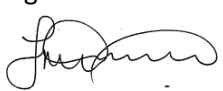




Emotional Resilience and Relationship Policy (Behaviour Management Policy)

Signed: 	Signed: <i>P. E. Lucarz</i> On behalf of the Governing Body
Headteacher's name: Mrs Jane Thistlethwaite	Chair of Governors name: Mrs Pauline Lucarz
Date: 1 September 2025	Proposed Review date: Autumn term 2026

Behaviour Management: A School Policy

Philosophy

Our starting point is always our equality statement:

*"We are the Whittlefield Family.
Come as you are:
we welcome and value the whole you
and we understand that we all have a story.*

*We are a community where you can feel safe, secure and able to flourish.
Here our differences and diversity are celebrated."*

As such, our school believes in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all the adults in the school to help the children to learn from their mistakes. We aim for our children to become independent and self-regulated learners.

Underpinning our philosophy in behaviour management is the nurture principles set out by Nurture UK. The school has wholly adopted these principles in every facet of school life, to best provide our children with a safe and calm environment in which they can flourish.

The principles act as a guiding framework to the behaviour policy and the manner in which we assess, support and respond to the behaviour displayed by our children. The six principles are:

- Children's **learning** is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of **self**-esteem
- Language is understood as a vital means of **communication**
- All behaviour is **communication**
- Transitions are significant in the lives of children

The importance of good behaviour

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

In implementing this policy, the school will:

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community

- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives.

Roles and Responsibilities

The Governors should:

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school

The Headteacher should:

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years
- Ensure that the policy is reviewed and revisited annually

All staff should:

- Establish and encourage positive relationships
- Implement the school policies for behaviour

Parents and Carers should:

- Support the school in the implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour

Children should:

- Take responsibility for their actions

School Expectations

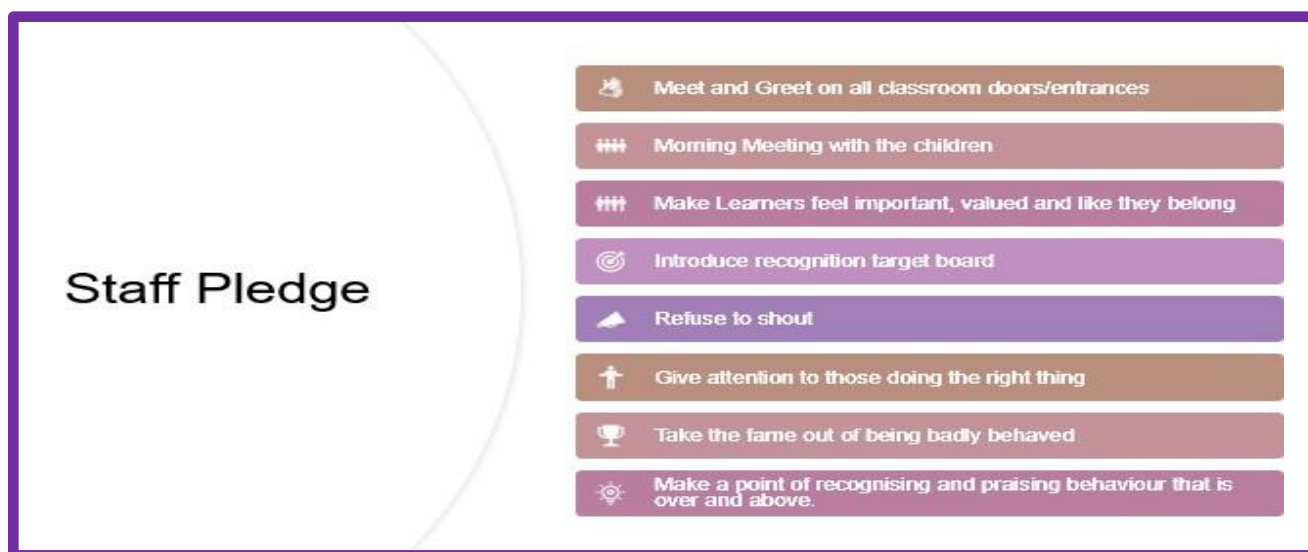
It is the belief of the governing board and staff that close attention should be paid to ongoing day-to-day rules and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

- Reinforce the codes of common decency and courtesy in order to help the children grow up to be polite and caring members of society
- Make certain that children show respect for each other and for all members of the school community
- Encourage children to move around the school appropriately without running and with consideration for others
- Prevent the use of inappropriate language
- Encourage children to show care for our school environment
- Foster good relationships within our school

Below is a list of actions and strategies all staff working within Whittlefield School agree to implement:

- **Smile** – passing along positive energy and creating a sense of security and belonging
- **Display only behaviour which you would want children to replicate.**
Staff will demonstrate respectful interactions with all members of the school community

- **Use of positive language (verbal and body)**
E.g. *please put your hand up* rather than *do not shout out*, and *finished* rather than *no*.
This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Giving time to 'Noticing' children will be a priority for all staff.**
Traditional activities such as 'show and tell' are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively when they enter the classroom each morning. Staff should notice that children are not ready for learning, and they will intervene with nurturing strategies (time out, 1-1 talk time). There will be a class meeting held at least two mornings a week for 15 minutes to air out any difficulties the children have had either in the morning or the previous evening, so the children have time to settle into class and be **ready** to learn.
- **Consistent recognition**
The children will decide a class target and all the children will work towards achieving this. Once achieved the class will be rewarded. There will be a choice of non-tangible rewards available.
- **Consistent Celebration** of children's achievements through the presentation of 'public praise', notes, and phone calls home
- **Closing the gap and turning down the volume**
Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs, positive indicators, should be used wherever possible. Children will be spoken to privately in behaviour correction in order to maintain the child's self-esteem
- **Wait, watch, wonder**
- Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations, and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication
- **Necessary involvement**
Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue
- **Staff Pledge**
To enable consistencies throughout the school in which behaviour is dealt with the staff will make a pledge as follows:



School Systems for Behaviour Management

School Vision and Values

	READY	<ul style="list-style-type: none"> Ready to learn, ready to engage, ready to work, and ready to listen, ready to...
	RESPECTFUL	<ul style="list-style-type: none"> Mutual respect, individual respect for EVERYONE, children, staff, parents, visitors, aliens!
	SAFE	<ul style="list-style-type: none"> A right to a safe environment for both adults and children in all environments – classes, playground, offices, trips etc.

We have a therapeutic approach to managing behaviour. This is based on positive relationships. Appendix 1 outlines what this looks like for children.

Recognition System

Every class has a Recognition Board. These emphasise the positive contributions that children make to the class. The recognition board will be used to focus on target behaviours and children will be

immediately rewarded for displaying that day's target behaviour by having their name written on the board.

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions, and follow the rules because they know that is the right thing to do. For a minority of children, they may need more incentive and support to behave well. In these circumstances, individual reward charts may be used. With a focus on earning a reward for behaving appropriately. The use of a sanction, for example timeout, should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the children to go and self-regulate, and they may need 'tools' to support their self-regulation. (see Appendix 2.)

There will also be an opportunity for children to be recognised for going 'above and beyond'; these children will be awarded with a choice of reward can be chosen by the child and be agreed by the class teacher.

Procedures

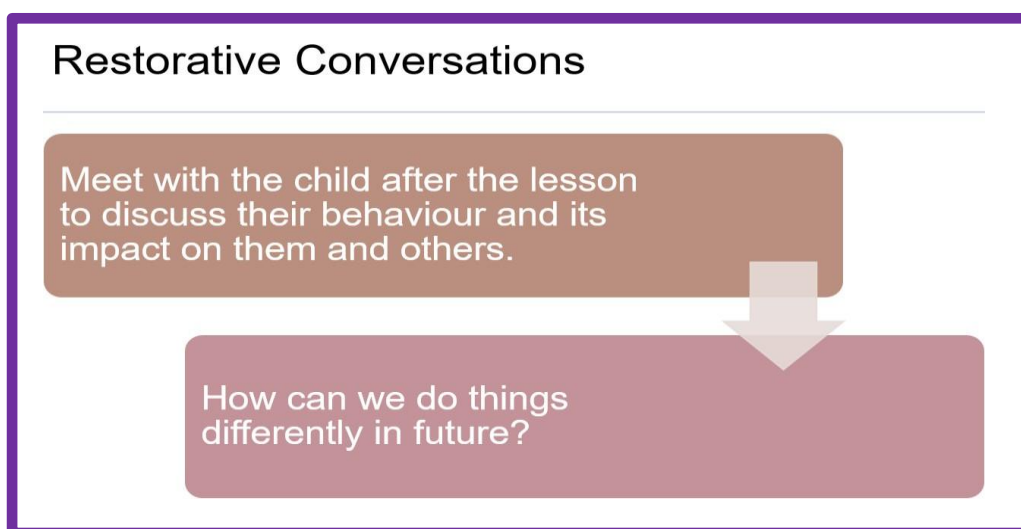
- The school's ethos is that recognition and praise are more effective in the long term
- It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival
- Acceptable behaviours should be discussed with children and their views (phrased in a positive way) posted on the classroom wall and reviewed. These should form the basis of the whole Class Agreement developed at the beginning of each academic year with teachers and their class
- All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine recognition
- The School Council have an active role in the review and implementation of the behaviour policy
- The Headteacher may in certain circumstances refer difficulties to parents and the Governing Body
- SLT may determine whether the circumstances require that parents should be informed about behaviour issues

Dealing with challenging behavior

Table to outline behaviour and sanctions.

Behaviour	Action
Level 1 <ol style="list-style-type: none"> 1. Talking, distracting others. 2. Slow to complete work. 3. Arguing with peers, shouting out 	Non-Verbal A look, standing near the child. Verbal Positive praise of children nearby, reminder of class rules.
Level 2 <ol style="list-style-type: none"> 1. Continual talking. 2. Refusal to follow instructions. 	Verbal Warning of time-out within the classroom.
Level 3 <ol style="list-style-type: none"> 1. Rudeness to staff 2. Throwing small equipment. 3. Disruption to learning 	Time out in class or a class swap ‘Name’ you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out e.g. read a book in reading area for 5 minutes, draw on white board, 5 minutes sitting elsewhere silently. Praise another child with desired behaviour. Own table away from others If there are three of these incidents in a 2-week period, parents will be informed. A behaviour plan may be implemented
Level 4 <ol style="list-style-type: none"> 1. Swearing directly at an adult 2. Refusal to come in from playtime/lunchtime. 3. Leaving the classroom <p>Phase leaders to track the number of time outs a child has each half term.</p>	Sent to Pupil support worker or a behavioural support worker ‘Name’ you need to go to time out with XXX for action . Then you need to (Desired behaviour). If you continue to do action , then you will... 2 or more Level 4 incidents in a week result in Level 5 sanctions being implemented. After the second time out, the phase leader will call parents.
Level 5 Continuation of level 2- 3 offences. <ol style="list-style-type: none"> 1. 2 of more Level 4 incidents with a week. 2. Deliberate violence towards a child in the classroom. 3. Racist incidents Upturning furniture.	Sent to Deputy head teacher Possible sanctions: Missed playtime. Lunch to be eaten in isolation with SLT member. Time out in isolation for AM/PM Letter and/or phone call home Meeting with parents/ carers A behaviour record of the child will be made. Repeated Level 5 Lunchtime and playtimes in isolation with SLT
Level 6 <ol style="list-style-type: none"> 1. Unprovoked physical violence towards pupils and/or staff 2. Leaving the school grounds 3. Climbing on school property 	Sent to the Head teacher/Deputy Head teacher The head will then decide possible sanction: Internal suspension Lunchtime suspension Letter and/or phone call home Meeting with parents/ carers Fixed term suspension Permanent exclusion

Restorative conversations



Safety and Wellbeing

Children's safety and well-being is of paramount importance to us and when a child, adult or children are in danger we take the following steps:

Exclusions

The school will avoid exclusions (both suspensions and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children and is endangering the safety of staff and children and preventing other children from their right to education, then a short-term suspension may be implemented. A return to school (reintegration) meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting. A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible interventions and strategy (including external services) has been exhausted and has failed.

Supervision

It is essential that adequate and effective supervision is provided. To this end the following systems are in place:

- Staff on supervisory duties in the playground should distance themselves from the children and each other by positioning themselves strategically to establish good sightlines
- Playground supervision begins at 8.45am each morning and is undertaken by a member of staff plus a member of the School's Leadership Team. Children enter the building from 8.45am
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets during break and lunchtimes
- Staff are positioned to monitor the movement of children around the school at transition times

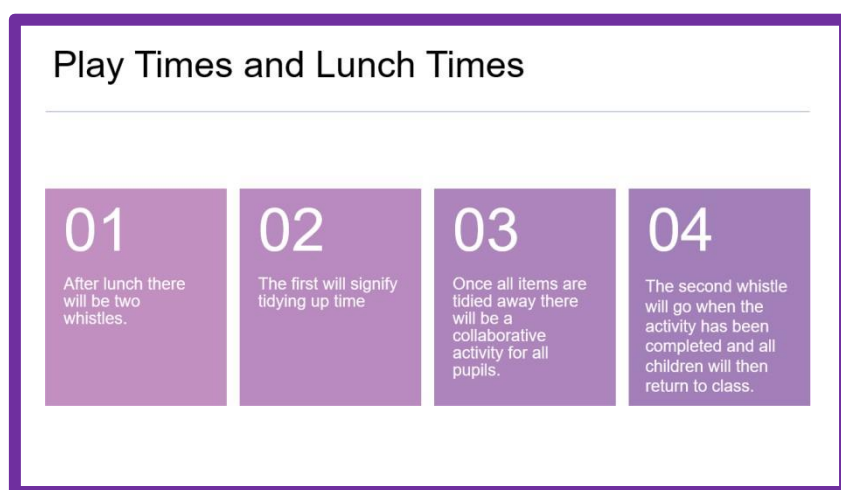
Playground Challenges

Because behavioural challenges are most likely to arise during unstructured break times the school has the following procedures in place to ensure a positive playtime experience:

- There are four adults on duty during morning playtime – two on the KS1 playground and two on the KS2 playground. There are two members of staff on duty during afternoon playtime on the KS1 playground. Their purpose is to oversee safe play.
- The playgrounds are separated for Key Stage 1 and Key Stage 2 children.
- There are designated areas for games
- There are designated quiet areas
- Key Stage 2 Play Leaders facilitate play with the younger children
- Playground equipment is provided by the school and is stored in trolleys in the school hall

Lunchtime Agreement

The lunchtime agreement is in place taking into account the school agreement of Ready, Respectful Safe



SEND and Vulnerable Children

For the vast majority of children these strategies will be effective in developing emotional intelligence and resilience. For a small proportion of children the approach may need to be adapted to suit their specific needs. In this case, these adaptations are agreed with the SENDCo and Inclusion team resulting in clear, consistent strategies recorded on the child's POP. These are shared with ALL adults who work with the child.

Strategies to Encourage and Support Good Behaviour:

- Asking support staff to spend regular one to one time with small groups for a specified period, or to hold small circle-time group sessions
- Adopting a more proactive approach during circle times and raising behavioural issues, perhaps using puppets for younger age groups
- Giving learners an overview each morning of the day ahead to alleviate anxieties and insecurities by using a class visual timetable
- Referring children to the school's Pastoral Support Manager for proactive behaviour intervention

Dissemination of Rules and Regulations

All staff are asked to reinforce rules on an as needs basis but to avoid negativity and actively promote positivity. The Headteacher communicates with the whole school where necessary, again in a positive manner. All staff are provided with training in behaviour management.

Exclusion

The headteacher of a school or academy can take a decision to exclude or suspend a pupil from the school for a fixed period of days or permanently. This applies to maintained nursery schools, primary schools, secondary schools, nursery classes and sixth forms.

There are two kinds of exclusion:

- suspension - when a pupil is not allowed in school for a fixed amount of time (including suspensions over lunch time)
- permanent - when a child is permanently barred from the school premises and their name removed from the school roll.

Alternative education arrangements and procedures for challenging the exclusion or suspension will depend on the type of sanction.

Your child cannot attend their school during any period of exclusion or suspension.

Persistent, unacceptable or unmanageable behaviour that results in no learning taking place can lead to a exclusion as in these situations the whole class learning may be affected. suspensions may also be used when violent, racist and intimidating behaviours are used. Parents will be notified.

The Headteacher decides whether to suspend a pupil or exclude, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about a suspension/ exclusion and the governing body must review the suspension/ exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

- Fixed term exclusion. The Head teacher will decide on the length of time the child will be excluded for. Work will be sent home with the child. After a fixed term exclusion there will be a reintegration meeting when the pupil's return to school will be discussed.
- External agencies will be involved.
- Possible permanent exclusion.
- Managed moves. This will be discussed at length with all involved if the child would settle better in a new school.

Pupils' conduct outside the school gates

Teachers' powers

What the law allows: Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" This includes the use of social media.

Teachers may discipline pupils for:

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.
- In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

Mobile phones must be handed into the office for safekeeping. They are collected by the class teacher. Mobile phones should only be brought by children who walk to school.

There are two sets of legal provisions that enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain, or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items', including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police.

Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Schools are able to identify additional items in their school rules which may be searched for without consent. Force CANNOT be used to search for these items

Use of reasonable force

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action.

Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed
- 4) Schools generally use force to control pupils and to restrain them.

'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

9 Roles and Responsibilities

Roles and Responsibilities

- The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents, and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.
- Headteachers are responsible for developing the behaviour policy
- Headteachers must publicise the school behaviour policy, in writing, to staff, parents, and pupils at least once a year
- Teachers, teaching assistants, and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. Teachers, teaching assistants, and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.
- Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.
- Parents have a clear role in making sure their child is well behaved at school.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five.
- school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).
- Parents must also ensure that their child attends a suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.
- Parents are expected to attend a reintegration meeting following any fixed period exclusion.

Multi agency support

We acknowledge that some pupils may need additional support to manage their behaviour and that, as a school, we need to seek advice from more experienced professionals. Parents will always be informed and consent obtained before we involve any other agencies with pupils. Agencies we may use include the CFW team, BIV, Educational Psychologist. We may also seek support from local schools and the authority if a managed move is deemed necessary. This would also be in line with our SEND provision and the coordination of support led by the SENDCo, Mrs. Craig.

Support for staff is available from colleagues and the Local Authority. The Local Authority also provide training.

Appendix 1

Ready

Why being ready is important

Being ready means you are prepared to learn and take part in school activities. When you are ready, you can listen, follow instructions, and do your best. This helps you learn new things and enjoy school.

In the Classroom	During Playtime	In the Corridors	At Lunchtime	On School Trips
Have your book and equipment ready	Bring your equipment	Walk quietly and calmly	Wait patiently in line	Listen carefully to instructions
Sit quietly and face the teacher	Be ready to join games	Keep your hands to yourself	Use good manners at the table	Stay with your group
Listen when the teacher is talking	Be ready to share and take turns	Move calmly between class spaces	Eat your food and drink water	Be ready to explore safely
Follow the class timetable	Be ready to help others play	Be ready to enter and leave quietly	Ask for help if you need it	Bring the things you need
Ask for help if you don't understand	Be ready to stop when playtime ends	Use quiet voices	Put your rubbish in the bin	Be ready to learn and have fun

Respectful

Why being respectful is important

Respect means treating everyone and everything kindly and fairly. When we are respectful, we help everyone feel happy and safe. Respect helps us all get along and work together.

In the Classroom	During Playtime	In the Corridors	At Lunchtime	On School Trips
Listen when others are speaking	Take turns and share toys	Walk quietly and keep hands to yourself	Use polite words like please and thank you	Listen to adults and follow instructions
Use kind words to classmates and staff	Include others in games	Respect other children's space	Respect the lunchtime helpers	Respect the places you visit
Take care of classroom equipment	Play fairly and safely	Keep the walls and displays clean	Wait your turn patiently	Be polite to everyone you meet
Raise your hand to speak	Help others if they fall or get upset	Keep noise low to help others concentrate	Use good table manners	Listen when others are talking
Respect different opinions and feelings	Use equipment properly	Be patient and wait your turn	Clean up after yourself	Respect wildlife and nature

Safe

Why being safe is important

Being safe means looking after yourself and others so nobody gets hurt. When we are safe, school is a happy place where everyone can learn and play without worry.

In the Classroom	During Playtime	In the Corridors	At Lunchtime	On School Trips
Sit properly on your chair	Play games safely without pushing	Walk, don't run	Use knives and forks carefully	Stay with your group
Use equipment correctly	Use playground equipment safely	Keep hands and feet to yourself	Eat your own food	Follow safety rules carefully
Keep your work area tidy	Tell an adult if someone is hurt	Wait calmly at doors and stairs	Stay seated while eating	Listen to adults and stay close
Ask for help if you feel unsafe	Stop playing when the whistle is blown	Use quiet voices to avoid accidents	Wash your hands before eating	Use seat belts on the coach
Follow teacher's instructions	Use quiet voices and safe movements	Keep corridors clear	Walk to and from the hall safely	Follow emergency procedures

Appendix 2

Type of Activity	Activities and Ideas
Physical (Movement)	<ul style="list-style-type: none"> • Being asked to do regular jobs. Eg, 'heavy' pushing and pulling tasks/activities such as sweeping, hoovering, cleaning windows/tables, emptying bins, delivering fruit/milk, setting up the lunch tables etc. • Walking breaks • Show visitors where things are in school • Bouncing (trampolining and space hoopers) or other rhythmic activities such as star jumps, marching, rocking chair, dancing etc. • Climbing • Swinging/hanging. Eg. from a tree/monkey bars • Hanging over a gym ball • Gym equipment in school eg. rowing machine, bikes, gorilla gym Interactive play. Eg. thumb war, twister, passing balloons, popping bubbles with different body parts, building towers with hands, adult chasing and catching chil • Movement minutes in between tasks • Songs with actions • Stretching • TRE (Tension and trauma releasing exercises) - videos on YouTube Go Noodle website
Rhythmic (drumming, tapping etc)	<ul style="list-style-type: none"> • informal lessons • Self-tapping on knees whilst thinking of positive things • Self-tapping whilst breathing • Drumming, percussion • Winding masking tape around cardboard tubes • Hammering • Sorting tasks. Eg. ensuring coloured pencils are correctly organised
Breathing	<ul style="list-style-type: none"> • Trusted adult breathing (child matches adult using non-verbal cues) • 4-7-8 technique (inhale, hold and exhale) • Can place hands on the stomach and watch them move • Breathing exercise cards at childhood101.com • Blowing things as a focused activity (deep breaths) • Meditation • 3 slow deep breaths before new activity • Blow out your finger as if they are candles on a cake – counting aloud to ten • Wind musical instruments
Music	<ul style="list-style-type: none"> • Using headphones to listen to music privately or rhythmic poetry • Singing together • music in the background whilst doing a task - with rhythmic beats

Mindfulness	<ul style="list-style-type: none"> • Colouring and the arts in general. Eg. modelling, painting etc. • Cutting/sticking • Hole punching • Online resources for mindfulness and meditation: do-bemindful.com, • BBC (7 techniques for helping keep children calm), copingskillsforkids.com, biglifejournal.com, calmforkids.com. • Being outside in nature, including 'working the land' Eg. gardening. • Baking - kneading is a physical activity and you need to take notice of how the dough changes • Lego • Using animals/pets • Sensory activities • Books to support: Imaging Eating a Lemon (2018) and Quiet the Mind (2012). Tangles and other fidget toys • Help group the pupil through questions such as 'name 5 things you can see that are...' (Eg blue)' 'name 4 things you can feel' 'name 3 things you can smell' to engage the senses
Comforting	<ul style="list-style-type: none"> • blanket/weighted blanket Warm drink • Wheat bags heated in the microwave • Aroma cushion • Hot water bottle (if they have stomachache) • Menthol rub • Ice packs • Wet flannel • Ice cube to suck on • Frozen bag of dry rice • Sensory snacks for calming. Eg, toffees, chewy bars, frozen strawberries, hot chocolate, cuppa soup. • Sensory snacks for stimulating. Eg, crunching on ice, apple, oranges, celery, citrus drink, drinking from an orange through a paper/bamboo straw (be mindful of allergies) • Safe Touch. Eg, stroking a back or an arm, massage etc. • Things to chew on. Eg, gel ring, chewy tube, or 'chewlry'

Appendix 3

Every Adult will

Meet and greet
Promote positive
behaviour and respect
Praise in Public and
remind in private
Model our school values
Listen

Our Ethos

Ready
Respectful
Safe

Shout out book

Children who exceed
school values and ethos
within the classroom and
around school.
Children who model
wonderful effort – always
striving to succeed

How we recognise children

Whole class rewards
Certificates
Stickers
Calls home
Notes home
Verbal praise
SLT praise
Sharing high quality work



Promote relentless routines

Wise Walking
Marvellous Manners
Delightful dinnertimes
Perfect playing
Legendary Lines
Remarkably ready
Happy hometime

Classroom plan

Recognition Board
Reminder
Last chance
30 second script
Time out
Restorative Conversation

30 second script

I notice you are..
You are not showing our school value
of....
You have chosen to....
Do you remember when you (positive
remark)
(When child responds) Wonderful choice,
this is who I need to see today, thank you

Restorative conversation

What has happened?
What/How were you
feeling?
What were you thinking
at the time?
How do you think this
made... feel?
Who has been affected
by this?
What do you think
caused this?
How can we put things
right?