour.
Reflection Time	Visible space and help to reflect on impact of their behaviour by using The CALM Approach
Consequence Option:	Age-appropriate length of time missed during break or lunch, either inside the classroom or with the member of staff on duty on the playground. Option: if learning of others is being disturbed during reflection time, there is the choice to move child to another 'safe'space within the school for an age-appropriate length of time. When the child is calm, there should be a restorative follow-up.
If the disruptive behaviour takes place out of class, this Behaviour Chart should still be followed.	
If the disruptive behaviour is on-going and the Behaviour Chart is having little impact, the first step is for the class teacher to meet and discuss strategies with the Senior Leadership Team.	
Serious Incidents	
Child taken to SLT- Serious incident form completed.	SLT to review incident and identify next steps/actions.
If the disruptive behaviour is a Serious Incident, the child should be taken to SLT immediately, and the Incident Form should be completed as soon as possible (Racist, sexual related abuse, theft, damage to school property, assault, verbal abuse of a child or adult, sustained bullying or repeated incidents related to one child, continual low-level disruption, possession of a dangerous object). If staff are ever unsure, please check with SLT.	
If children are repeatedly being referred to SLT or it is a high-level serious incident, then SLT may decide to put in further strategies, these will be in consultation with the child, parents and staff.	

Restorative Follow Up

If any adult has had to deal with a behaviour incident, they should have a restorative follow-up discussion with the children involved. The focus of these follow-ups is to educate the children about how they can improve their behaviour in school. The children should gain an understanding of: who has been affected by their behaviour, what they can do to 'put things right' and a strategy to do things differently next time the situation arises. At Homer we all follow a behaviour script:

What happened?
What were you thinking at the time?
Who has been affected and how did it make them feel?
What should we do to put things right?

For some pupils they may prefer to communicate using a reflection book. Each class has access to a reflection book.



Serious incidents

Serious incidents include any behaviour that falls under the following categories: racist, sexual related abuse, theft, damage to school property, assault, verbal abuse of a child or adult, sustained bullying or repeated incidents related to one child, continual low-level disruption, possession of a dangerous object.

Procedure following a serious incident:

The entirety of the serious incident form is completed as soon as possible by the staff that witnessed the incident, or first became aware of it. This is recorded on CPOMS (Child Protection Online Monitoring System) and DSLs (Designated Safeguarding Leads) & SLT are alerted.

Recording of the incident must be a factual description of events, and include names of staff and pupils involved, time, date and location. In addition, the recording of the incident should include, the situation, trigger, action and response.

A member of SLT sees the completed form and signs (again, as soon as possible)
The class teachers of both the victim and the offender see the completed form and, if necessary, consequences are decided (possibly with SLT).

The victim's and offender's parents are both called and informed by class teachers, or told at pick up, so they find out from school what happened as opposed to hearing about it from the child.

In certain instances, it will be SLT that speak to parents. These forms are kept centrally and are reported to governors and the local authority on a regular basis.

There are a number of actions that could result from a serious incident: typically a discussion with parents would be involved and be followed up by, for example, a written or spoken apology,

reparation or repair if damage has occurred, and consequences to help the child learn and reflect on the incident. However, it might also, in rare and exceptional circumstances, lead to exclusions and contacting the police.

Depending on the nature of the incident the member of staff involved will take a view as to whether the children involved will be seen individually or as a group. This will depend on the nature of the incident; the age of the children and the context of the incident. The member of staff completing the serious incident form will give consideration as to whether the children will be seen separately and this will be recorded.

The incidents recorded can be interrogated to see whether there is any pattern and action can be taken to improve the school's care for the children.

Each term the number and nature of the incidents are reported anonymously to governors for their scrutiny. The impact of our behaviour policy is evaluated annually against OfSTED criteria.

Parents, children and staff are invited to comment on behaviour and bullying in surveys and the outcomes are summarised and reported in our annual review that is available on the school website.

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.

Further details can be found in our Anti-Bullying Policy

Restrictive Interventions and Reasonable Force

All staff must understand their responsibilities under the DfE 'Restrictive Interventions, including reasonable force, in schools' (April 2026) guidance. This includes duties related to the safe, lawful and proportionate use of restrictive interventions, the requirement to minimise such use through prevention and de-escalation, and the statutory duties to record and report incidents.

Legal power to use reasonable force

All members of school staff have the legal power to use reasonable force to prevent a pupil from:

- causing injury to themselves or others,
- committing a criminal offence,
- damaging property,
- causing significant disorder among pupils.

Reasonable force means using the least amount of force for the shortest possible time, in proportion to the circumstances.

When restrictive interventions may be used

Restrictive interventions may only be used when necessary and proportionate, and where no safer alternative exists. Staff should always prioritise:

- prevention,
- de-escalation,
- communication,
- risk assessment.

Prohibited uses of force

Staff must never:

- use force as a form of punishment,
- restrict a pupil's breathing or circulation,
- apply pressure to the neck, chest or abdomen,
- deliberately take a pupil to the ground.

Recording duties (Statutory from April 2026)

The school must record every significant use of force, every instance of seclusion, and every form of restraint (including non-physical restraint) as soon as practicable and ideally on the same day.

Each record must include:

- names of staff and pupils involved,
- time, date, duration and location,
- a factual description of events,
- triggers and de-escalation strategies attempted,
- justification for the intervention,
- any injuries or support given afterward.

This will be recorded on CPOMS.

Reporting duties (Statutory from April 2026)

Parents must be informed of any significant use of force, restraint or seclusion as soon as possible and ideally on the same day, unless doing so creates a safeguarding risk.

Post-incident support

Following any restrictive intervention, pupils and staff must be offered appropriate support, reflective discussion and, where needed, medical attention. Debrief should occur with a neutral facilitator.

Training

Staff expected to use restrictive interventions will receive appropriate training in prevention, de-escalation and lawful use of force, in line with school risk assessments and DfE guidance.

Pupil support and equity

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 challenging behaviour may be differentiated to cater to the needs of the pupil, and to focus on providing equity.

The school's special educational needs co-ordinator 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.

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 to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
Taking part in any school-organised or school-related activity (e.g. school trips).
Travelling to or from school.
Wearing school uniform.
In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school.
Poses a threat to another pupil or member of the public.
Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff, or another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Confiscation

Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold handover meetings at the end of the summer term. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Suspensions / Exclusions

A number of options are available to head teachers in response to a serious and exceptional breach of the behaviour policy. This may be done so the child has consequences for their actions, but in the vast majority of cases the intention is to enable the school to seek specialist advice from, for example, Educational Psychologist, the behaviour support team and meet with parents to decide what measures should be put in place to prevent the behaviour being repeated.

1. Restorative approach
2. Mediation
3. Internal exclusion
4. Managed move

At all times, the needs and circumstances of the individual child are taken into consideration to ensure that the most appropriate and effective action is taken to support the child in managing his or her behaviour issues.

Training

Behaviour management will also form part of continuing professional development. All staff have training on what constitutes a serious incident and how these should be managed and reported, and

refresher training for all staff occurs annually. Where necessary staff will receive bespoke behaviour management support from SENCO, senior leadership team or external professionals.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher annually to address findings from the regular monitoring of the behaviour log.

Roles and responsibilities

The Governing Body is responsible for reviewing and approving the school's behaviour principles. The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteachers is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's vision and values for behaviour.

The Headteacher will also approve this 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 consequences are applied consistently to all groups of pupils.

The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary. The Headteacher will ensure that the data from the behaviour log is reviewed each half-term, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

Implementing the behaviour policy consistently and differentiating when necessary to provide equity.
Modelling positive behaviour.
Providing a personalised approach to the specific behavioural needs of particular pupils.
Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents 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 the class teacher promptly.