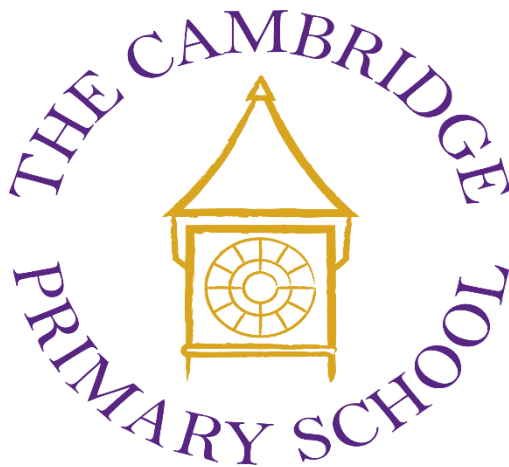


# THE CAMBRIDGE PRIMARY SCHOOL

## BEHAVIOUR AND RELATIONSHIPS POLICY

2025



<b>Date of Approval:</b>	October 2025
<b>Date of Next Review:</b>	October 2026

**The Cambridge Primary School**  
**Behaviour and Relationships Policy**

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## INTENT

The intention of The Cambridge Primary Behaviour and Relationships Policy is to improve children's engagement, motivation and well-being, whilst providing a respectful culture and environment within which everyone feels safe. Children are supported to recognise and manage their emotions and reactions, as well as supporting children to understand why others may be finding it challenging to manage their emotions and reactions.

The objectives are:

1. **AWARENESS** - To ensure a consistent, yet personalised, approach from adults and children, both for good and poor conduct
2. **BOUNDARIES** - To be explicit about what the responses and consequences are for behaviour
3. **CONNECTION** - To promote a culture which fosters connections and inclusion, respect and value for all members of the community – ensuring all children are getting the response they need, not necessarily the same response for all
4. **DE-ESCALATION** - To ensure all staff are equipped with preventative and de-escalation strategies which can be used to regulate and avoid difficult or dangerous behaviour
5. **EXPECTATION** - To provide a behaviour curriculum which explicitly and clearly sets out what is expected to create a safe, mutually respectful environment in which children and staff can flourish

This policy has been reviewed in line with the Department for Education Guidance: Behaviour in Schools: Advice for headteachers and school staff (February 2024). This guidance can be viewed at: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

The Behaviour and Relationships Policy triangulates with the Safeguarding and Child Protection Policy, Anti-Bullying Policy and the Attendance Policy.

**The following three school rules underpin and uphold our beliefs in our behaviour policy:**

### 'Ready, Respectful and Safe'

1. We are **ready** to learn
2. We are **respectful** to everyone and everything
3. We make **safe** choices

*We are kind, kinder than we need to be.*



## IMPLEMENTATION

### 1. Awareness

*“Behaviour is communication of a social or emotional need.”*

Behaviour Management is a whole school, whole community approach. Stakeholders are aware of the crucial part they play in ensuring this Behaviour and Relationships Policy is culture, not just a policy ([refer to Appendix A: The Roles and Responsibilities](#)). The behaviour Policy is written with staff, approved by governors, shared with parents annually and shared with the children through the Behaviour Curriculum ([refer to Appendix B: The CPS Behaviour Curriculum](#)).

At The Cambridge, we are aware that behaviour is communication of a social or an emotional need and in order to address the behaviour, we must validate and respond to the unmet need. Some behaviour is a choice, but even this choice is a form of communication.

The staff at The Cambridge are aware that an environment which is high in nurture and structure, with predictable routines, expectations and responses to behaviour will reduce the likelihood of poor behaviour.

Our approach towards behaviour management is positive; responses or interactions should avoid shame and/or isolating children (e.g. names on the board, or public call outs), leading to a cycle of negative behaviour. There are a number of proactive, pre-emptive, positive strategies, which should be used universally, as a matter of classroom practise and school culture ([refer to Appendix C: the ‘West Essex Social Emotional and Mental Health Specialist Teaching Team ToolBox’](#)). If there is an increase in disruptive behaviours ([refer to Appendix D: Behaviour Response FlowChart](#)), particularly from children with additional SEMH needs, these strategies will be reviewed by the class teacher alongside a senior leader, to ensure that all pre-emptive action is in place.

For some children, who are on our Intervention and SEND register, Individual Plans may already be in place, if not put in place, if distressed behaviours continue to increase. This may also include external agency involvement, Individual Behaviour Management Plans (IBMPs), Risk Assessments (RAs), Early Help or an in-house ‘Team around the Child’ Consultation. It is the class teacher’s responsibility to ensure any IBMPs or RAs are shared with the necessary adults supporting and working with the respective children. All staff are reminded, and children made aware through the behaviour curriculum, that all children are getting the response they need, which may not necessarily be the same response for all.

Consistent Rewards across the school, in addition to the positive interactions and strategies referred to above, include:

- Class Dojo Points
- Drawing the attention of others to their good behaviour & praise for appropriate behaviour
- Table points- promoting working together to achieve a common goal (Year 1-6 only)
- Stickers / Daily Star Notes
- Head Teacher’s Awards in Celebration Assemblies
- Visit to the Head Teacher / Senior Team
- Displaying achievements & Mentions in the school newsletter
- Rewards in line with IBMPs

## **2. Boundaries**

*“The standard you walk past, is the standard you accept.” - David Morrison*

All staff at The Cambridge Primary School use the phrase above as a reminder of the high, positive behaviour expectations we have of the staff, parents and children in our school community. These expectations and boundaries are **Explicit** and staff are **Persistent, Insistent and Consistent** in the promotion of these standards.

Behaviour is a form of communication and it is important to understand that communication. However, there must also be boundaries in place, to ensure the children feel safe ([refer to Appendix E: Behaviour and Consequence Table](#)). A crucial part of this is the reflection/restorative time ([Appendix F: Reflection/Restorative Time Guidance](#)), which enables the child(ren) alongside an adult to discuss and explore their actions to help understand either the communication, trigger or the unmet need. Sometimes, it may be necessary to involve the parents in this.

In the event of behaviour escalating to become unsafe behaviour, either to themselves or others, the Touch and Physical Intervention Policy and where necessary, the Exclusion Policy will also be referred to. A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of children may use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and sanction during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. It could be that reasonable force is used in circumstances such as breaking up a physical dispute or where a child needs to receive physical intervention to prevent violence or injury to themselves or others.

Cambridge staff have attended Physical Intervention Awareness Training, De-escalation and Co-Regulation Training and some staff have had Team Teach training (only a handful of staff are Team Teach trained as Physical Intervention should be a last resort). All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. Further information can be found within our Touch and Physical Intervention Policy.

### **Physical Contact with Children**

The school recognises that there are occasions when physical contact (other than reasonable force) with a child is proper and necessary, such as:

- Holding the hand of the child

- When comforting a distressed child
- When a child is being congratulated or praised
- To demonstrate how to use equipment
- To demonstrate techniques
- To give first aid

### **Racist / Derogatory Comments regarding the protected characteristics**

We have a zero tolerance to racism and derogatory comments regarding the protected characteristics. We do not label children 'racist', however all children need to understand that any type of racial/racist and/or derogatory comment is unacceptable in our community and in wider society.

If a child is accused of a racist comment, we will contact their parents immediately and discuss our findings. Following this, we will work with the child to develop their understanding.

### **Bullying**

Bullying can be defined as a repeated behaviour intended to hurt someone either physically or emotionally. We use the acronym 'STOP' meaning Several Times On Purpose and Start Telling Other People. We talk positively about being up-standers with the children and celebrate this through assemblies and in the curriculum. When addressing bullying issues, when appropriate and with consent from both parties, restorative practice may be a strategy used to prevent any further incidents. Our Anti-Bullying Policy should be read in conjunction to this policy, and is available on our website.

### **Searching, Screening and Confiscation**

In line with the advice from the DfE Searching, Screening and Confiscation Guidance (July 2023), staff recognise that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. As a school, we reserve the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items includes, but is not limited to:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - Vapes / vaping paraphernalia;
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. This includes ensuring that an appropriate adult is present (defined in PACE Code C Guidance).

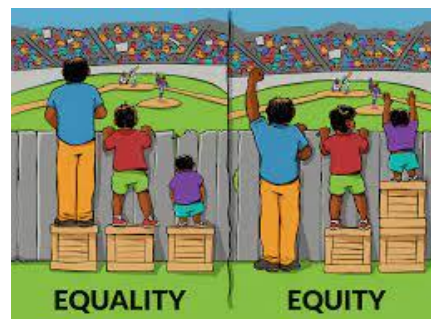
Mobile phones can only be brought to school by pupils in year 5 and 6 who travel to school without an adult. These pupils will have written permission from their parent/ carer. They leave their phone in the office on arrival at school. It remains in the office until the end of the day, when it is collected. Mobile phones are not allowed in school for any other pupils. For any pupil who brings in a mobile phone, this will be kept in the school safe throughout the day and returned to the child at the end of the day.

### 3. Connections

*“Every kid needs a champion” – Rita Pierson*

At the Cambridge Primary, we recognise that every child is unique, by nature and nurture; our lived experiences and biological and neuro-diverse make up mean that every child interprets, understands, perceives and responds to situations differently.

The Cambridge Primary School’s equitable behaviour approach means that all staff make it a priority to form meaningful, positive, professional connections with children to ensure all children get the response they need to support them. This is addressed through our behaviour curriculum, as it is important that the children understand this too.



#### Adult/Child Connections

Staff understand the importance of greeting children positively (starting a fresh) and taking every opportunity to connect with children inside and outside of the classroom. Children are encouraged to reciprocate these interactions, whilst understanding and maintaining professional (respectful) teacher/pupil relationships. Connections between children and adults can be fragile and therefore, we treat them with care, speaking calmly and avoiding shouting. Where possible, we use humour and model positive, respectful relationships.

#### Home/School Connections

At The Cambridge, we understand that these connections with children go beyond the classroom, and we understand the importance of working collaboratively with parents, involving them in all aspects of school life, including children’s behaviour. Staff communicate openly with parents with the intention of building a common understanding and appreciation of the school’s values. Staff will communicate with both parents regarding behaviour incidents as promptly as possible, to ensure clear and transparent communication. It is not appropriate to discuss or share information about other children involved in these conversations. A record of these incidents and conversations will be recorded on our monitoring systems.

#### Child/Child Connections

An important aspect of the Behaviour Approach at The Cambridge is supporting children to understand and support their peers with behaviour; to understand that everyone perceives things differently. Embedded through our teaching strategies (KAGAN structures), we use team and class building activities throughout the week to support children in making positive connections in their class, understanding that they are part of a team who are working towards a shared vision. This intrapersonal collaboration aids, deepens and supports their learning experience, in addition to preparing them for the world ahead.

In addition to the pre-emptive and proactive measures embedded in our culture and teaching strategies, our approach, when supporting children with child-on-child issues, when appropriate, is restorative. To listen and to be heard are important life skills and ones we promote when resolving conflict.

#### 4. De-escalation / Preventative strategies

*“In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised” – Haim Ginott*

We recognise that there may be occasions when children can feel overwhelmed and they begin to lose control of their behaviour. At these points, adult intervention with de-escalation strategies will be used to prevent the child reaching crisis point. Staff receive annual de-escalation training to ensure all staff feel equipped to support children. Some of the strategies and suggested conversations are below. These strategies respond to the brain entering ‘fight or flight mode’. The use of ‘Emotional Containment Phrases’ ([refer to Appendix G: Emotional Containment Phrases](#)) are promoted to help validate children’s feelings. Children must be in the recovery state before beginning to reflect. Some children may need personalised strategies, listed on their Individual Behaviour Management Plan.

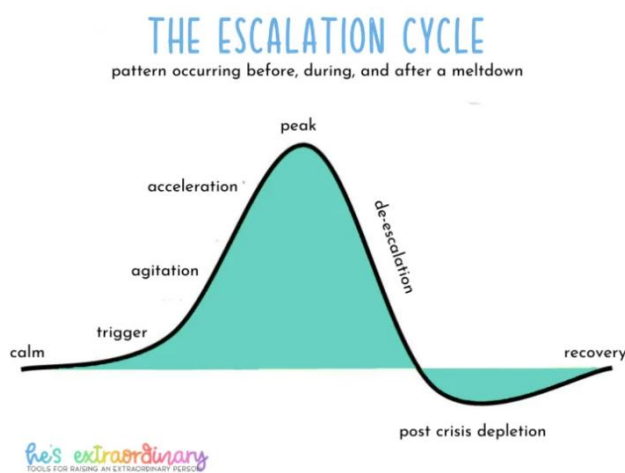


Figure 1 Image from <https://hes-extraordinary.com/de-escalation-techniques>

#### De-escalation Conversations

<b>Acknowledge</b>	I can see and hear that you are feeling upset right now. <i>(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)</i>
<b>Empathise</b>	I would be upset too, if..... <i>(State what has happened to upset the child)</i>
<b>Reassure</b>	It's OK to feel upset.
<b>Direct</b>	When you are ready to..... <i>(State what it is they need to do)</i> I will know when you are ready because..... You may also go on to say: I need you to be safe/ behave in a safe way. I am going to do..... now, but I will check to see if you are ready.

#### De-escalation strategies

- Don't try to reason and avoid making demands, whilst in heightened state
- Validate their feelings but not their actions
- Be aware of body language and respect personal space
- Use distractions
- Decrease sensory stimulation
- Avoid the word 'No'
- Stay calm (do not raise voice above theirs)
- Reflective listening and responding
- Take a short walk or movement break
- Get down to their level, whilst remaining outside of their personal space
- Deep breathing
- Answer questions but ignore verbal aggression (don't respond)

### **5. Expectation**

*“People can’t live up to expectations they don’t know have been set for them.” – Rory Vaden*

The behaviour curriculum clearly outlines what is expected at The Cambridge Primary School.

The purpose of the behaviour curriculum is to teach children that behaviour is a choice and to encourage and develop self-regulation, reflection and empathy in all pupils. We aim to develop independence, alongside interdependence, enabling children to think for themselves, hear and be heard. The adults at The Cambridge promote this by commenting and praising children for their choices and behaviour, not just their skills and learning.

The behaviour curriculum is taught, discussed and reflected upon directly (during weekly class assemblies, PSHE lessons, whole school assemblies) and indirectly through daily interactions, pupil and staff conduct and opportunities throughout the school life.

The curriculum and expectations are taught through age appropriate scenarios, stories and examples that provoke and prompt discussions. Each week focuses on a different objective from the curriculum. [Refer to Appendix B: The Behaviour Curriculum](#) for the objectives used to structure the learning and discussions.

### **Statutory guidance and key points**

- Teachers (including all staff that work at the school) have a statutory authority to sanction children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to sanction also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for children, such as learning support assistants and lunchtime supervisors
- Teachers can sanction children at any time the child is in school or elsewhere under the charge of the teacher, including on educational visits
- Teachers can also sanction children for misbehaviour outside of school, whilst wearing the school uniform (representing the school)
- Teachers can confiscate children's property
- Headteachers and Local Advisory Committees must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Local Advisory Committees have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

### **Additional supervision**

During transitions, break time and lunchtime staff will reinforce the core values of the school and adhere to the behaviour and relationships policy as stated in this document. If/when reaching Tier 4 of the Behaviour Flow Chat (Restorative/Reflective Time), where possible, this should be completed with the adult who has dealt with the incident or the class teacher. It is every adult's responsibility to share and handover information regarding behaviour and relationships to ensure that communication supports children and prevents escalation and further poor conduct.

### **Support for children who have concerns**

Children are first encouraged to speak to a member of staff if an issue arises. If at lunchtime, they report to the lunchtime supervisors or if during the school day they would report the issue to their class teacher or learning support assistant. If for whatever reasons, the children do not feel they can tell an adult, a 'quick look' check system will be put in place to support them. This is checked on a regular basis by a member of staff. Any issues or concerns are followed up and investigated appropriately.

### **Support we can offer**

There are occasions when additional intervention is needed to support children with their behaviour and emotional regulation. These include:

- The reasons for good behaviour are always made clear
- Various interventions, including Emotional Literacy Support
- Timetabled lunchtime activities can be arranged for a fixed period
- An Individual Behaviour Management Plan
- Advice from external agencies
- In-House Team Around the Child Consultation
- Early Help Referrals
- Risk assessments

## **IMPACT**

At the Cambridge Primary School, our consistent approach to behaviour ensures the staff and children know what is expected of them and feel part of a safe learning environment, in which they know what is right and wrong and have the confidence and a voice to raise concerns. The impact of this will be seen through:

- Learning walks and observations, which demonstrate a consistent approach to positive behaviour strategies and attitudes and cultures promoting mutual respect and care.
- Weekly monitoring of behaviour logs, attendance and tracking sheets in safeguarding meetings, ensuring early help and support is put in place, where necessary.
- A half-termly behaviour report for the Local Advisory Committee, including a review of bullying, racial and exclusion incidents.
- Pupil conferencing and parent surveys, indicating that children and parents feel safe at The Cambridge and that negative behaviour is challenged and dealt with.

## APPENDICIES

### Appendix A – Roles and Responsibilities

#### **The Headteacher will:**

- Implement the Behaviour Policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout the school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children who challenge the Behaviour Policy
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure that behaviour is monitored during performance management observations

Staff, both teaching and non-teaching, always attempt to be positive and consistent in their behaviour and in their expectations of the children.

#### **Staff will:**

- Provide a broad and balanced curriculum
- Hold all children in unconditional positive regard
- Support children when dealing with their emotions and feelings through an appropriate approach used to support the development of self-regulation such as the Zones of Regulation, colour monster, emotion thermometers etc.
- Plan engaging and well adapted lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model and consistently demonstrate the school values
- Offer the children choices and the chance to correct their mistakes (using restorative justice) and make the right decisions
- Use the skills of de-escalation to support children with their choices
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour using the Class Dojo system and table points
- Inform parents/carers about the welfare and behaviour of their children in a timely manner
- Monitor behaviour and be proactive in implementing strategies to support positive behavior choices for the children (e.g. lunchtime plans, reward charts and directed play) and look for what behaviours are communicating
- Work in partnership with the Senior Leadership team to ensure all Individual Behaviour Support Plans and EHCP recommendations are followed. Senior Leadership team to ensure advice is sourced from outside agencies such as PBS, MHST and specialist teacher advisory service as and when appropriate.
- Follow the Behaviour Policy consistently and report negative behaviour following the correct procedure

**Parents will:**

- Model the school values; *Respect, Responsibility, Honesty, Teamwork, Happiness* and *Excellence*.
- Inform staff of any concerns or problems that might affect my/ their child's work or behaviour
- Support the school's guidelines for behaviour, home learning and other out of school learning opportunities
- Attend parents' evenings, discussions about my/ their child's progress and other meetings that provide important school information
- Support the school in fulfilling its aims
- Discuss any concerns, regarding behaviour, with the class teacher or the senior leadership team
- Raise any concerns or issues directly with the school, rather than posting on social media or speaking directly to another parent regarding concerns with my/ their child

**Children will:**

- Use good manners and to speak politely to everyone
- Listen to other children and learn to respect their opinions
- Communicate your thoughts and feelings in an appropriate way
- Play fairly and kindly, without roughness, so that no-one feels threatened by the way you speak or act
- Respect self and other people's property (including uniform)
- Work together as a team
- Show the school values
- Develop a positive attitude to work and play
- Take responsibility for my own behaviour
- Treat others as you would like to be treated
- Play safely without physical roughness
- Behave appropriately, in the classroom and on the playground, at all times setting a good example to fellow pupils

At The Cambridge we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus. All children should be taken through the restorative questioning to ensure they understand the harm that has been caused to all parties.

**The Local Advisory Committee will:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

## Appendix B: Behaviour Curriculum



### Route 66

#### Behaviour Curriculum (Our Route to Success)



Working together as a whole class	Working together in groups
<ol style="list-style-type: none"> <li>1. Listen to everyone without interrupting</li> <li>2. Use indoor voices (no shouting/screaming)</li> <li>3. Respond appropriately to everyone</li> <li>4. Take pride in our uniform and wear it respectfully</li> <li>5. Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space</li> <li>6. Be aware of and respect other people's personal space and check for consent</li> <li>7. Show respect towards other people's views and be aware of everyone's need for time to think</li> <li>8. Be alert and attentive</li> <li>9. Respect other people's belongings and work</li> <li>10. Recognise when our own feelings are changing (and when we need help)</li> <li>11. Be kinder than we need to be and understand that others may not be being 'the best version of themselves'</li> <li>12. Hold some thoughts in our heads until we can find a considerate, respectful way to say it</li> <li>13. Concentrate on the task given and complete it as well as possible (it doesn't matter if you make mistakes)</li> <li>14. Work independently, without interrupting other people unnecessarily (everyone deserves to learn)</li> <li>15. Accept responsibility for your own behaviour and work</li> <li>16. Take responsibility for your things (and help others)</li> </ol>	<ol style="list-style-type: none"> <li>17. Recognise and value one another's strengths</li> <li>18. Support and encourage one another</li> <li>19. Respect one another's opinions and be sensitive to one another's feelings and needs</li> <li>20. Communicate quietly, clearly and effectively with one another</li> <li>21. Understand the importance of everyone's contribution, no matter how small (and share your own voice – it matters!)</li> <li>22. Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging feedback</li> <li>23. Try to sort out difficulties independently; seek support from an adult if you can feel your feelings (zones of regulation) changing</li> <li>24. Share and care for equipment</li> <li>25. Show patience and kindness as much as possible</li> </ol>
	<p style="text-align: center;"><b>Moving around the school</b></p> <ol style="list-style-type: none"> <li>26. Offer others to walk through doorways and narrow spaces first (after you) / hold doors open</li> <li>27. Smile and/or greet others as you pass, taking opportunities to give compliments</li> <li>28. Move to single file, on the left, when passing others in the corridor (on the left) and move in single file on the stairs</li> <li>29. Walk in no more than 2s around the school</li> <li>30. Walk at all times and keep voices quiet</li> </ol>
	<p style="text-align: center;"><b>In the playground</b></p> <ol style="list-style-type: none"> <li>31. Stop if someone asks you to</li> <li>32. Say 'stop' if you no longer want to play or don't like it</li> <li>33. Take turns and wait patiently for equipment</li> <li>34. If an adult decides the field is wet, play on the playground and avoid muddy areas</li> <li>35. Recognise the needs of different groups of children</li> <li>36. Enjoy playing together, but not at the cost of someone else's enjoyment</li> <li>37. Recognise that someone may want to be alone and respect that</li> <li>38. Find ways of including other people who may feel lonely</li> <li>39. Establish the rules of a game and ensure that everyone playing knows the rules</li> <li>40. Care for people if they are hurt</li> <li>41. Listen to adults on duty: respond courteously and obediently</li> <li>42. End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom</li> <li>43. Respect nature (no climbing/digging/breaking trees/picking plants or flowers), leave sticks and rocks on the floor and put all rubbish in the bins</li> <li>44. Respect private areas (these are out of bounds, even for fun)</li> </ol>
<p style="text-align: center;"><b>In the hall / school at lunch time and break time</b></p> <ol style="list-style-type: none"> <li>45. Walk into and leave the hall and school quietly</li> <li>46. Sit where the teachers indicate</li> <li>47. Talk quietly (only talking to those who are sitting near you)</li> <li>48. Finish your mouthful before talking</li> <li>49. Put up a hand if help is needed and wait patiently until a teacher is able to help</li> <li>50. Demonstrate good manners (say 'please' and 'thank you')</li> <li>51. Use the crockery, cutlery and glassware correctly and carefully and make sure cutlery goes in the bucket</li> <li>52. Only use the designated toilets at break and lunch</li> <li>53. Stay in either the hall, outside or toilets at lunchtime and break time (unless wet play)</li> </ol>	
<p style="text-align: center;"><b>In assembly</b></p> <ol style="list-style-type: none"> <li>54. Enter and leave the hall quietly and in an orderly way</li> <li>55. Listen to the music, to adults and to others attentively</li> <li>56. Respond appropriately with silence, comment, praise, laughter, action or song</li> </ol>	
<p style="text-align: center;"><b>With visitors to the school</b></p> <ol style="list-style-type: none"> <li>57. Be aware of new adults and the colour of their lanyard, if it doesn't feel right – tell an adult</li> <li>58. Be welcoming, courteous and helpful to any authorised visitor</li> </ol>	
<p style="text-align: center;"><b>School Dogs</b></p> <ol style="list-style-type: none"> <li>64. Respect when school dogs are sleeping and do not call their name, unless it is a command</li> <li>65. Be aware of the number of people around school dogs (no more than 2 as this could be intimidating)</li> <li>66. Be gentle and calm with school dogs and stroke from head to toe</li> </ol>	
	<p style="text-align: center;"><b>After School Clubs and The Nest</b></p> <ol style="list-style-type: none"> <li>59. Respect the resources, toys and equipment.</li> <li>60. Follow the school rules (Ready, Respectful and Safe)</li> <li>61. Speak with respect, kindness and patience</li> <li>62. Tell an adult if you see something you don't like or if you need help with something</li> <li>63. Take turns and share (be kinder than you need to be)</li> </ol>

**Appendix C – Strategies to support behaviour at Tier 1 (Universal) - ‘West Essex Social Emotional and Mental Health Specialist Teaching Team ToolBox’**

**Toolbox 1**

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages (This is what they adult is providing or supporting the child to develop)</b>
<b>General praise</b>	Praise appropriate behaviour often –this will reinforce it	<i>Positive identity, self-esteem, resiliency building, confidence, motivation</i>
<b>Proximity Praise</b>	Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use.	<i>Indirect boundary setting, providing expectations, reminders, motivation, self-esteem</i>
<b>Tactical ignore</b>	Ignore where possible very low level primary and secondary behaviour. I.e. pencil tapping, muttering under breath. If the behaviour becomes unsafe to pupil or to others you must intervene.	<i>Boundary setting, limiting attention around communicating behaviours you want to reduce</i>
<b>Non-Verbal signal</b>	Open, positive body language. The look, Thumbs up, Smile.	<i>Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience</i>
<b>Rule/expectation reminder</b>	What’s our rule about…… (Kind hands, moving around the classroom)	<i>Reminders, boundaries</i>
<b>Direct Praise</b>	Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible.	<i>Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model</i>
<b>Positive expectation reminder</b>	Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to out hand up and wait to be asked before answering question.	<i>Reminders, solution focused, clear expectations, boundaries</i>
<b>Simple verbal direction</b>	Give assertive direction using few words and a low slow tone i.e. ‘sit down thanks’ or ‘books away,’ assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done.	<i>Boundaries, consistent expectations, reminders</i>
<b>Simple Question</b>	Where should you be? What should you be doing?	<i>Reminders, boundaries,</i>
<b>Distraction</b>	Divert Childs attention to something of interest to the pupil and away from inappropriate behaviour i.e. ‘we need to get this finished, so that we can be on time for playtime, let’s see how quickly we can do it’	<i>Distraction, boundaries, self-regulation support,</i>
<b>Warning and choice</b>	State expectation clearly and consequence for non-compliance e.g. ‘Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow’ Face saving/take up time must be given and the adult to move away	<i>Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure</i>
<b>2<sup>nd</sup> Warning and choice</b>	as above	
<b>Logical consequences</b>	If the pupil does not comply then the logical consequence should be applied (see above).	<i>Boundaries, clear expectations, natural consequence</i>

	Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time.	
<b>Voice Level Volume Monitoring</b>	Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours.	<i>Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.</i>

**Toolbox 2** (For Pupils with Additional SEMH)

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
<b>Pupil Perception</b>	Pupil perception can be a useful tool to gather the thoughts and feelings behind possible behaviours being exhibited by the child/children. Adults need to begin from the child's perception and support them to change these perceptions in a positive way.	<i>Being heard, being listened to, developing understanding, emotional containment, to feel valued.</i>
<b>Keeping in Mind</b>	Use this strategy to fulfil the child's need to belong and foster a feeling of importance. During conversations adults use phrases such as I saw...and it made me think of you, I was thinking about you when..., I will be looking forward to hearing all about... when... etc.	<i>Belonging, to feel valued, relationship building</i>
<b>Movement Breaks</b>	For children who have difficulty with maintaining concentration or who find it difficult to sit still for any length of time benefit from legitimate movement breaks e.g. doing a job for an adult.	<i>Self-regulation, low stress opportunity, containment</i>
<b>Chunked Activities</b>	Use chunked activities to provide children to feel a sense of frequent successes within lessons and provide shorter tasks which may be less daunting for the child to attempt.	<i>Develop self-esteem, resilience, confidence to attempt academic risks, resilience building</i>
<b>Positive Gossip</b>	Adults to praise the child indirectly to another adult in ear shot of the child. This is particularly useful for children who find direct praise difficult to manage and should be task/behaviour specific. E.g. Mrs/Mr... I was so pleased to see that...was having a go at answering some questions on the carpet today etc.	<i>Develop self-esteem, develop confidence, building positive relationships</i>
<b>Assumed Compliance</b>	Use statements ending in thanks to show your expectations and how you assume the direction you have just given will be followed. e.g. you need to put the pencil away in the pot now thanks, classroom voice thanks etc. Once the statement is given adults should move their body language away from the child to give them take up time to carry out the instruction. Repeat the statement in a low slow tone with fewer words if needed.	<i>Boundaries, consistent messages, direction, reminders</i>
<b>Partial Agreement</b>	Use statements such as that may be so but I need you to... or you may feel like that but right now you need to...	<i>Listening, understanding child's perceptions, feel valued, emotional containment &amp; containing boundaries</i>
<b>Let's Do It Together</b>	To begin tasks with the child to ensure the child understand what is expected of them to complete the task and foster a feeling of initial success to give them the confidence to challenge themselves.	<i>Listening, understanding child's perceptions, feeling valued, safety, emotional containment &amp; developing confidence to attempt academic risks, resilience building</i>

<b>Reflection</b>	To provide children with reflection time that will turn a situation into a positive learning opportunity for that child. This could be for instance using a restorative reflection sheet which explores the thoughts and feelings around a situation, the outcome is explored in a non-judgemental way, conflict resolution being discussed and agreed, and then problem solving ways of managing such situations in the future.	<i>Listening, understanding child's perceptions, feeling valued, moving on from a situation, restorative approach, self-reflection, emotional containment &amp; containing boundaries, non-judgemental, forgiveness, Resilience building</i>
<b>Repair the Harm Done</b>	Children should be given the opportunity to put right the harm they have done. e.g. putting equipment back, make a card, go and get a resource the child likes etc to develop meaning and empathy.	<i>Restorative approach, repairing, resolution to a problem, non-judgemental approach, forgiveness, resilience building</i>
<b>Knowing What's coming</b>	To prepare children for what is coming next and any changes where possible, to give them that predictability and safety of knowing what to expect. Where possible make this visual and age appropriate.	<i>Predictability, safety, relationship building, development of trust, emotional containment, independence building</i>
<b>Pre-teaching</b>	Opportunities to provide pupils with key words and vocabulary explanations prior to a session, or reminders/introductions of taught/new methods being used in a session; can foster a child's confidence and promote engagement in sessions.	<i>Resilience, confidence to take academic risks, self-esteem, self-worth, lowering anxiety, preparing, reminders of previous concepts,</i>
<b>Differentiation</b>	This does not only mean differentiated work and resources provided within the lesson, but thought to the provision of behaviour strategies used to promote and enable positive behaviour for learning to take place.	<i>Resilience, confidence, self-esteem, self-worth, lowering anxiety, preparing, emotional containment, independence building,</i>
<b>Safe Place</b>	Adults to negotiate with a child (particularly those who leave the classroom or move to inappropriate areas within the environment), a safe place that they can go to for time to self-regulate when they're in an emotionally heightened state. A visual aid can support them to do this if they find it difficult to verbalise. Adults will need to teach, model and rehearse this with the child when calm and try and help the child locate any warning signs they may get within themselves which can be an indication for them to go to that safe place.	<i>Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust, independence building</i>
<b>Safe Person</b>	A safe person can be identified with the child. The role of the adult is to be non-judgemental but talk through situations and use this time as a reflective learning opportunity. The use of partial agreement during these discussions is important to show some empathy e.g. I can see that you feel upset/angry, I would feel upset/angry if... and then discuss the situation through a solution focus approach; providing them with strategies to manage a situation if it arise again.	<i>Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust</i>
<b>Slow Tone</b>	Slowing down your speech and using fewer words helps the child to hear the direct rather than information that may overload them. E.g. tuck your chair in because we don't want people to fall over it and hurt themselves. They might just hear fall over it and hurt themselves. We want them to hear the instructions and therefore by using fewer words such as, tuck, chair, in enables them to process just the direction rather than the consequence.	<i>Emotional Containment, predictability, confidence, resilience, self-esteem, safety, positive relationship building, trust</i>

<b>First and Then Approach</b>	This is a strategy which can support children to access their learning if they are reluctant or finding it difficult to do so. The 'first' aspect involves a differentiated appropriately chunked learning activity. The initial part of the task should be well within the child's capability to gain initial success and appropriate elements of challenge built in. The 'then' activity is a low stress level activity which enables the child to have regular opportunities to self-regulate so that they can manage the expectations placed upon them throughout the school day. It would be beneficial for the child's 'then' activity to be based on their likes, as the tasks will then be more motivating for them. Staff should give them a choice of two tasks the adult is happy with, which will provide the child with opportunities for small elements of legitimate control. It is also important that staff put a time boundary around the 'then' aspect, and provides children with time warnings of endings e.g. 5mins, 2mins, 1min etc. This also provides staff with regular opportunities throughout the day to provide explicit opportunities for children to develop the social and emotional skills they have not yet mastered e.g. turn taking, following someone else's instructions, developing their interpersonal thinking skills etc.	<i>Predictability, structure, self-regulation, motivation, confidence, self-esteem, fostering independence skills, lower anxiety, emotional containment, legitimate control, distraction,</i>
<b>'Catch Me Strategy' Using Task, Behaviour and Effort Specific Praise</b>	Adults should provide children with frequent task, behaviour and effort specific praise e.g. 'you have remembered to add full stops into your sentence', 'I noticed that you sat at your table waiting for the teacher to speak to the class well done' or 'you have worked very hard keeping within the lines while you colour in the ship'. It is important that staff notice the appropriate behaviours that the children are exhibiting regularly so that they are gaining praise for appropriate behaviours, and are more likely to exhibit the desired behaviour staff would like to see.	<i>Self-esteem, self-confidence, motivator, development of relationships, social skills development, sense of belonging</i>
<b>Meet and Greet</b>	A member of staff to meet with the child, at the beginning of the day and after lunch. This is a useful strategy to prepare the child for the day/morning/afternoon e.g. Adults can go through the child's visual timetable, set up the first and then activity, provide talk time, reminders of behaviour you want to see and encouragement for the day/morning/afternoon ahead.	<i>Sense of belonging, predictability, self-regulation, reflection, structure, relationship building, resilience</i>
<b>Role of Responsibility</b>	This strategy is a way of making the child feel, that they belong and that it is important that they are there. This is also a low stress level activity which can help self-regulate their emotions from the daily demands placed in them through the day.	<i>Sense of belonging, self-esteem, self-confidence, resilience, independence, motivator, self-regulation, legitimate control opportunities</i>
<b>Restorative Repair</b>	For staff to provide the pupil when calm support to put things right after an incident or a situation has arisen. This should be done in a non-blame and non-judgemental approach. This should include a logical consequence (time limited) and a learning opportunity.	<i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i>

<b>Restorative discussion learning experience</b>	For adults to provide the pupil when calm with reflection time and discuss a situation that has occurred and an opportunity to problem solve and think of alternative ways of responding in an assertive manner. Adults should then role play and practice this as he will then be more likely to use it independently.	<i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i>
<b>Assertive Responses</b>	For the pupil to be taught a range of scripts e.g. 'The Magic Script' which help the child to respond assertively towards others in situations, in a more confident, appropriate and socially acceptable way.	<i>Independence, resilience, assertiveness,</i>
<b>Achievement/Brag /Celebrations/ Brilliant Book-Choice</b>	Positive work, photos and visual rewards to be incorporated with the catch me strategy in a 'Brag Book/Celebration Book'. This will help the child recognise the positive parts of themselves even at times when he is finding things more challenging emotionally at times. This will separate the difficulties they are experiencing from his self-identity.	<i>Self-esteem, self-worth, confidence, sense of belonging, developing relationships, social skills building,</i>
<b>Child Led Play</b>	For adults to engage in child led play with a pupil during the low stress level activities. The adult could also commentate on what the child is doing as well as copy them. By doing this the child will feel attended to and this overtime will be a way of supporting the child develop a positive attachment with the adult.	<i>Developing positive relationships, attunement, emotional containment, confidence, self-esteem, self-worth, social skills development, self-regulation</i>
<b>Talk Time</b>	For adults to continue to provide talk time during the pupil's day. This could be incorporated into his low stress level activity 'then' choices. This enables the child to develop their confidence and self-esteem and some mastery over certain concepts and interests they have. This will make them feel important and offer them an opportunity to again, feel attended too, important and aid developing positive attachments with adults.	<i>Self-regulation, belonging, offloading, self-esteem, confidence, verbalising thoughts and feelings, resilience, positive relationships</i>
<b>Self-directed Challenge setting</b>	For the pupil to have the opportunities to find small and manageable challenges they can set for themselves. Adults should encourage achievable tasks so that the child can gain initial success. This will, overtime, make the idea of taking small academic risks less threatening and daunting for him.	<i>Confidence, self-esteem, independence, self-worth, resilience, growth mindset</i>
<b>Revisiting work through a graduated process</b>	For adults to provide a graduated process in encouraging the child to revisit work, comment on it and self-assess. For instance initially, staff could get the child to highlight three full stops in their writing, two adjectives, three addition sentences etc. These should be well within the child's capability to get them used to the idea of revisiting their work. Self-assessment could begin with identify one aspect they like. This over time could be extended to two or three things they like and one thing they could do to improve it.	<i>Confidence, self-esteem, independence, self-worth, resilience, growth mindset, success</i>
<b>Modelling mistakes</b>	For staff to model making mistakes regularly, as this is a way of modelling to the child that it is ok to make mistakes. A discussion around what they have learnt from their mistake is also very important for a child to experience.	<i>Resilience, confidence, growth mindset, emotional containment, self-regulation</i>

<b>Group work roles</b>	For a pupil to be supported to engage in small activities with a peer/small group. Roles should be provided so that the child and the other children are aware of the role that they will be taking each time (and roles will need to differ).	<i>Social communication skills, resilience, confidence, self-esteem, belonging, independence</i>
<b>Best Bits of the day</b>	At the end of the day staff to reflect on the day with the child, and recognise the best bits about every day. This includes adults modelling examples that they have recognised throughout the day also. These should be task, effort and behaviour specific.	<i>Confidence, self-esteem, self-worth, developing positive relationship, growth mindset, self-worth, resilience, relationship building, feeling listened to, managing change</i>
<b>Visual Timetable</b>	This should be visual and age appropriate. This is so that the child can be clear around the structure of their day, know what's coming next, and gain frequent successes of working their way through the timetable each day. It is also a tool they can refer to whenever needed to provide a sense of security.	<i>Predictability, emotional containment, structure, trust, resilience, confidence, independence, boundaries, fostering a feeling of safety, clear and consistent expectations, support to manage change, Reminders</i>
<b>Prepare for Changes</b>	Adults whenever possible, to provide the child with warnings for change. A surprise card could be added visually to his timetable to acknowledge and teach that there are surprises that can occur and these should be positive experiences as well as unforeseen changes that may promote anxiety when unprepared.	<i>Predictability, emotional containment, structure, trust, resilience, confidence, relationship building</i>
<b>Routines to be taught, modelled, rehearsed and consolidated</b>	This is a way of providing regular opportunities for the child to practice these skills explicitly in a safe place provided to do so.	<i>Predictability, confidence, social skills, self-esteem, resilience, structure, predictability,</i>
<b>Time warnings before the end/change of tasks</b>	Staff to provide the child with time warnings and incorporate a visual representation also where possible e.g. timer clock etc.	<i>Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure,</i>
<b>Individual Timetable</b>	This is an individualised programme that incorporates learning opportunities which meet both the child's academic and social and emotional needs. Additional interventions which would support staff to proactively teach the child, the social and emotional skills they require further explicit opportunities to develop and master.	<i>Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure, confidence,</i>
<b>Consistent adult responses</b>	For staff to develop, use and regularly review a plan which provides a consistent approach e.g. the 'Consistent Management Plan' or the 'Child Communication and Adult Response 5 Step Plan'. These plans incorporate and consist of a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses.	<i>Boundaries, consistent expectations, developing relationships, confidence, emotional containment, predictability, self-esteem, self-awareness,</i>
<b>Choices of consequences</b>	This is providing the child with two choices the adults are happy with whilst providing the child with guidance and a small legitimate opportunity to maintain some control over the situation e.g. This needs to be done, it can either be done now or in your own time (specify this specific time with the child e.g. break time).	<i>Legitimate control, expectations, boundaries, structure, resilience, trust,</i>

<b>Legitimate Control</b>	Staff to provide the pupil, with regular opportunities of legitimate control through providing them with two choices e.g. Are you going to have the blue or black pen, safe place or reception sofa, you can do it now or in your own time?	<b>Legitimate control, structure, boundaries, expectations, confidence, academic risk</b>
<b>Raise Profile in Class</b>	Staff to raise the pupil's profile in class and around school, by providing positive experiences amongst a range of peers in class e.g. being given classroom monitoring jobs and roles of responsibility etc.	<b><i>Social communication skills, resilience, self-esteem, sense of belonging, confidence, self-worth, motivation, low stress level activity, self-regulation, distraction</i></b>
<b>Journey Planner</b>	Staff to work with the pupil to create a journey planner. This is a way of achieving a desired outcome e.g. returning back to the playground for break times and lunch times. This should be a visual step by step approach, where expectations and successes are recorded with the child each day, in order to help the child achieve and be successful, as well as supported when things may go wrong.	<b><i>Structure, predictability, growth mindset, confidence building, success, self-esteem, resilience, self-worth</i></b>
<b>Scaling</b>	Some Pupil's benefit from scaling so they begin to identify their feelings. It also supports them to practice self-regulation techniques. In addition, it enables adults to identify patterns, triggers and situations the pupil may find particularly difficult; and need further support with. Visual tool will also be helpful e.g. scaling or using Blob tree sheets, 5 point scale, volcano in my tummy and Angry Arthur.	<b><i>Self-regulation, emotional literacy, emotional containment, confidence, resilience, valued, self-esteem, being listened to, feeling understood.</i></b>
<b>Acknowledge feelings and provide take up time</b>	I can see that you're feeling really upset/angry/excited, when you're ready I'll be...(name a place and then adult to look busy). This will help the pupil have time to self-regulate in their own time, save face, and provide him with a way back.	<b><i>Emotional containment, emotional literacy, self-regulation, saving face, trust, relationship development, resilience.</i></b>
<b>Task Chunker</b>	Expectation lists of the task should be used, so that the child can tick off each step achieved as they work through the task. This will provide the child frequent success and reminders when needed.	<b><i>Visual support, confidence, self-esteem, predictability and reminders and clear expectations, self-worth</i></b>
<b>Equipment Checklist</b>	This should be age appropriate and visually represented (words and pictures to support if required). This can be helpful in supporting the child to develop independence skills.	<b><i>Developing independence, Structure, predictability, self-esteem and confidence building</i></b>
<b>Low and Slow</b>	When children become emotionally heightened, it is beneficial for the adult to respond in a lower and slower voice. This helps the child to feel emotionally contained and use the adult to support self-regulation.	<b><i>Self-regulation, emotional containment, boundaries being maintained, Predictability, Conflict resolution skills</i></b>
<b>Touch and Talk</b>	When children don't appear to respond it may be because they are preoccupied. Adults should avoid raising their voice to gain the child's attention as this may trigger an escalation in behaviour, make the child move to a defensive position and embarrass them publicly. It can be helpful for the adult to provide a gentle touch to the shoulder to gain the child's attention before talking to them.	<b><i>Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building</i></b>
<b>Interpersonal Thinking Skills Development</b>	This is an intervention which helps children reduce their impulsivity and strengthens the thinking process to manage a range of situations over time. This can be provided by the Essex SMART Thinking Programme. The	<b><i>Self-regulation, Emotional containment, choice, developing confidence, growth mind-set, social skills development, Emotional</i></b>

	child may benefit from having the opportunity to practice and develop effective social thinking skills. The child begins to 'Stop, Think, Choose and Do'.	<i>Literacy development, Resilience, Self-reflection, Self-control, structure to the thinking process, self-esteem</i>
<b>Self-regulation Development</b>	The child should be provided with opportunities to develop their Emotional literacy skills. This includes the ability to develop their recognition of different emotions they experience, and the ways to manage them using a range of strategies. Such resources to support the child could include the 5 point scale, Anger mountain, Big Bag of Worries, Self-regulation cards, relaxation, calm box and mindfulness. Adults will need to support the child initially with this.	<i>Self-regulation, Emotional containment, confidence, structure, feel valued, feel understood, develop assertive responses, restorative approach, Emotional literacy development, develop a sense of belonging, developing independence</i>
<b>Sensory Support</b>	Some children can have underlying sensory needs. Sensory checklists, sensory boxes, sensory breaks, and sensory resources can be several ways in which adults can support a child's identified sensory need(s).	<i>Self-regulation, understanding child, identified possible additional SEN or medical needs.</i>
<b>Reward Systems</b>	Providing the child with a reward to work towards can provide them with the motivation they may need to attempt academic risks. Steps to success using stickers/points can provide a visual representation and frequent success can be acknowledged. Once a child has gained a step of success, this should not be taken away as a consequence.	<i>Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, self-regulation, legitimate control, manage changes, predictability</i>
<b>Video Strips/Comic Strip</b>	A visual tool to help children discuss an event and reflect on it with an adult who is non-judgemental and a non-blame approach is adopted.	<i>Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety, growth mindset, interpersonal thinking skills development, social skills development, self-regulation, feeling listened to</i>
<b>Buddy System/Positive Peer Support</b>	Using positive role models to support children in school as children can become isolated with an adult. This helps to develop the child's social skills, interpersonal thinking skills and independence skills.	<i>Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, self-regulation, emotional containment, self-worth, sense of belonging</i>
<b>Assertiveness Building</b>	Assertive scripts e.g. Magic script (may need to be differentiated depending on the child(ren)).	<i>Acknowledge feelings, self-regulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building</i>

**Behaviour Response FlowChat**

**Tier 1 (Universal)**

- Pre-emptive Strategies (positive approach)
- Explicit, clear expectations and boundaries
  - High nurture and structure environment
- Embedded behaviour curriculum (inc. Zones of Regulation)
  - Collaborative, interdependent environment

**Tier 2 (for some)**

Non-verbal / discrete reminders  
Catch being good  
'We' statements

**Tier 3 (for some)**

Private/discrete warning with explicit instruction and win/win choice - allowing take up time

*There may be some circumstances when the child responded to the warning but there still needs to be a consequence for the behaviour (e.g. hit another child, then showed understanding and apologised). In this instance, Tier 4 will still be completed to help unpick the trigger and hopefully prevent further incidents.*

**Tier 4 (for some)**

Restorative/Reflection time (RT) with adult at lunch/break/end of the day – RT can be recorded on an RT log and completed by either child/adult, but must always be done alongside an adult (*a child cannot complete this in a heightened state*).

*Class Teacher to inform parents  
Logged on CPOMS*

If behaviour is unsafe or more serious, it may be necessary to start at Tier 3 and consider pre-emptive steps to Physical Intervention (*SLT called*).



*ABCCs completed on CPOMS for physical or emotional outbursts – these are used to help understand the trigger, possible patterns and support required.*

3 (or more) RTs in a week, will lead to Tier 5.



**Tier 5 (for few)**

Parents invited in to work with the school, setting SMART targets / plan for support.  
*Logged on CPOMS*

Class Teacher to meet with SENCO / SLT to review strategies in place.

Possibly Risk Assessment (RA), Individual Behaviour Management Plan (IBMP), External Agency Involvement, Early Help, In-house Team around the child consultation (TACC).

### Appendix E – Behaviour and Consequence Table

Behaviour	Consequence	People
<p><b>Tier 1</b> Expected behaviour due to proactive, pre-emptive strategies (positive approach), explicit, clear expectations and boundaries, high nurture and structure environment, an embedded behaviour curriculum and a collaborative, interdependent environment.</p>		<p>Child</p> <p>Staff Member</p>
<p><b>Tier 2-Tier 3</b> Behaviours may include:</p> <ul style="list-style-type: none"> <li>• Child unfocused, looking around, talking, distracting others, slow to complete work, arguing with peers, calling out</li> <li>• Throwing small equipment, refusal to follow instructions</li> <li>• Disruption towards learning, rudeness to staff, offensive language</li> </ul>	<p><b>Tier 2</b> <b>Non-Verbal</b> A look, standing near the child, reminder of the three school rules, praise children nearby. <b>Verbal 'We' Statement</b> [name], we expect [...], thank you. E.g. "Jane, we expect everybody to line up quietly, thank you" <b>Catch being good</b></p> <p><b>Tier 3</b> <b>Warning</b> 'Name' you are (describe action). We will discuss this at the [when], unless you choose to now [desired behaviour].</p>	<p>Child</p> <p>Staff Member</p>
<p><b>Tier 4 (continued refusal to respond to Tier 2 or Tier 3 actions or the behaviours listed below)</b></p> <ul style="list-style-type: none"> <li>• Intimidation of peers, deliberately attempting to cause harm/disruption</li> <li>• Causing physical harm towards others</li> <li>• Offensive language (including racial incidents) directly at an adult/child</li> <li>• Absconding / refusing to come in from lunch/break</li> <li>• One off Tier 5 inappropriate behaviour (completely out of character)</li> </ul>	<p><b>Tier 4</b> <b>Restorative/Reflection Time, SLT informed via CPOMS, Parents Informed</b></p> <p><i>CTs to track the number of time-ins a child has in a week, if 3 or more, progress to Tier 5. If weekly occurrence over half-term and or behaviour pattern is increasing, progress to Tier 5.</i></p>	<p>Child</p> <p>Teacher</p> <p>(SLT informed via log)</p> <p>Parents/ carers</p>
<p><b>Tier 5 (continued refusal to respond to Tier 2, 3 or 4 actions or the behaviours listed below)</b></p> <ul style="list-style-type: none"> <li>• Causing harm to another adult/child (with intent)</li> <li>• Stealing</li> <li>• Sexual violence/abuse and/or sexualised language or behavior</li> <li>• Persistent disruptive behavior</li> <li>• Bullying, including racist or discriminatory incidents</li> <li>• Deliberate damage to school property</li> <li>• Deliberately setting off the fire alarm</li> <li>• Absconding from the school grounds</li> </ul>	<p><b>Tier 5</b> <b>Initial response to send to SLT (where possible with class teacher) for calm time ahead of reflection and discussion of proportionate response. This could be:</b></p> <ul style="list-style-type: none"> <li>• Lunchtime Exclusion</li> <li>• Internal Seclusion</li> <li>• Suspension (HT only)</li> <li>• Permanent Exclusion (HT only)</li> </ul> <p><b>Meeting with Parents, Meeting with SLT ahead of meeting to review steps so far and next steps, which may include:</b></p> <ul style="list-style-type: none"> <li>• Possibly Risk Assessment (RA)</li> <li>• Individual Behaviour Management Plan (IBMP)</li> <li>• External Agency Involvement</li> <li>• Early Helps</li> <li>• In-house Team around the child consultation (TACC).</li> </ul>	<p>Child</p> <p>Teacher</p> <p>Parents</p> <p>SLT</p>

**Appendix F: Reflection/Restorative Time Guidance**

Resources (PBS) can be used to reflect on behaviour following de-escalation and once regulated.

**The Cambridge Primary School  
Restorative/Reflection Time Log**

Name:

Class:

Date:

Time:

Name of adult completing RT alongside child:

What happened? (What happened before?)

How were you feeling? (Zones of Regulation)

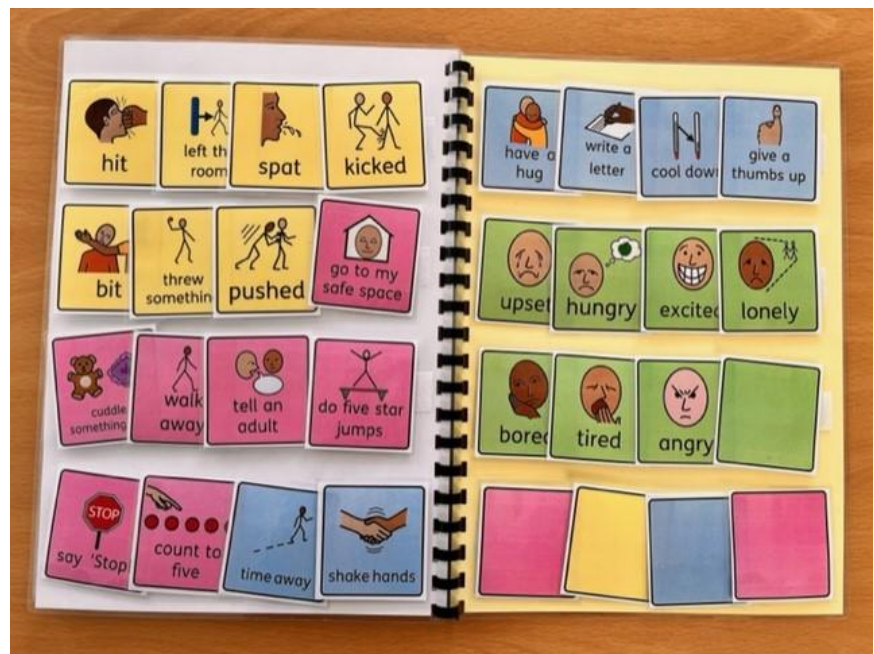
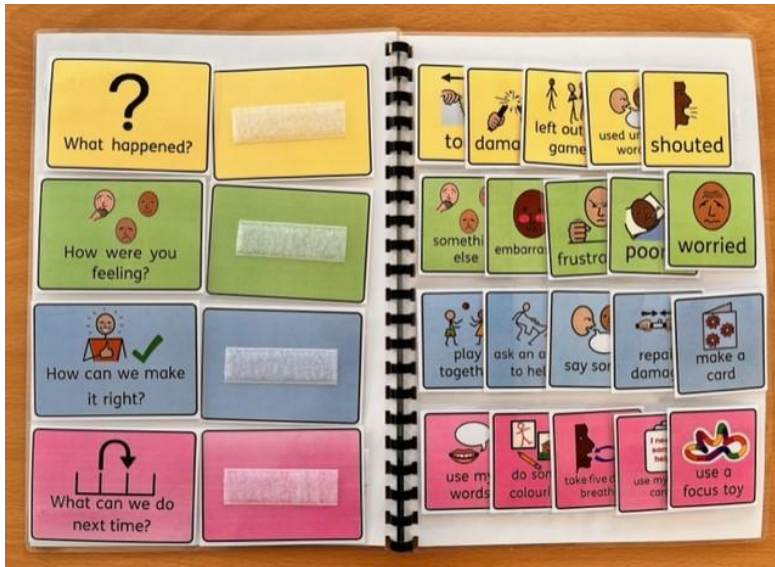
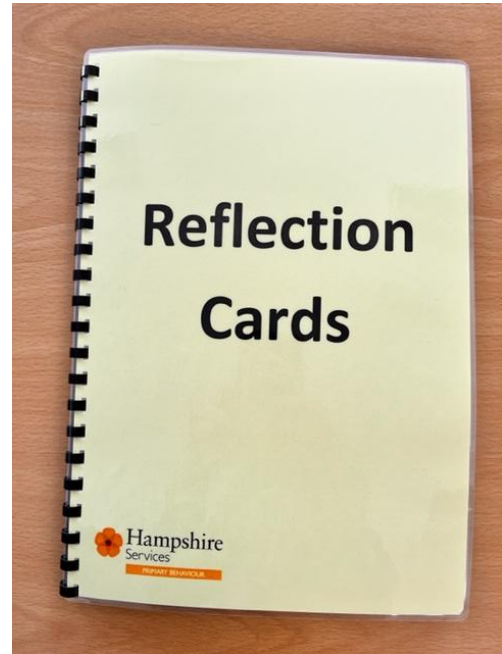
Who was affected? How were they affected?

Why do you think it happened?

How do you feel now? (Zones of Regulation)

What can help me next time?

How could you make things better?



**Appendix G: Emotional Containment Phrases**

*(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)*

**It's fine...**

*e.g. it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.*

**It's not a problem...**

*e.g. It's not a problem we can come back to that work and complete it during finishing off time.*

**It's ok...**

*e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.*

**You're letting me know that...**

*e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

**You're telling me that...**

*e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.*

**It seems that...**

*e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)*

**You want me to know that...**

*e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).*

**It feels like/as if...**

*e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?*

**...Let's sort it out/ do it together...**

*e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together*

**...We can fix this...**

*e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

**You can do this I believe you can/in you**

*e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.*

**I can understand that...has upset you/made you feel...because you thought/felt**

*e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?*

**...I need to keep you safe**

*e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.*

**I understand you need some space. When you're ready...**

*e.g. I understand that you need some space. When you're ready I'll be over by the printer.*

**When you're ready we can talk about it, I'll be...**

*e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.*

**Let's think of a way you can let me know next time?**

*e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

**... we just need to keep you safe.**

*e.g. You can be angry, we just need to keep you safe.*

**...It's ok you're safe.**

## Appendix H – Behaviour Policy (Child-Friendly)



Our school's behaviour policy  
(child-friendly version)

A piece of paper explaining what behaviour is like at our school

### What do we want our school to be like?

We want our school to be a **respectful, happy, awesome** place where **everyone gets on, has fun and learns new things!**

Why do we need a behaviour policy or school rules?

"So that we know what to be like!"

"So we can keep ourselves **happy** and **safe!**"

"So we can be **responsible.**"

**Our Rules**

**Be Safe** 

**Be Respectful** 

**Be Ready** 

Who and when are the rules for?

They are for **everyone, all the time.**

What happens at lunchtime?

"If you see something unkind or silly you must **always tell another adult.**"

"All the adults make us **FEEL SAFE** at school"

What happens if we behave?

"Feel proud and go on the proud cloud!"

"The teachers tell us."

"**Golden Certificates!**"

"We get **stickers.**"

"Our mums and dads are told."

What happens if we don't behave?

"We get time to **think.**"

"You sit out or sit in another class, then get a **chance** to make a **good choice.**"

"Mrs Kennedy might talk to you and your **mum and dad** will get told."

What is good behaviour and why is it important?

"It is **behaving properly**, like **helping** people and **being kind** if they fall over."

"It is **listening** to the teacher and using **KIND HANDS** so you don't hurt others."

"It is being **PATIENT** and **kind** so that we all have a **good day!**"

"It is being **responsible, respectful** and **honest.**"

How do we know if our policy and school rules are working?

"Everyone is being **good** and everyone is **happy.**"

"Everyone is **smiling.**" 😊

This version of the policy was written by School Council.