Relationships and Behaviour Policy
and
Written Statement of Behaviour Principles

Behaviour Policy Document Status			
Date of Policy Creation	January 2024	**Chair of Governors**	Gill Stubbs
Adoption of policy by Governing Board	7 February 2024	**Executive Headteacher**	Denise Garner
Inception of new Policy	8 February 2024	**Governor with Responsibility**	Gill Stubbs
Date of policy review	September 2025	**Day Care Manager**	Shelley Thursfield

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all children.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements, and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement 2023
- Use of reasonable force in schools
- Supporting children with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate children's property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.
- https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

3. Definitions of behaviour

Expected behaviours.

Our school expectations are that:

- We are kind to one another.
- We are honest with each other.
- We work hard together.

Unwanted behaviours

Level 1	Level 2	Level 3
Running to escape Fighting games Snatching/grabbing Pushing Crowding/invading space Needing constant reassurance/attention Ignoring staff	Throwing equipment Shouting out and interrupting Swearing Running away Stealing/taking/hoarding Making noises e.g. whistling/laughing Temper tantrums. Destroying work/equipment	Bullying *(see definition below)* Biting Kicking Hitting Spitting Refusing to comply Racial or homophobic abuse

4. 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, persistently overtime.
- Difficult to defend against.

Please read our anti-bullying policy for more information.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the Written Statement of Behaviour Principles (appendix 1).
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's written statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff manage incident of poor behaviour effectively.
- Monitoring that the policy is implemented by staff consistently with all groups of children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for children.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of children.
- Considering the impact of their own behaviour on the school culture and how they can uphold school and nursery expectations.
- Recording behaviour incidents promptly (see appendix 2 or 2a and 3).
- Challenging children to meet the school's expectations.

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce the expectations at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Children

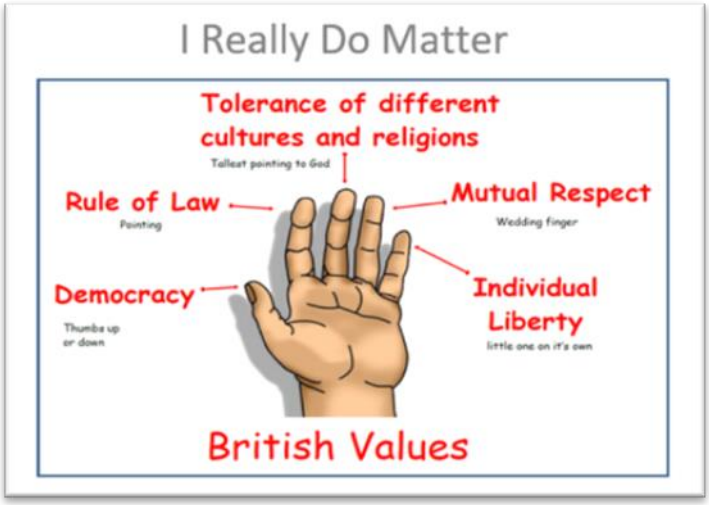
Children will be:

- Made fully aware of the behaviour policy in a way they understand.
- Helped and encouraged to develop high standards of behaviour.
- Able to learn and to achieve their full potential.
- Treated fairly with consideration and respect.
- Listened to by the adults when in school and nursery.
- Made to feel safe and secure in school and nursery.
- Made aware of the rewards they can earn for meeting the expectations for behaviour, and the consequences they will face if they don’t meet the standards.
- Made aware of the adults who will provide pastoral support to help them meet the standards for behaviour.

6. Behaviour Curriculum

Values

All members of our community want our school and nursery settings to be happy, calm, safe environments which are welcoming and promote a sense of belonging. Therefore, our curriculum has British Values at its heart, democracy, the rule of law, individual liberty, and mutual respect. We want to teach our children the life skills they need for the future to become compassionate, considerate adults who form part of a fair and equal society. Good behaviour is one of these skills.



We believe that positive relationships and a sense of belonging are the keys to success for all children. Good relationships, within which children learn to feel secure, trust and regulate, are vital for learning and development to take place. We know that for many of our children the development of these relationships will need to be explicit, meaningful, and very clearly perceived.

Personal Social, Health, Emotional and Economic (PSHEE) curriculum

Through our PSHEE curriculum ‘Keeping ourselves Happy, Healthy and Safe’ children learn about emotions and how they can affect how we behave. Children learn how to manage these emotions and behaviours appropriately so they can access the curriculum, engage with lessons, and participate in learning.

Regulation Station

We know from firsthand experience that children need a helping hand (co-regulation) when it comes to understanding and processing their own emotions. Each learning environment has a regulation station to help children to reflect on their behaviour and to self-regulate.

Quality First Teaching

We ensure ‘quality first’ teaching to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. We know that with the correct support all children can be fully included in their educational setting, enjoy learning, and succeed.

Behaviour as communication

We understand that behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child’s behaviour without addressing those needs. We provide personalised responses to supporting children’s personal development and well-being, so they behave well.

Consequences

We ensure that natural consequences that can follow certain behaviours are made explicit, without the need to enforce corporal behaviour principles
s that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour.

Consistency

Consistency in our approach when managing behaviour does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Classroom Management Strategies

Effective classroom management can reduce challenging behaviour, children’s engagement, bullying and aggression. Teacher’s and support staff receive high quality training, so they have the knowledge and skills to manage children’s behaviour. All adults wear a lanyard with our behaviour expectations visible. Prompts and scripts are included on the back of each expectation to support teachers and adults when managing and teaching behaviour.

Children with challenging behaviour.

For children with more challenging behaviour our approach is adapted to individual needs. Targeted approaches meet the needs of individuals in our school and nurseries and staff are trained to use specific strategies for children with high behaviour needs.

Often advice and support are sought from other professionals such as the educational psychologist or behaviour support team.

Self-Regulation in Early Years

Self-regulation involves children developing ability to regulate their emotions, thoughts, and behaviour to enable them to act in positive ways toward a goal. The foundations of emotional and cognitive self-regulation in early years are integrally tied together, and both are necessary for behavioural self-regulation.

Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships where the adult and child are closely attentive to each other and engage in sensitive, responsive exchanges. Our pedagogy includes co-regulation strategies which will help children develop self-regulatory skills**.**
The three basic strategies we use for co-regulation are:

1. **Positive Relationships** – Provide a warm, responsive relationship where children feel respected, comforted, and supported in times of stress, and confident that they are always cared for.

2. **Enabling Environments** – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.

3. **Learning and Development** – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.

The Relational Approach

The relational approach makes us consider what we know helps children to develop rather than to focus on deficits. Therefore, focussing on:

What makes a good relationship?
What a child’s behaviour is telling us?
What we need to do?
What the child is telling us about and what helps them?

This approach is more helpful than diagnosing or labelling children. Children need to have a voice, feel heard and have opportunities to develop a sense of agency if support is to be meaningful and effective.

Our teaching approach is:

1. Developing Relationships
2. Responding and Calming
3. Repairing and Restoring

Developing Relationships

- Relationships will be developed to ensure that all children feel safe, secure, connected, understood, and cared for. This includes the expectations and responsibilities of all adults in the school community.
- Children will be included in the learning and social environment, ensuring that barriers to inclusion are removed.
- Children will be kept safe, able to learn and have their voice heard through the establishment of high expectations and clear agreements about how all members of the learning community will behave.
- Individual children will be supported through a targeted approach.

Responding and Calming

- Skilled adults in school will use relational responses to keep classrooms calm and enable children to learn.
- Adults in school will use emotional coaching relational skills to regulate children who are experiencing strong emotions to support them to calm, learn how to self-regulate and settle to learning.
- Adults will support children in crisis situations to maintain safety and ensure that all children can learn.
- The school has specific plans for circumstances such as the use of physical intervention when children abscond, searching children and serious incidents in the community. In these circumstances school will have general guidelines and individual plans to ensure safety.

Repairing and Restoring

- Adults will resolve conflict using everyday restorative interactions and discussions including classroom meetings, circle time, peer mediation.
- Adults will repair harm using facilitated restorative encounters.
- Adults will support change by ensuring that all parties involved: learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships.
- Adults will support individual children to understand the consequences of behaviour and enable them to repair relationships using individual restorative explorations. School will use restorative processes that will occur following incidents such as bullying, racism, homophobia.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment and plan exciting lessons which engage all children.
- Teach the behaviour curriculum and display the expectations.

Develop a positive relationship with children, which may include:

- Greeting children in the morning.

- Establishing clear routines.
- Communicating expectations of behaviour visually and verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Choosing 3 children each week to wear our celebration T shirts *'I did the right thing', 'It's cool to be kind', 'I worked wonders'.*

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child needs help or protection.

We will consider whether a child'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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour.

When a child's behaviour meets or goes above and beyond the expectations staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents either face to face, via a phone call or written.
- Certificates and special assemblies.
- Given responsibility.
- Whole Class rewards.
- Pom, Poms to collect for the class as part of the 'Happy Lunchtimes' award.

7.4 Responding to misbehaviour.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond, to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand and reminder of the expectations of behaviour.
- expecting work to be completed at home, or at break or lunchtime.
- time taken to discuss behaviour at break or lunchtime.
- school-based community service, such as tidying a classroom.
- referring the child to a senior member of staff.
- letter or phone call home to parents/carers.
- agreeing a behaviour contract.
- exclusion, in the most serious of circumstances.

Personal circumstances of the child will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of reasonable force must:

- Always be used as a last resort.
- 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 corporal principles
- .
- Be recorded and reported to parents/carers (see appendix 4).

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching.

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. educational visits).
- Travelling to or from school.
- In any other way identifiable as a child of our school.

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The child is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

Children 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.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 (LADO), where relevant) will consider whether the child who made the allegation needs 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 children accused of misconduct. Please refer to our child protection and safeguarding policy.

8. Serious sanctions

The school can use time limited exclusion and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from children with Special Educational Needs (SEND)

9.1 Recognising the impact of SEND on behaviour.

The school recognises that a child's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND need, although we recognise that not every incident of misbehaviour will be connected to a child's SEND. Decisions on whether a child's SEND has had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health, and care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.

- Adjusting uniform requirements for a child with sensory issues or who has a severe skin condition such as eczema.
- Training for staff so they understand conditions such as autism or sensory seeking behaviours.
- Use of separate spaces such as sensory zones in classrooms or the nurture room where a child can regulate their emotions during a moment of sensory overload.
- Use of specialised resources such as ear defenders.

9.2 Adapting sanctions for children with SEND.

When considering a behavioural sanction for a child with SEND, the school will consider:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time because of their SEND?
- Is the child likely to behave aggressively due to their SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND.

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Childs with an Education, Health, and Care Plan (EHCP)

If the school has a concern about the behaviour of a child with an EHCP, we will contact the local authority for advice and support.

10. Supporting children following exclusion

Following an exclusion, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school.

11. Transition

The school will support incoming pupils to meet behaviour standards by supporting them to quickly familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to a child's behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Relational Approach.
- The proper use of restraint.
- The needs of the children at the school.
- How SEND and mental health needs can impact behaviour.
- Behaviour management will also form part of continuing professional development (see appendix 5, 6, 7,8 for examples).

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour.

The school will collect data on the following:

- Behavioural incidents.
- Attendance, permanent exclusions, and suspensions.
- Use of pupil support units, off-site directions, and managed moves.
- Incidents of searching, screening, and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders.

The data will be analysed termly and reported to the governing board.

The data will be analysed from a variety of perspectives including:

- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy.

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour. At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies.

- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- Physical restraint policy
- Exclusions policy
- Equalities Policy
- SEND Policy
- PSHEE Policy

Appendix 1: Written statement of behaviour principles

The governing board recognise that children need protection, connection, understanding and care and that these are the corner stones of any positive relationship. Adults in school will never give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. The governing board have established the following principles upon which our relationships and behaviour policy is based:

Written Statement of Behaviour Principles

1. We will create an ethos based around inclusive and compassionate principles which is beneficial to the well-being of all children.
2. We will model high levels of nurture and empathy, with containment and structure, to support children to feel safe.
3. We will provide clear boundaries, predictable routines, expectations, and regulated responses to behaviour.
4. Consequences that will follow certain behaviours will be made explicit, without the need to enforce sanctions that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour.
5. Adult responses to behaviour will ensure that children feel safe and that all needs are met.
6. We will recognise that behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child’s behaviour without addressing these needs.
7. Through a well-planned engaging curriculum, we will provide personalised responses to supporting children’s personal development and well-being.
8. We recognise that consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs.
9. We understand that whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
10. We will set out our expectations through regular communication, through the school website, parent zone and newsletters so parents have a clear understanding of what is expected and know how they can support their child.

Appendix 2: WWI Behaviour Reflection Log and Restorative Conversation

ABC Behaviour Reflection Log and Restorative Conversation

1. Developing Relationships 2. Responding and Calming 3. Repairing and Restoring

Child's name:			**Class**					
			Chicks 1	Chicks 2	Robins	Wrens	Swifts	Swallows
Date:	**Time:**	**Duration:**	**Staff involved:**					

Behaviour Incident

✓ Please tick

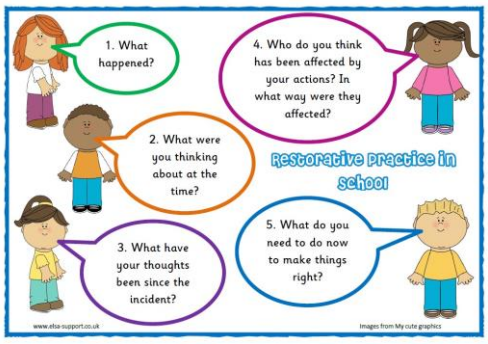
Where did the incident take place?		**Who else was there?**		**What was the activity?**		**What do you think was the function of this behaviour?**	
Class		On own		Transition		Attention needing	
Playground		Few peers		Assembly		Sensory	
Hall		Lots		Playtime		Escape demand	
Other		Class		Lunchtime		Escape situation	
		Certain Peer		Lesson		Other	

Observable behaviours 1=self 2=Peer 3=Staff 4= Object				**Behaviour Management Strategies**	**What did you try?**	**What worked?**
Pinch		Scream		Visual support		
Hit		Swear		Calm reassurance		
Slap		Threaten		Non-threatening body language		
Grab		Damage		Recognition of feelings		
Scratch		Strip		Step away		
Hair pull		Sexual		Success reminder		
Head butt		Theft		Distraction		
Bite		Racial		Humour		
Spit		Disrupt		Safe space directed/offered		
Kick		Bullying		Planned ignore		
Throw		Abscond		Controlled choice		
Other:				**Physical Intervention/Restraint** *(Please tick if 'Yes' complete additional record form and attach)*	No	Yes

Restorative Conversation

When recording below, it is important to allow all children involved, or who observed the incident, to have their chance to speak and be heard. Record exactly what each child says. Attach additional pages as necessary. Upload document to CPOMS

What happened?	**How did your behaviour affect others?**	**What can you do in future, so it doesn't happen again?**



Class teacher's signature:	**Senior Leadership Team response:**

Appendix 2a: ON Behaviour Reflection Log and Restorative Conversation

ABC Behaviour Reflection Log and Restorative Conversation

1. Developing Relationships 2. Responding and Calming 3. Repairing and Restoring.

Child's name:			**Group**		
			Babies	Toddlers	Preschool
Date:	**Time:**	**Duration:**	**Staff involved:**		

Behaviour Incident

✓ Please tick

Where did the incident take place?		**Who else was there?**		**What was the activity?**		**What do you think was the function of this behaviour?**	
Baby room		On own		Transition		Attention needing	
Toddler room		Few peers		Whole group		Sensory	
Preschool		Lots		Small group		Escape demand	
Outside		Key group		Lunchtime		Escape situation	
		Certain Peer		Child initiated Learning		Other	

Observable behaviours 1=self 2=Peer 3=Staff 4= Object				**Behaviour Management Strategies**	**What did you try?**	**What worked?**
Pinch		Scream		Visual support		
Hit		Swear		Calm reassurance		
Slap		Threaten		Non-threatening body language		
Grab		Damage		Recognition of feelings		
Scratch		Strip		Step away		
Hair pull		Sexual		Success reminder		
Head butt		Theft		Distraction		
Bite		Racial		Humour		
Spit		Disrupt		Safe space directed/offered		
Kick		Bullying		Planned ignore		
Throw		Abscond		Controlled choice		
Other:				**Physical Intervention/Restraint** *(Please tick if 'Yes' complete additional record form and attach)*	No	Yes

Restorative Conversation/Consequence

When recording below, it is important to allow all children involved, or who observed the incident, to have their chance to speak and be heard. Record exactly what each child says. Attach additional pages as necessary. Upload document to CPOMS

Nursery Teacher/Key Person signature:	**Senior Leadership Team response:**

Appendix 3

Prejudice Related Incident Report

*(***Protected characteristics** -age, *being or becoming a transsexual person*, *being married or in a civil partnership*, *being pregnant or on maternity leave*, *disability, race including colour, nationality, ethnic or national origin*, *religion, belief or lack of religion/belief*, *sex*, *sexual orientation*

VICTIM(S)					PERPRETATOR(S)				
Name(s)	**Year**	**Ethnicity**	**Gender**		**Name(s)**	**Year**	**Ethnicity**	**Gender**	
			M					M	
			F					F	

DATE	**LOCATION INCIDENT OCCURED** (observed behaviour, discussion, disclosure)
INCIDENT/CONCERN (record factual information)	
SIGNATURE	**DATE**
ACTION TAKEN BY HEADTEACHER	**OUTCOME**

Full details of the DfE *guidance document of Equality Act 2010 (updated in May 2014)* can be found at: https://www.gov.uk/guidance/equality-act-2010-guidance

Appendix 4: Physical Intervention Record

Physical Intervention Incident Record		
NAME OF CHILD	**CLASS**	
DATE	**TIME**	**LOCATION**
Names of staff involved. (Directly or as a witness)	**Names of children involved.** (SEN, disability, medical, social)	
Description of incident (Reason for using force and description of force used.)		

De-escalation techniques used prior to restraint (Please tick)			
Verbal advice and support		Physical intervention (excluding restraint)	
Time out directed		Non-threatening body language	
Distraction		Warning	
Calm talking		Time out offered	
Humour		Reassurance	
Step away		Support system	
Options offered		Instruction	
Negotiation		Other (please specify	

Any injury suffered by staff (description) FIRST AID	**Any injury suffered by child's (description)** FIRST AID	**First aid and/or medical attention required.**	**Accident form completed.**

Have concerns been shared with staff (entry in vulnerable children book)	**Name agencies informed.** (SEND officer, SIP, BEHAVIOUR SUPPORT, SOCIAL WORKER, EARLY INTERVENTION WORKER)	**Parents informed (comment)**
Follow up (including post incident support and any disciplinary action against child/children)		
Has any complaint been lodged (details should not be recorded here)?		

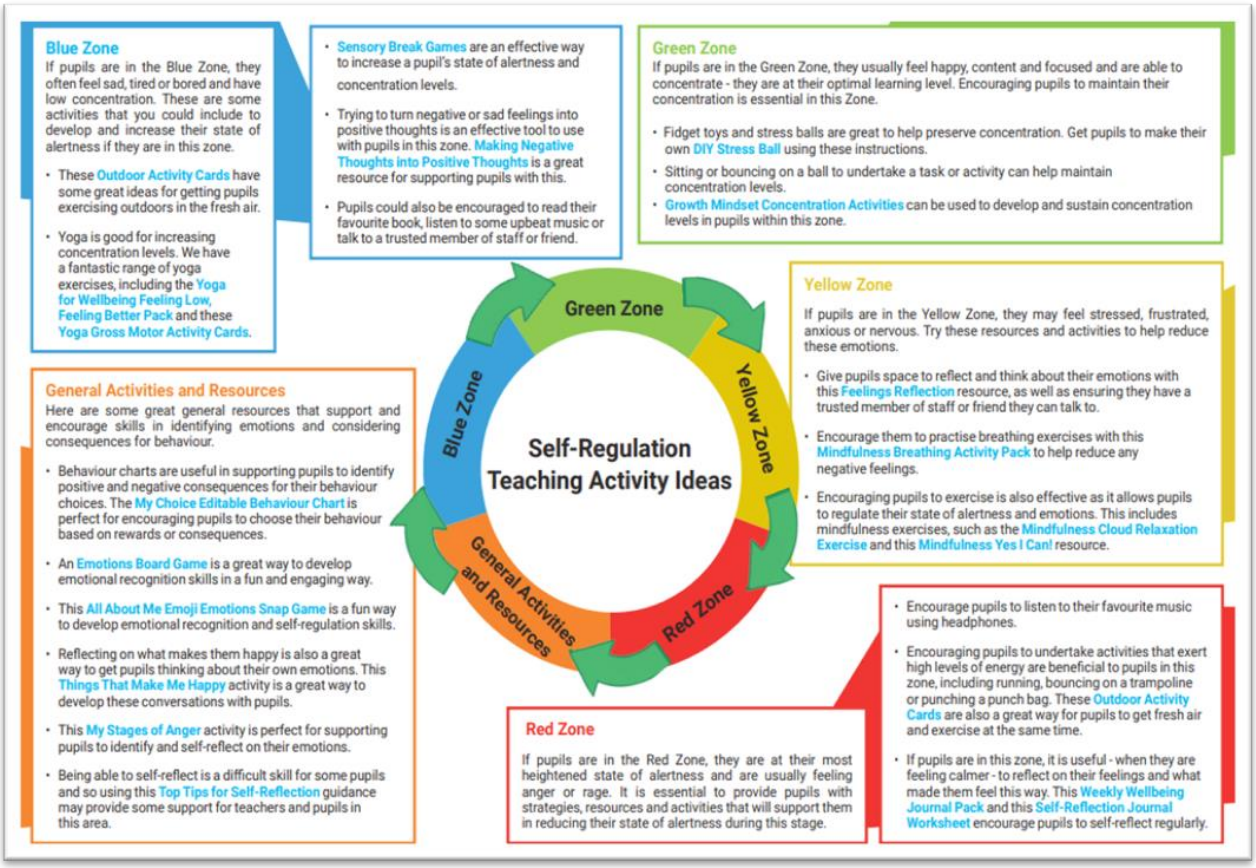
Report compiled by: **Name and role:** **Signature:** **Date:**	**Report countersigned by:** **Name and role:** **Signature:** **Date:**

Appendix 5: Professional Development

Common Challenging Behaviours → What's Really Happening?		
	May Look Like	**May Be**
Non-compliance	Willful misconduct Attention seeking	Difficulty translating verbal direction into action. Difficulty understanding
Repetition of mistakes	Willful misconduct Being manipulative	Difficulty linking cause to effect. Difficulty seeing similarities. Difficulty generalizing
Failure to sit still	Attention seeking Interference with others Willful misconduct	Neurologically may need to move while learning. Sensory overload
Failure to work independently	Willful misconduct Poor parenting skills	Chronic memory problems Difficulty translating verbal directions into action
Failure to complete homework	Irresponsibility Laziness Unsupportive parenting	Memory deficits Difficulty transferring what is learned in the classroom to homework
Lack of punctuality	Laziness, dawdling Poor parenting skills Willful misconduct	Difficulty understanding the abstract concepts of time. Need for assistance to organize
Poor social judgment	Poor parenting Willful misconduct Effects of child abuse	Difficulty interpreting social cues from peers. Lack of knowledge of what to do
Physical intrusiveness	Willful misconduct deviancy	Hyper or hypo sensitivity to touch. Difficulty understanding social cues re: boundaries
Stealing	Deliberate dishonesty Lack of conscience	Difficulty understanding concept of ownership over time and space. Immature thinking (finders' keepers)
Lying	Deliberate lying Sociopathic behaviour Lack of conscience	Problems with memory and/or sequencing Difficulty accurately recalling events. Attempts to please by telling you what you presumably want to hear. Confabulation (*creating false memories without intention to deceive*)

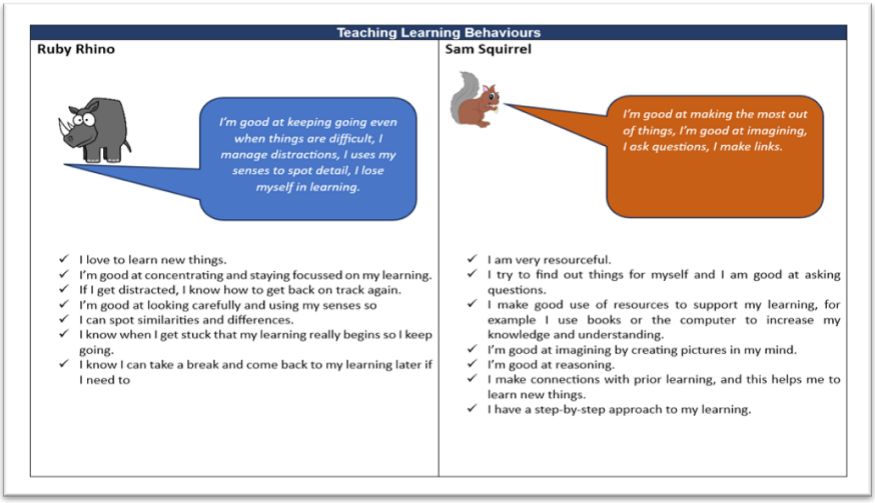
Appendix 6: Four Vital Emotion Regulating Functions and Self-Regulation

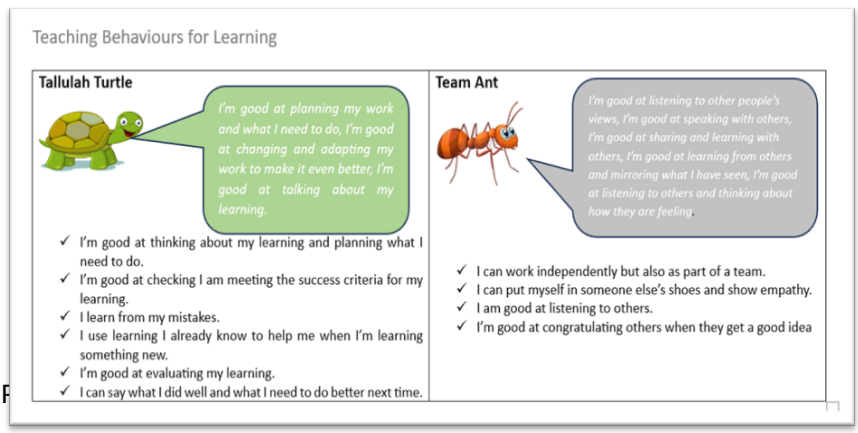
Four Vital Emotion Regulating Functions		**Affect Attunement**	Meeting the child’s emotional intensity (positive or negative) with tone, touch, facial expression to show you understand the intensity, quality of what they are feeling and so to meet them, **connect** with them in their experience.	**Relational Behaviour Policy** **Remember** 1. Developing relationships 2. Responding and calming 3. Repairing and restoring
		Validation of their experience of the event	Recognition of how the child is experiencing the event, even if it’s very different to how you are experiencing it. Not trying to persuade the child out of having the feeling they are having. Rather affirming, understanding, and recognising that they are feeling what they are feeling. Finding the right words, language of feeling, tone of voice to convey empathy.	
		Containment of feelings *(Limit Setting)*	Clear rules and boundaries are used consistently otherwise a ‘limit deprived child’. Being psychologically strong enough, reflective enough and calm enough to be able to stay with the child’s often intensely powerful feelings such as rage, power plays, terror, distress without breaking down in some way or getting angry, known as collapsing or retaliating.	
		Soothing *(Tension regulation)*	Soothing and calming the child’s emotionally dysregulated states. Soothing in conjunction with the other parental functions, develops actual stress regulating systems in the brain, because the child’s brain is still forming after birth. When the child is not soothed, calmed, and emotionally responded to on a consistent basis, they may fail to develop effective stress regulating systems in their brain. This leaves them vulnerable to depression, anxiety, and anger disorders in later life. They are also more vulnerable to using alcohol, smoking or drugs to calm themselves down, or just to feel normal.	



Appendix 7 Teaching Expectation and Behaviours for Learning

Teaching Expectation for Behaviour		
Why?	**How?**	**Impact**
Developing expectations with the children to give them a sense of ownership, which will motivate them to meet the expectations. What do they think good behaviour looks like? Children draw pictures to be displayed of children meeting the expectations or create other visuals for the shared expectations. Make a display so that children have a reminder and models of children meeting the expectations.	**Explain** each expectation. Explain what it means, and why it is important. **Model** each expectation. Using the “I do, we do, you do” instructional model, involve children in acting out how to demonstrate the behaviours defined in the expectations using role-playing scenarios. **Practice** each expectation. Provide opportunities for all children to practice the behaviours.	Once the shared expectations have been established, the next step is to provide positive, behaviour-specific praise when children adhere to those expectations. By praising the expected behaviour out loud, you reinforce the behaviour not only for the child you praise, but also for all the children in the classroom who hear it. Delivering regular, consistent, and positive feedback to children in the form of behaviour-specific praise is powerful to increase children’s engagement, build positive relationships, and improve school climate for learning.





Appendix 8: Protection, Connection, Understanding and Care

Protection

Children need to feel safe and secure to engage socially, explore, play, and learn. Children look first to the adults around them to gain a sense of safety. It is important that adults let children know that they are safe through their ‘way of being’ with the child and the way they manage the learning environment.

Being predictable, reliable, and trustworthy. Telling a child that adults are those things will not be enough adults need to show what they are by what they do. If things change and adults are not able to do what they say then adults need to explain why this has happened, acknowledge, and validate the difficult emotions that this may evoke for some and put in place an alternative plan.

Provide safety cues. Adults being aware of the cues they are giving is very important, particularly through their facial expressions and frequency and modulation of their voice. Interaction should be through a ‘sing song/story telling’ voice with no trace of crossness. Adults need to take care to use open and friendly body language.

Containing their emotions. Adults need to let a child in distress know that they have ‘got it’. Adults need to let the child know that they can bear their emotions and hold on to them so that they do not escalate. Adults must be mindful not to deflect into their own emotional responses. The adult needs to be helpful and help the child organise their thinking and emotions by listening and then feeding their thoughts back to them in bite-size, manageable chunks.

Providing structure and boundaries. These need to match the child’s needs and be communicated to them in a way that they understand, and which is meaningful to them. Visuals and timers should be used when establishing structure and boundaries.

Anticipating things that may be picked up as threat or danger. Unfamiliar sounds or unfamiliar people or situations, change in routine, unfamiliar physical contact or sudden movement can all trigger feelings of fear. Sometimes a lack of safety cues can trigger a defensive response. Managing transitions both large and small will be particularly important, even transitions such as moving between learning activities so these need to be managed in a consistent way, and some children may need supporting.

Connection

We all need opportunities for connection at all levels to feel connected to others and to develop a sense of belonging. Children need to experience connections to develop their ability to interact and form relationships.

Being physically and emotionally available. Adults need to give children their time and opportunities for them to experience undivided attention. To know that they are unique.

Attuning to a child by mirroring their tone and mood. If children, see themselves reflected by the adult this lets the child know they ‘get it’ and enables the child to ‘see’ how they feel.

Being responsive, expressive, and interactive. Adults should encourage expressive interaction using facial expressions, voice modulation and movement. Opportunities to do things in time and rhythm, to experience turn taking, activities with joint focus, enjoyment and anticipation are helpful.

Being playful in your interactions. Have fun, stimulate shared joy, and joint laughter. Play games and sing songs especially games which encourage shared anticipation and response. Children enjoy the security of repetition and being able to anticipate events.

Showing children, you like them and are interested in them. Do things together. Explore, make things, and learn about things together.

Support wider connections. Provide opportunities for connection with peers and to develop connection with the school community and place. Doing and experiencing things together, opportunities for contribution and responsibility will support connection. Support the development of skills needed for positive relationships such as valuing one another, acknowledgement, encouragement, listening, sharing idea, acceptance, tolerance, and compassion.

Understanding

Children need to know they are accepted and understood. Children will learn to understand themselves by being shown understanding. Understanding supports the development of the cortex and higher-level thinking skills. It enables us to engage at a cognitive level with our emotions.

Being curious about a child’s feelings, thoughts, and behaviour. It is important that we understand the thoughts and feelings that are driving the behaviour, so we address these unmet needs. Managing behaviour alone is unlikely to bring about sustainable change.

Accepting a child’s feelings and experience. Accept without action, judgment, contradiction, or persuasion. Resist the urge to minimise their feelings, distract or cheer them up.

Thinking for them-try to work it out. Big behaviours are caused by big feelings, but children are not always aware of the feelings they are experiencing. Thinking from their perspective will help to raise their self-awareness and will also support the understanding and empathy of others working with the child.

Expressing empathy. Wonder aloud and show them that you ’get it’. Respond empathically; imagine how it is for them, empathise and then express it.
“I can see that this situation is very hard…”
“That sounds as though you were really worried…”
“When that happens, I wonder if it is very frightening for you…”

Helping them to process their feelings. Help them to link their physical sensations to their emotions. Children at an early stage of emotional development are not able to distinguish between basic physical sensations and emotions and therefore need an adult’s help to do this. Adults need to model and provide an emotional vocabulary to help children describe how they feel. Adults can be creative in their approach. Allow children to make up their own words, use metaphors, stories, pictures, models, real life examples to enable a child to express, understand and process their feelings.

Care

Repeated experience of being cared for, loved, and soothed enables a child to feel good about who they are, effective, worthy of attention and able to calm themself.

Being loving and compassionate. Children need to know you like them and they are special to you. Think about how your facial expression, body language and tone of voice reflects this. Regularly checking in with simple smiles, eye contact, thumbs up can make the child feel they are cared for.

Holding them in mind. Let them know you think about them even when they are not with you. Finding regular opportunities to let them know they were in your thoughts is important in enabling the child to understand that relationships can be secure.

Using transitional objects. This can help a child know that an adult is thinking about them. This can be as simple as handing them a ‘special’ pen that they need to bring back to you**.**