



Positive Behaviour and Relationships Policy

September 2026

At **Woodingdean Primary School**, we are committed to **nurturing** and developing **inspired**, **curious**, **independent**, and **well-rounded** children with the **self-belief** to achieve their potential.

THE WOODINGDEAN WAY

We are safe and ready to learn

We use kind words and actions

We show respect for people and property

Our Behaviour Ethos

At Woodingdean, we are committed to creating a happy, safe and inclusive environment in which exemplary behaviour enables every member of our school community to feel secure, valued and respected. Our **Woodingdean Way**, underpinned by our three school rules, provides a clear and consistent framework for behaviour and supports everyone to be the best version of themselves.

We recognise that every child is unique. We strive to know our pupils well and to understand their individual needs, experiences, strengths and any barriers that may affect their learning, development and behaviour. We believe that positive behaviour is developed through strong relationships, clear expectations, appropriate support and consistent reinforcement.

The fair, consistent and respectful implementation of this policy is the responsibility of everyone within our school community. The policy is a working document that supports the development and maintenance of positive, respectful relationships between pupils, staff, parents and carers, and all other members of the wider school community.

We value every child as an individual, recognising their strengths, celebrating their achievements and providing appropriate support where they experience difficulties. Through nurturing relationships, high expectations and a consistent approach, we aim to empower every pupil to develop the confidence, resilience, self-regulation and social skills they need to thrive and fulfil their potential.

At Woodingdean, we believe that **behaviour is taught, relationships matter and every child deserves the opportunity to succeed.**

'Too often we forget that discipline really means to teach, not to punish.'

Dr Dan J Siegel

Aims of the Behaviour Policy

- **Promote a safe, happy and inclusive school environment** where every pupil and adult feels valued, respected and secure.
- **Establish clear, high and consistent expectations for behaviour** across all areas of school life, underpinned by the Woodingdean Way and our three school rules.
- **Promote positive relationships** based on mutual respect, kindness, trust, empathy and understanding.
- **Teach pupils the behaviours and social skills they need to succeed**, recognising that positive behaviour is taught, modelled, practised and reinforced.
- **Develop pupils' self-regulation and independence**, enabling them to understand the impact of their behaviour, make positive choices and take increasing responsibility for their actions.
- **Recognise, celebrate and reinforce positive behaviour**, ensuring that pupils understand what they have done well and why it is valued.
- **Respond to behaviour fairly, consistently and proportionately**, ensuring that responses are appropriate to the individual circumstances and nature of the behaviour.
- **Maintain high expectations while recognising individual needs**, ensuring that pupils are supported to meet behavioural expectations through appropriate adjustments, guidance and intervention where necessary.
- **Promote restorative approaches**, enabling pupils to reflect on their behaviour, understand its impact on others, take responsibility and repair relationships where appropriate.
- **Strengthen partnership with parents and carers**, promoting open communication and shared responsibility for supporting pupils' behaviour, wellbeing and development.
- **Support pupils to develop the values, attitudes and behaviours needed to become respectful, responsible and successful members of the school and wider community.**

Our overarching aim

Ultimately, our aim is to **create a positive culture in which pupils understand what is expected of them, feel supported to meet those expectations, and are empowered to make positive choices and achieve their full potential.**

'Thinking of a child as badly behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

The Gottman Institute

Adult strategies to develop effective behaviours

Adults need to use these in all interactions with children in order to develop effective behaviours:

- Identify the effective behaviour
- Explicitly teach behaviours
- Model the effective behaviour
- Practice behaviour alongside the child
- Notice effective behaviour
- Create conditions of effective behaviour

Behaviour for Learning

At Woodingdean, we believe that clear expectations, consistent routines and predictable responses promote positive behaviour. Our approach is informed by **Paul Dix** and *When the Adults Change, Everything Changes*. We recognise and praise positive behaviour publicly, while addressing concerns calmly and privately. Staff use clear, direct instructions and thank pupils for following them.

We promote positive learning behaviours through **Growth Mindset**, inspired by the work of **Dr Carol Dweck** and the *Power of Yet*. We encourage pupils to recognise that they may not have mastered something **yet**, but can develop through effort, resilience and support. In Years 1–4, **the Sparky Brain** and **Go for It Gorilla** supports pupils to recognise and celebrate a growth mindset. In Years 5–6, **James Nottingham's Learning Pit** develops resilience, encourages pupils to embrace challenge and supports reflection on learning.



Rewards

To help promote positive behaviour, it is essential that we recognise it in a variety of ways. It is important to recognise how much accepted behaviour is appreciated and to communicate that explicitly to pupils, sharing specific reasons as to why they are being rewarded. We have high expectations of children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour for learning, for both groups and individuals, as it believes that this will develop an ethos of kindness and co-operation.

Whole Class Reward

Class teachers will devise a collective reward system with their class. This may include stars, marbles in jar or a points system. This will be displayed in class alongside the class charter and other behaviour incentives. Children will earn these collective rewards for good behaviour, keeping their class and resources tidy, supporting each other, working sensibly etc. The class rewards will be negotiated between the children and the class teacher for example to earn some 'Free Time' e.g. an extra playtime. These rewards will be awarded approximately once a half term.

House Rewards

All children and staff belong to a house; a team that they can feel a part of throughout their time at our school. The four houses chosen by the children are Earth, Air, Water and Fire and have a house leader and house captains. A member of senior staff is a house leader and Y6 children are voted in as house captains.

Earth	Air	Fire	Water
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The children can earn one house point for exceptional learning and learning behaviours at any time throughout the day and these house points accumulate towards gaining a certificate in recognition of their efforts. In addition, a partial House Point system will operate in class. A tally in the form of: I – I I) (to form the letters HP) will be given for excellent learning, behaviour for learning or growth mind-set. This system will be cumulative, and continue until a child has been awarded five, when they will then be given a house point.

House points are recorded in a class book and certificates are given as follows:

Bronze 10 HPs / Silver 20 HPs / Gold 30 HPs and Platinum 40 HPs

These certificates, which are given in recognition of personal academic progress and learning behaviour, will be presented each Friday in class. They will then be sent home. The receipt of a certificate will be celebrated in the whole school assembly the following Monday. A weekly count of house points will be announced in assembly on a Friday as well as going towards a grand total to be in with a chance of winning the termly House Reward and being crowned House Champions at the end of the school year. Class teachers may use stamps and stickers to reward good work and effort, and children can also be sent to the Headteacher or a member of the Senior Leadership Team for extra praise and a sticker.

Year 6

An alternative system is used in Year 6. The children will follow their own devised 'Starbucks Rewards' which allows them to spend or save the points they earn weekly. This system helps to promote a self-managed positive learning attitude in preparation for transition to Secondary school.

Values Rewards

Children can also earn a value leaf. Each teacher will choose one child who they think has shown their understanding of a school value and have used this in their day-to-day school life, they will then be presented with a celebratory Values Assembly on Friday which all teacher attend.

Our six values are: **Respectfulness**, **Creativity**, **Kindness**, **Resilience**, **Loyalty** and **Co-operation**. Class teachers will endeavour to ensure a balance of value leaves are rewarded in their class. In addition, all staff give values stickers during the day-to-day classroom learning environment, for children displaying the school values.

Behaviour Display

In a place that all users of the classroom have awareness of, every class will have:

- A copy of the Whole School Rules
- A Class Behaviour Charter – that is signed by all the children
- Class Rewards information
- RJ questions
- A Growth Mindset display
- House Points Recording chart/House point book
- Just Right chart (additional individual charts at tables for those children who require them)
- Behaviour charts will be in use in all classrooms and used to refer to when discussing behaviour with individual children.

Transitions Countdown

All staff members will use a shared script for transitions to ensure consistency of practice and comprehension for all children. (see appendix)

- 5 more minutes of and then it's time for
- 1 more minute of and then it's time for
- 1,2,3,4,5 has finished, it's time for

Sanctions: What to do when behaviour is inappropriate

At Woodingdean we are extremely proud of our positive, inclusive ethos and we actively promote outstanding behaviour at all times. We have worked with the children and families to create our positive behaviour and relationships policy that is based on a consistent approach to behaviours and consequences whilst promoting the more positive aspects. This reflects our vision and the importance we place on working together.

Any instances of unwanted behaviour at school will usually be dealt with straight away and if necessary parents /carers will be informed by the class teacher. A child may also be asked to go to Reflection Time at lunchtime to discuss the behaviours. If poor behaviour is of a more regular or serious nature, contact may be made by a senior member of staff and parents or carers will be invited into school to talk about ways in which we can work together to foster and maintain more appropriate school behaviours. If a child does not behave according to our Woodingdean Way School Rules, then we follow set procedures, which have been developed and shared with the whole staff. This is to ensure consistency and accuracy of monitoring. Please see the charts below (see appendix):

[illegible]

Within the classroom or during a learning-based activity

Initially a child will receive a verbal reminder to behave appropriately according to the behaviour charts. If these behaviours continue their name will be moved to the thinking symbol on a clipboard, on the teacher's desk, and they are once again reminded to 'think about' the right choices for behaviour. Should they persist with the behaviours then in accordance with the behaviour chart, they will be asked to have a time of reset at the end of the session and or other sanctions as detailed on the behaviour chart will be followed. A child's name will be removed from the thinking symbol at the end of the teaching session, or before should their behaviours improve. At no point will the thinking symbol be displayed where it could be publicly seen.

Any adult who is responsible for carrying out Step 3 or Step 4 sanctions will record it on CPOMs (behaviour recording and monitoring system) or within the Reflection Time log. This will be closely monitored to identify any trends or patterns of behaviour and any necessary interventions that need to be put in place.

At playtimes

At Woodingdean Primary we have the 'Outdoor Play and Learning' (OPAL) scheme which focuses on helping all children to have exciting, enjoyable and successful playtimes which in turn facilitates fewer unacceptable behaviours. However, when incidents occur in the playground there are positive behaviour procedures, which are consistently and fairly adopted. These are clearly set on the behaviour charts above and also displayed in every classroom. It is important to recognise that this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles but flexible in our practice.

Restorative Justice (RJ)

At Woodingdean everyone involved in a collective incident, where appropriate, is taken through the 6 stages of the Restorative Approach so that they may be supported to understand the harm that has been caused to all parties.

The 6 restorative questions are:

Responding to challenging behaviour
What Happened?
What/how did you think/feel at the time?
What/how do you think/feel now?
Who has been affected by what you did?
In what ways have they been affected?
What do you think needs to happen next?
Responding to those harmed
What Happened?
What/how did you think/feel at the time?
What/how do you think/feel now?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict they are more likely to abide by it than if it was suggested by an adult or imposed upon them. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

On call process

In cases where immediate help (child highly dysregulated/harming themselves or others/being very unsafe) is required in a lesson, staff should:

- Call channel 9 on the walkie talkie. *Walkie talkies should be only turned on & used in serious incidents to avoid learning being disturbed.
- If there is no answer, call the Green room. A member of the pastoral team will arrive to assist.

Incident follow up procedure

In lessons - follow the steps and the class teacher to inform parents if necessary. For more serious incidents, SLT to investigate and decisions will be made regarding sanctions, with parents/carers informed by pastoral/SLT team.

Personal Behaviour Plans

Some children with additional needs may need a Positive Behaviour Plan (PBP) these will be written with the child, parents and staff to ensure that the child is supported fully to engage in school life. These will be monitored and updated termly. They will be overseen by the SENCO. Alongside this will be a boundary plan with clear boundaries set in conjunction with the PBP.

The PBP will be available in class for all staff to access. An additional copy will be placed on the Behaviour Board within the Teachers Work room. It will be updated as and when necessary to add or adapt triggers and strategies or at the beginning of each new academic year. PBP's will be used alongside The 6 stages of Crisis document (see appendix) which may be used to inform staff regarding de-escalation.

We are a trauma informed school and all staff have been trained to support attachment and children that have experienced Adverse Childhood Experiences (ACE) Our SENCO is attachment Lead in school and will support the school community in meeting the needs of a child who has attachment difficulties as a result of trauma or neglect.

The SENCO will ensure links are made with external professionals from BHISS (Brighton and Hove Inclusion Support Service) and that plans are made to support individual children. These will look very different from the usual behaviour pathway.

To meet their needs we must ensure that we:

- provide positive role models
- use The Secure Base model (training given by SENCO)
- offer choices (which are fixed by the adult)

Give clear consistent guidelines and boundaries but at the same time allowing some flexibility. Use Emotion Coaching (appendix) once the heightened emotion has dissipated.

- Be honest and truthful with sensitivity to the young person's feelings
- Give calm, measured responses
- Always endeavour to let the child know it is their behaviour that is not wanted, not them
- Recognise the emotion on display and encourage the child to talk about this emotion
- Support them in building positive relationships
- Listen to them, hear what they have to say whilst remembering that communication occurs in more ways than just verbally
- Remember that the adult is responsible for helping children to make appropriate, positive attachments
- Give them a safe, secure environment to express their innermost feelings, fears, hurts etc.
- Use the PACE approach (Playfulness Acceptance Curiosity and Empathy) to support with the de-escalation of challenging situations.

Internal Suspension/ Exclusion from School

On rare occasions, the following outcomes may be applied by the Headteacher, or other senior leader in their absence, when other strategies have been tried, or if the transgression is extreme or persistent.

- Internal suspension to another classroom
- Suspension from lunchtime
- Temporary, fixed term suspension from school
- Permanent exclusion from school

The school follows all national and local guidelines regarding suspension and exclusion from school. See suspension and exclusion procedure for further details. APPENDIX 4.

Work catch up - If a pupil has not completed work in lessons and then fails to attend a catch-up session with the class teacher, a request can be made for the pupil to complete their work in reflection during break/lunch.

Pupil absconding - staff records on CPOMs. Escorts pupil to Green room. Reports to on-call and pastoral/SLT team reports home. SLT confirms sanction (suggested 1 day reset).

Prejudicial Harassment or Abuse

Prejudicial behaviour of any kind whatsoever is totally unacceptable at Woodingdean Primary School and will be dealt with swiftly and firmly (see Anti-Bullying Policy). Such behaviour would warrant immediate contact with a child's parents / carers. All incidents of racist, homophobic/transphobic behaviour or bullying are reported to the Local Authority and to governors who will monitor such incidents.

Managing Behaviours of concern

At Woodingdean we follow the core principles of Emotion Coaching which is based on a consistent set of outcomes and principles that ensure every learner receives the fundamentals of good practice in person centred approaches. These focus on reducing conflict and challenging behaviours through contributing to a positive environment and culture, with a focus on understanding people's needs and behaviours. This places emphasis on positive communication and relationship building and comprehensive de-escalation skills for the times when emotions rise.

All staff have been trained in the principles and practice of Emotion Coaching and actively use this as an additional way to calm and deal with behaviours of concern. The 5 stages of Emotion Coaching are used as a tool to support behaviour management (see appendix)

Stance and body language

All staff receive focussed training regarding appropriate and safe body language and stance when dealing with behaviour. All staff whenever staff are working alongside an individual who may exhibit behaviours of concern it is essential to maintain the correct standing or seated stance (see appendix)

Physical contact

Woodingdean recognises that staff physical contact is an integral part of their role e.g. when teaching physical skills such as swimming and gymnastics; various forms of therapy; administering first aid and intimate care. It is also used to reassure and comfort children.

Physical intervention/Positive Handling

This must be used only when in the best interest of the pupil. As a best principle we advise that physical intervention is the last resort once all other strategies have been exhausted. It may be used:

- To protect another child or member of staff
- To prevent a child committing a criminal offence
- To prevent a child from injuring themselves
- To prevent damage to property
- To prevent behaviour which is prejudicial to good order and discipline within school

The use of physical restraint can only be regarded as reasonable if the circumstance of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Staff should consider at all times whether the physical intervention is necessary and in the best interest of the individual concerned. This includes considering how a pupil

may interpret and react to staff interventions and how this may be influenced by factors including trauma and history, SEMH, Autism, gender and culture.

Pupils can also be guided to a safe space using “Caring Cs”.

Restriction of movement can also be used to keep a child safe from harm or from harming others. This can be done by using one of our sensory Rooms which contain crash pads and gym balls to support de-escalation and regulation

To prevent or minimise any harm to the child as a result of physical intervention it should only be used by trained members of staff. In addition, any incident that requires a child to be restrained by a member of staff a written record needs to be made using the physical restraint form (appendix) this will be logged on CPOMS and parents or carers must be informed on the day or within 24 hrs.

Reference should also be made to the Intimate Care Policy.

If a member of staff is dealing with a behaviour of concern from a pupil, permission to intervene needs to be established before another colleague takes over. Any offer of support needs to be verbalised ‘I am available to help’. If the original staff member feels support is not required they will reply ‘No thank you’. However, if support is not accepted initially then after 10 minutes a further offer of support should be offered with ‘I am available for more help.’

When dealing with challenging behaviours staff should always consider if they are contributing to the behaviour itself and if so support ought to be sought and/ or accepted. A change of personality may help to diffuse the situation.

Pupils’ conduct outside the school gates – teachers’ powers and what the law allows:

Teachers have the power to deal with poor behaviour outside of the school premises “to such an extent as is reasonable” (Behaviour in schools guidance for headteachers and school staff July 2022 Gov.uk) Subject to the behaviour policy, teachers may discipline pupils for misbehaviour.

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Confiscation of a pupil's property and searching pupils.

Property will only be confiscated when it is being used to cause disruption in school, or when the appearance of it in school is in contravention of school rules. It will be returned to the owner after a reasonable time – usually at the end of the school day. The Education and Inspections Act 2006 gives schools the statutory right to search pupils if they are suspected of concealing weapons. Should, in an exceptional case, a teacher suspect a pupil to be concealing a weapon or stolen property, we will use our discretion as to whether we conduct a search ourselves or call the police to do so.

Equality

The school expects every member of the school community to behave in a considerate way towards others. We treat everyone fairly and apply this policy without prejudice in a consistent and non-judgemental way. Please refer to our Equality and Inclusion Policy for more information.

Monitoring

The effectiveness of the policy will be assessed by: -

- observation of children's behaviour by staff, governors and OFSTED inspectors
- listening to feedback from pupils in circle time and class discussion
- discussions with individual pupils, staff and governors
- ongoing monitoring of pupils behaviour recorded on CPOMS for unacceptable behaviours
- holding staff meetings to review pupil's behaviour
- Opportunities for further training and feedback INSET
- School Self-Evaluation – SEF

Staff Training

At Woodingdean, we ensure we have a whole-school, consistent approach to managing behaviour issues. New staff who join the school receive training in Emotion Coaching and the Restorative Justice Approach and are briefed in the school positive relationship and behaviour policy. They are also expected to have a good understanding of attachment disorders and 'Just Right' 'approaches. Refresher training in positive behaviour techniques is provided for all teaching and support staff on a regular basis in order to maintain confidence in our policy. After any significant behaviour incident, a full debrief session will take place with the staff involved.

Parents

Parents are aware of the procedures and are encouraged to ask about, and become actively involved in Restorative Justice. As a school we offer parenting workshops (e.g. Triple P; Parent Gym and Emotion Coaching) as often as we can and share with parents techniques used in school.

Reference should also be made to the School's Parent Conduct Policy.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues
- Review the effectiveness of the policy

The governors will monitor and review this policy yearly

BEHAVIOUR CONTACTS

SENIOR LEADERSHIP TEAM:

Mrs Gemma Chumnansin – Headteacher
Mrs Jo Fish – Deputy Headteacher
Ms Sarah Hawkins - SENCO

MINI-HEADS:

Mrs Amy Jenkins (E.Y.F.S. & YEAR 1)
Mrs Natalie Woodford (Years 2-4)
Mrs. Krissie Stillwell (Years 5 and 6)

Behaviour Lead Teacher: Mrs Jo Fish

Be the best you	STEP 1 Thinking time	STEP 2 Reset time	STEP 3 Reflection time 12.30-12.45	STEP 4
Examples of Behaviour	- Swinging on a chair - Interrupting - Calling out - Running inside the school building - Ignoring instructions - Silly noises - Pushing in line - Breaking a school rule	- Persistent Step 1 behaviour - Being disrespectful to another person - Affecting other pupil's learning - Offensive remark to other pupils - Challenge to authority - Refusal to do set task - Verbal threat	- Persistent STEP 2 behaviour - Damaging school or people's property - Leaving class without permission - Continued disrespect to another person following a reset - Harming someone - Stealing - Physical threat - Throwing objects with intent to harm	- Persistent STEP 3 behaviour - Swearing - Bullying - Fighting - Racism - Violence - Homophobia - Leaving school without permission - Verbal abuse to a member of staff - Physical abuse to any member of staff/adult or child
Resets	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on thinking symbol on clip board After 3 warnings in a day move to STEP 2	RESET – Visual timer to be used Miss 5 mins playtime with class teacher Use RJ if applicable	10/15 minutes REFLECTION TIME To be carried out by SLT and recorded on the Reflection Log and copied into CPOMs. RJ needs to be completed	Send to HT (Headteacher)/ DHT (Deputy Headteacher) RELOCATE Internal exclusion (this may include a ban on representing the school and/or trips outside school for a fixed period of time) In more serious cases an external suspension for a fixed term will be given
Monitoring or follow up	Class teachers report any patterns to behaviour lead and Mini Head.	Class teachers report any patterns to behaviour lead and Mini Head. Recorded on CPOMs Teachers and Mini Heads will communicate to consider personal reward chart with targets set for improved behaviour.	Telephone call to inform parents from class teachers Recorded on CPOMs Teachers and Mini Heads will communicate to consider Individual PBP and parental involvement	Meeting/phone call with parents from HT or DHT Positive behaviour monitoring will follow in class and reviewed by MH or DHT

Be the best you	STEP 1 Thinking time	STEP 2 Reset time 5 minutes reset and then returning to the playground but not to their original game	STEP 3 Reflection time 12.30-12.45	STEP 4
Examples of Behaviour	- Bickering (she said,... he said.....) - Not listening or acting on a simple request - Inappropriate shouting or screaming - Rough play including arguments - Not using equipment correctly - Not lining up properly - Not showing adults they are ready to learn - Breaking a school rule	- Not responding after a warning - Ignoring a direct request to do something - Accidental physical contact – pushing, tripping etc., and refusing to apologise - Going in an area that they are not allowed - Play Fighting eg punching and kicking with full contact	- Throwing food - Taking someone else's food - Not responding after reset - Refusing to go to reset - Being persistently rude to another child following a reset - Persistent boisterous play - Intentionally spitting - Threatening violence - Disrespectful to an adult - Aggressive Physical contact	- Swearing / being verbally aggressive/ to adults or other children - Serious injury to another e.g. blood, bitten or very violent act - Any physical aggression towards adults - Prejudice including racism, homophobia etc. - Deliberately hurting another child - Bullying - Fighting
Resets Monitoring Follow up	Verbal reminders Recording not needed	RESET bench using a visual timer 5 minutes sitting out and then returning to the playground but not to their original game Staff to report any patterns to behaviour lead and Mini Head	10 /15 minutes REFLECTION TIME To be carried out by SLT and recorded on the Reflection Log and copied into CPOMs. RJ needs to be completed and CT informed to alert parent and monitor. Teachers and Mini Heads will communicate to consider Individual PBP and parental involvement	Send to HT/ DHT RELOCATE Internal suspension (this may include exclusion from lunchtimes, a ban on representing the school and/or trips outside school for a fixed period of time) In more serious cases an external suspension for a fixed term will be given SLT TO FILL IN RELEVANT PAPERWORK/CPOMS AND INFORM PARENTS OR CARERS

INFANT CLASSROOM

REMEMBER THE RESET

Be the best you	STEP 1 Thinking time	STEP 2 Reset time	STEP 3 Reflection time 12.15-12.30	STEP 4
Examples of Behaviour	- Rocking on chair - Calling out - Running inside - Ignoring adults - Making silly noises - Pushing in the line - Breaking a school rule	- Repeating STEP 1 behaviour - Being disrespectful - Stopping others from learning - Saying something unkind to another child or adult - Not doing as your told - Not telling the truth	- Repeating STEP 2 behaviour - Damaging property - Stealing - Leaving class without asking - Hurting another child on purpose - Persistently using unkind words to upset a child following a reset - Saying Swear words - Throwing objects to hurt someone	- Repeating STEP 3 behaviour - Bullying - being nasty to someone more than once - Fighting - Leaving school without asking - Hurting any member of staff/adult
Resets	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on thinking symbol on clip board After 3 warnings in a day move to STEP 2	RESET – Visual timer to be used Miss 5 mins playtime with class teacher Use RJ if applicable	<u>10/15 minutes REFLECTION TIME</u> <u>To be carried out by SLT in Meeting Room and incidents recorded in the Reflection Book</u> RJ needs to be completed	Send to HT (Headteacher)/ DHT (Deputy Headteacher) RELOCATE Internal suspension (this may include a ban on representing the school and/or trips outside school for a fixed period of time)
Monitoring Follow Up	Class teachers report any patterns to behaviour lead teacher.	Class teachers report any patterns to behaviour Phase leader. Recorded on CPOMs Teachers to report any patterns to behaviour lead and Mini Head	Recorded on CPOMs RJ needs to be completed and CT informed to alert parent and monitor. Teachers and Mini Heads will communicate to consider Individual PBP and parental involvement	Meeting/phone call with parents from HT or DHT Positive behaviour monitoring will follow in class and reviewed by PL or DHT

Be the best you	STEP 1 Thinking time	STEP 2 Reset time 5 minutes reset and then returning to the playground but not to their original game	STEP 3 Reflection time 12.15-12.30	STEP 4
	- Arguing - Not following instructions - Hurting someone by accident - Not looking after balls, ropes and hoops etc - Not lining up properly	- Not doing the right thing after a warning - Rough play including arguments - Being disrespectful/Ignoring an adult - Play fighting eg punching and kicking with full contact - Playing dangerously with equipment - Hurting someone by accident – pushing, tripping etc., <u>and not saying sorry</u> - Going somewhere that they are not allowed - Not doing what a Play Leader is asking more than once	- Not doing the right thing after STEP 2 reset - Not going to reset when told to - Being persistently mean or rude following a reset - Playing dangerously which could hurt someone following a reset - Saying a swear word - Spitting on purpose - Being very disrespectful, rude or angry towards someone else	- Seriously hurting someone else - Persistent shouting in an aggressive way - Hurting someone on purpose - Bullying - Fighting
	Verbal reminders Recording not needed	RESET using a visual timer 5 minutes sitting out and then returning to the playground but not to their original game To be written in Play Leader book with RJ/apology completed Recorded on CPOMs	<u>10 /15 minutes REFLECTION TIME</u> <u>To be carried out by SLT in Meeting Room and recorded in the Reflection Book</u> RJ needs to be completed and CT informed to alert parent and monitor	Send to HT/ DHT RELOCATE Internal suspension (this may include exclusion from lunchtimes, a ban on representing the school and/or trips outside school for a fixed period of time) In more serious cases an external suspension for a fixed term will be given SLT TO FILL IN RELEVANT PAPERWORK/CPOMS AND INFORM PARENTS OR CARERS

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

The diagram features a large iceberg floating in a blue ocean under a light blue sky with white clouds. The tip of the iceberg, which is above the water line, is labeled 'What we see: Behavior'. The much larger part of the iceberg, which is submerged, is labeled 'What we don't see: What's under the surface'. Various terms are scattered around and on the submerged part of the iceberg, representing internal factors. These include: 'SOCIAL SKILLS' (top left, purple), 'SECURITY' (middle left, blue), 'ENVIRONMENTAL STRESSORS' (middle left, red), 'POWER' (bottom left, red), 'SELF-ESTEEM' (bottom left, green), 'NEED FOR ATTENTION' (bottom left, purple), 'BASIC NEEDS' (top left of submerged part, green), 'HUNGER' (middle left of submerged part, black), 'ATTENTION' (middle left of submerged part, purple), 'DEVELOPMENTAL LEVEL' (bottom center, green), 'PHYSICAL SAFETY' (top right of submerged part, purple), 'THOUGHTS' (middle right of submerged part, blue), 'SLEEP' (middle right of submerged part, orange), 'SENSORY NEEDS' (bottom right of submerged part, orange), 'ATTACHMENT' (middle right of submerged part, red), 'NEED TO BELONG' (top right, purple), 'EXECUTIVE FUNCTIONING' (middle right, red), 'NEED FOR CONNECTION' (middle right, yellow), 'EMOTIONS' (bottom right, red), 'ANGER' (bottom right, green), 'SADNESS' (bottom right, orange), and 'FEAR' (bottom right, black).

SOCIAL SKILLS

SECURITY

ENVIRONMENTAL STRESSORS

POWER

SELF-ESTEEM

NEED FOR ATTENTION

BASIC NEEDS

HUNGER

ATTENTION

DEVELOPMENTAL LEVEL

PHYSICAL SAFETY

THOUGHTS

SLEEP

SENSORY NEEDS

ATTACHMENT

NEED TO BELONG

EXECUTIVE FUNCTIONING

NEED FOR CONNECTION

EMOTIONS

ANGER

SADNESS

FEAR

Emotion Coaching

Some useful phrases when using emotion coaching could be...

It's okay to be upset — it's good to let it out.

I hear you — I'm here for you — I'll stay with you.

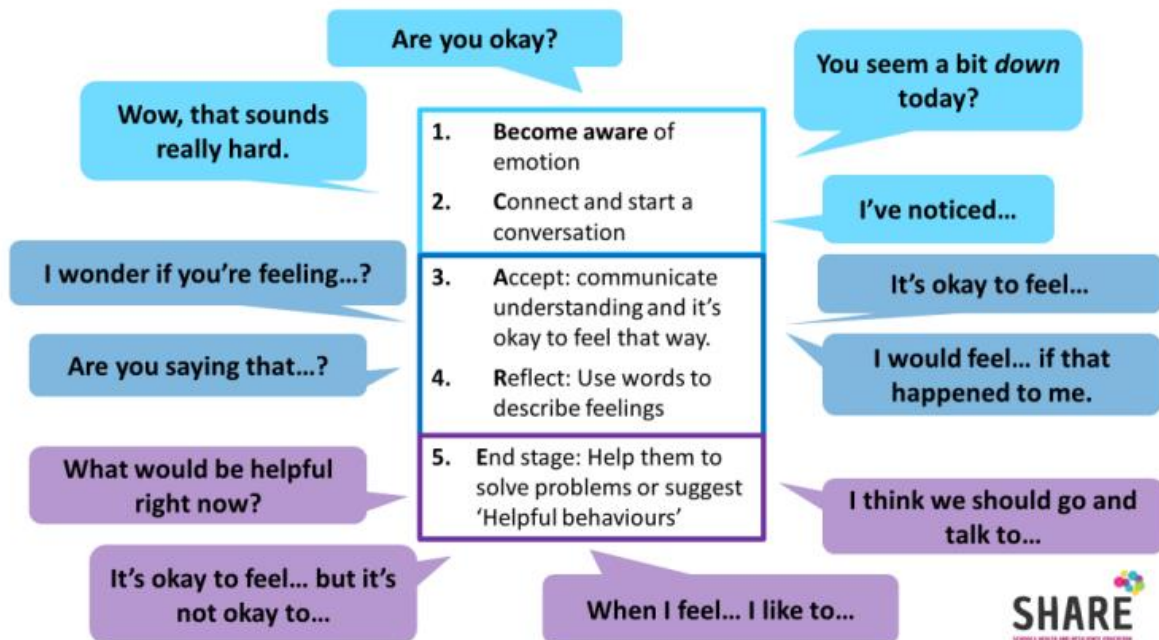
It's okay to feel how you feel. It is not okay to _____."

How you feel right now won't last forever. It's okay to feel how you are feeling. This will pass and you will feel better again soon.

I'll be over here when you need me.

What can we learn from this for another time?

You can remember this next time and think of a way to help you



STEP 1

Be aware of emotions

Tune in to your child's feelings and your own.

- Pay attention to your own emotions, from happiness to sadness to anger.
- Understand that emotions are a natural and valuable part of life.
- Observe, listen, and learn how your child expresses different emotions.
- Watch for changes in facial expressions, body language, posture, and tone of voice.

STEP 2

Connect with your child

Use emotional moments as opportunities to connect.

- Pay close attention to a child's emotions.
- Try not to dismiss or avoid them.
- See emotional moments as opportunities for teaching.
- Recognize feelings and encourage your child to talk about his or her emotions.
- Provide guidance before emotions escalate into misbehavior.

STEP 3

Listen to your child

Respect your child's feelings by taking time to listen carefully.

- Take your child's emotions seriously.
- Show your child that you understand what he or she is feeling.
- Avoid judging or criticizing your child's emotions.

STEP 4

Name emotions

Help your child identify and name emotions.

- Identify the emotions your child is experiencing instead of telling your child how he or she should feel.
- Naming emotions helps soothe a child.
- Set a good example by naming your own emotions and talking about them.
- Help your child build a vocabulary for different feelings.

STEP 5

Find good solutions

Explore solutions to problems together.

- Redirect misbehaving children for what they do, not what they feel.
- When children misbehave, help them to identify their feelings and explain why their behavior was inappropriate.
- Encourage emotional expression, but set clear limits on behavior.
- Help children think through possible solutions.
 - Don't expect too much too soon.
 - Be aware of tempting settings and be prepared to help your child through them.
 - Create situations where your child can explore without hearing lots of "don'ts."
 - Catch your child doing lots of things right and praise her.
 - Do chores, like picking up toys, together.
 - Make tasks as fun as possible.

Transition countdown

- ▶ 5 more minutes of and then it's time for
- ▶ 1 more minute of and then it's time for
- ▶ 1,2,3,4,5 has finished, it's time for

- ▶ Use for all activities
- ▶ They can ask for '5 more minutes' if they are regulating themselves
- ▶ Assess body language and level of regulation before completing final countdown
- ▶ Use the timings to your advantage and in the best interests of the pupil

RESTRAINT FORM

Date of Incident	
Name of Child	
Name of Staff Members	
How was Restraint Used	
How Long did Restraint Last	
Reason for Restraint	Please refer to incident report attached
Witnesses	
Who Counselling Child	
Who Counselling Staff	
How Were Carers Informed	
Staff Signature: Date:	

Head teacher checklist to support decision making around suspension from school

Suspension and/or exclusion is always a last resort – the following questions are intended to aid consideration prior to a decision about suspension from school. This checklist is a local guide and not a replacement for the statutory guidance on suspensions (2022), where this is pertinent the document references the paragraph in the guidance using parenthesis. This checklist is intended to ensure support is provided in a timely way to meet the needs of learners and reduce vulnerability to suspension and ensure all actions have been taken to ensure suspension is a last resort. Also refer to - [Suspensions/Exclusion Process Checklist for Headteachers and Governors](#)

Consideration Question	Consideration completed?	Comments
Has there been a thorough review of the incident, with all staff present, that is leading to the consideration of suspension that fully explores what has happened and which includes understanding the antecedent/s to the incident?		
Has a member of school staff not directly involved in the incident been consulted on the situation to provide another perspective on the situation?		
Has the learner given their view on the situation? (pp 17)		
Has there been an assessment of the child and their needs including any underlying SEN needs? (pp 21)		
Are there wellbeing concerns around the learner?		
Has there been consideration of alternatives that can be used rather than suspension from school?		
Has the following been implemented to help prevent suspension? () ✓ Engagement with the learner and family to understand and plan ✓ Support from in school staff ✓ Referrals to other professionals, e.g. EPS, CDC, SaLT, OT, CAMHS, YOT/YOSH		
Have additional support and interventions been implemented or provided for the learner? For example temporary placement in another class/group/provision, curriculum adjustments and/or alternatives		
Has there been a multi-agency meeting to action plan? (pp10)		
Has the learner been suspended previously and what was the impact of this if so? (pp 20)		
Has a risk assessment and/or positive handling plan been completed and implemented where there is a need to manage risk? example positive handling plan.docx Individual Safeguarding Risk Assessment and Plan		
What is the outcome hoped for from the suspension and is there another way to achieve this?		
Has the learner a protected characteristic such as disability or race? (page 6)		
Has the length of time given for the suspension been considered to ensure it is reasonable and proportionate and in the best interest of the learner considering the European Convention on Human Rights and Equality Act 2010? (pp 6)		
Has the possible impact of suspension on the learner been considered in light of their individual circumstances? For example, bullying, bereavement or duress. (pp18)		

Can the graduated response and any school partnerships or outside referrals be utilised to add further support to the learner (pp19)		
What impact might suspension have on the planning and support processes?		
Where involved has the lead/key worker or lead professional been asked to review and offer advice on how to move forward?		
Have all other options been considered before deciding on suspension as a last resort step? (page 6)		
Appropriate arrangements for return to school have been considered. (page 6)		

Is the child is known to Children's Social Care? Yes / No. If Yes individual circumstances should be considered:

Individual Circumstance	Additional consideration	Consideration completed?	Comments
Child in Care	Social Worker consulted prior to the decision on suspension		
	Lead Professional/manager consulted		
	Robust and appropriate arrangements made to support care and wellbeing at home		
	The above used and considered in whether the suspension should go ahead		
Learner on a child protection plan or child protection concerns previously raised	Designated child protection officer in school and Social worker consulted		
Learner with additional needs	Other professionals involved with the learner have been consulted on continuation of any additional input		
	Confirmation sought to check the learner is not being excluded for reasons connected to SEND or protected characteristic		
	The impact of suspension on the learners learning and support provision has been taken into account		
	Recent review of EHCP, MY Support Plan or other support plan completed		
	Reintegration planning taken into account with regards to return to school		

This document has been informed by the pro-forma included in the Scottish Government (2017): *Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School suspensions*