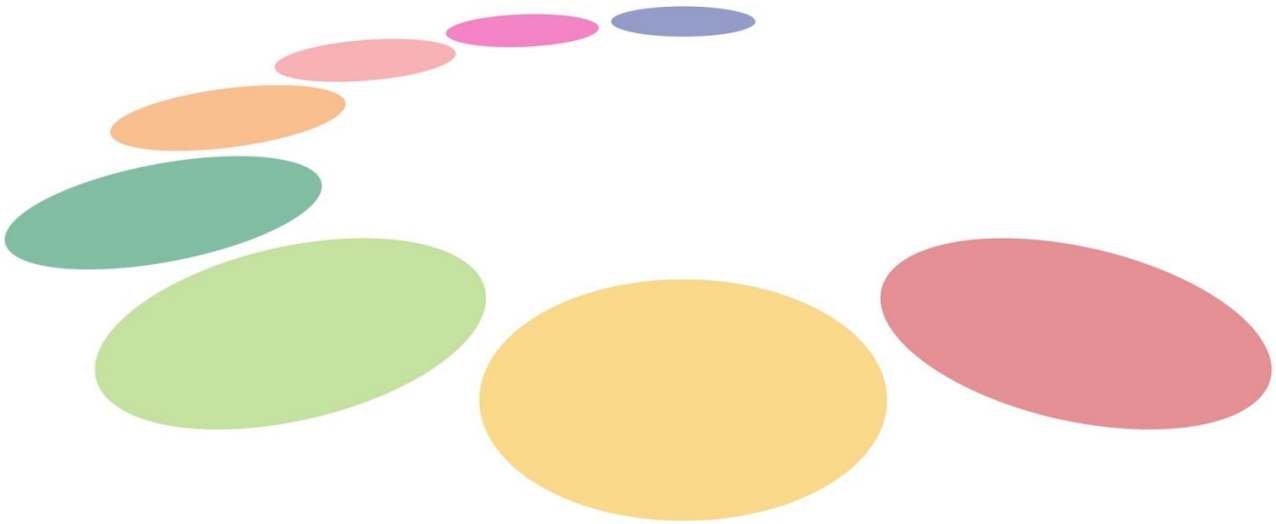
Claremont Primary School

Relationship and Behaviour Policy



The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Agreed Date	**September 2026**
Review Date	**September 2028**

Introduction

At Claremont Primary, we believe that **belonging** is central to building an **inclusive** and **nurturing** school community. This policy is rooted in the understanding that when children, young people, and staff feel that they truly belong, they are more likely to thrive - academically, socially, and emotionally.

Nurture is not a luxury; it is fundamental to the way we work. A nurturing environment ensures that every member of our school community feels safe, valued, and supported. It allows strong, positive relationships to form - between children, between staff and children, and among colleagues. These relationships are the foundation of emotional wellbeing, resilience, and a secure learning environment.

We recognise that **all behaviour is a form of communication**. Behaviour is **an expression of an underlying need - not the need itself**. It is our responsibility, as members of staff and role models, to understand and respond to these needs with empathy, consistency, and high expectations.

When a child does not feel they belong, they may struggle to connect positively with others. This can impact not only their behaviour and learning but also their broader development. Our collective responsibility is to ensure that every child - and every adult - feels connected, respected, and part of the Claremont Primary community.

This policy sets out the principles, expectations, and strategies that support us in making **belonging and nurture** real in everyday practice.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Screening and Searching Children Policy
- Suspensions and Exclusions Policy
- Physical Intervention Policy

Ethos and Philosophy

Vision Statement

In partnership with all members of our school community, we wish our children to become positive contributors to wider society. Through instilling a passion for life-long learning and nurturing a strong sense of self, with an understanding of social responsibility, we will enable our children to achieve their full potential academically and socially.

We aim to do this by:

- Being an outward looking school, actively engaging and celebrating the diversity of our wider community.
- Fostering a welcoming environment of equality, tolerance and respect.
- Implementing a creative, enquiry based curriculum.
- Providing enthusiastic, adaptable teaching to enable all children to become independent learners.
- Providing a range of enrichment activities and visits.
- Creating a physically secure, emotionally safe and socially supportive environment.
- Offering opportunities for collaborative learning and developing shared responsibilities at all levels.

At Claremont Primary all adults, including governors, have the highest of expectations for behaviour. Our ethos is carried thorough our HEARTS (Human Kindness, Equality, Aspiration, Resilience, Teamwork, Self Belief) values in collective worship. These values are built upon in classes and underpin the expectations of behaviour from our children.

We recognise positive relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and behaviour. The strategies we utilise in relationship building to support behaviour development promote this and reflect the values of our school. Furthermore, by placing high priority on this in school we believe we will achieve academic success and fulfilment for all.

At Claremont Primary , we recognise the significance of ACES (see Appendix 1) and the impact that trauma can have on our children's wellbeing. With this in mind, the school incorporates the six principles of nurture in our approach when managing children's behaviour. Claremont Primary uses regular PSHE lessons to support this approach in the classroom.

Aims of this Policy

- To support the children and adults at Claremont Primary to be happy, safe and learning
- To enable children to develop a strong sense of self-discipline and an acceptance of responsibility for their own actions
- To create and encourage an atmosphere of trust where all children feel safe at all times
- To recognise, reward and reinforce good behaviour within and outside the classroom
- To further the development of a caring school
- To show tolerance and respect for all individuals
- To have consistent strategies used throughout the school
- To involve parents in the management of their children's behaviour
- To enable teachers to teach and children to learn without disruption
- To show consistent positive regard towards each other to embed the sense of belonging

Our Core Beliefs

At Claremont Primary , our approach to behaviour and relationships is grounded in the following principles:

- **Relationships matter.** We believe that the quality of relationships across the whole school community - particularly those that foster safety and trust - is central to children' wellbeing and must be actively nurtured and supported.
- **Behaviour is communication.** All behaviour is a form of communication. It is our responsibility to help children express their needs in safe, appropriate ways and to understand what those behaviours are telling us.
- **Children want to do well.** We fundamentally believe that all children are doing the best they can with the skills they have. Given the right support and environment, they want to behave well and succeed.
- **Understanding leads to safety.** Children feel safer and more settled when their needs are clearly understood and consistently addressed by the adults around them.
- **Safety and connection support regulation.** When children feel safe, are in trusting relationships with attuned adults, and receive effective emotional and behavioural support, they are better able to develop the skills needed for self-regulation.
- **Staff understanding is vital.** A sound understanding of child development, particularly social and emotional development, helps staff make sense of behaviour and meet needs appropriately. We are committed to providing ongoing training, support, and opportunities for staff to develop confidence and expertise in this area.

- **Progress takes time.** We know that children learn and grow at different rates. It is essential that adults have realistic expectations for each child's development and recognise that behaviour change often happens in small, incremental steps over a long period of time.
- **Mistakes are learning opportunities.** We recognise that children are at different developmental stages, with varying strengths and vulnerabilities. We do not judge mistakes, but instead use them as opportunities to guide, support, and teach.
- **Staff wellbeing matters.** Supporting children effectively requires emotionally available, resilient, and responsive adults. We value and prioritise staff wellbeing to sustain a caring and consistent environment for our children.
- **Collaboration is key.** We are most effective when we work in partnership with children, parents and carers, and external professionals. Shared understanding and collective effort are vital to helping children succeed.
- **Connection over compliance.** We seek connections through relationships with children rather than blind compliance. This is because compliance can take place when children are in a state of fear.

Relationships

The relationships we build with children and parents are essential to our school culture and behaviour management within the school community. Our relationship approach which allows staff to demonstrate 'Unconditional Positive Regard' to the children means that we can have restorative conversations after incidents. These help children to develop social and emotional skills for life.

We can support our children by:

- Being curious about what children's behaviour may be communicating in the context of their experiences and needs
- Being mindful and reflecting on the quality of our relationships with each other and them
- Thinking proactively about the interventions we put in place to support our children to learn self-regulation skills
- Observing, gathering and analysing information – to ensure our interventions are personalised, well informed and planned according to the needs of each individual
- Using the strategies in Appendix 2 to support development

Our Expectations

As a school we have 3 behaviour expectations:

- Be safe
- Be respectful
- Be ready

At the start of the year, the staff will explore with the children (in a manner which is appropriate for their age and development) what these expectations mean. Staff will explicitly explain the different expectations and what these behaviours look like and mean. This may involve some modelling of different actions and behaviours.

What would we expect to see if children are…		
Being safe?	Being respectful?	Being ready?

• Show me 5 / noise level 0
• Kind hands and feet
• Moving around school calmly
• Follow instructions
• Picking things up off the floor
• Using equipment correctly
• Sharing – taking turns / not snatching
	All spaces:
	• Moving around school quietly – noise level 1
	• Listening to each other.
	• Calm body/voice/tone.
	• Respect people's personal space.
		• Active Listening:
		  ○ Attention on speaker
		  ○ Listening ears
		• Body facing adult
		• Resources ready: pencil, glue sticks, etc.
		• Understanding of transition points.

• Using inside voice – not shouting
• Clear expectations during register –noise level zero / attention on the adult
• Playground safety – take care of equipment / Use equipment safely
• Lining up – respecting personal space, facing front, walking, holding/passing door
• Sitting:
  ○ on floor÷ calmly and safely with attention on the adult/speaker
  ○ on chair: BBC / TNT / 6 feet on floor
• Fire safety / fire alarm expectations – no running calm in line –noise level one,
• Getting changed – keep hands to yourself
• Remain seated in the dinner hall during lunch time unless returning trays
• Using different areas of the playground in the agreed way
• Walking sensibly in classrooms and corridors - left side.
• Ensure an adult always knows where you are
	• Using appropriate & acceptable language to others - no swearing.
	• Speak to everyone with courtesy
	• Respect equipment, resources, building etc. - tidy up - take care of items.
	Classroom:
	• Active listening to who is talking - looking, waiting.
	• Turn taking - modelled by adults.
	• Sharing
	• Helping
	Dining hall
	• Hands up if you want something
	• Manners when getting dinner
	• Walking
	• One way system
	Outside:
	• Following the rules of the game
	• Listen to the referee
	• Turn taking
	• Respecting personal space
	• Sharing
		• Consistent routine - Children having ownership over this.
		• Regulated.
		• BBC / TNT
		• Appropriate noise level.
		• Using resources in class to support - visual timetable, working wall, dictionaries.
		• Following routines – Claremont climate
		• Joining in with learning
		• Engagement - being able to respond to what's been asked.
		• Showing effort
		• Perseverance
		• Resilience

Following a period of observation, staff will identify if there are any of these areas where further development would support the class. These identified areas will become the specific focus of development opportunities with planned activities to explicitly teach the desired behaviours.

These desired behaviours along with other examples of behaviour expectations will be rewarded through:

- Verbal praise
- Dojo points
- Class points

Connection time

To ensure and enable relationship building each class has 20 minutes connection time each week in which the adults and children share time to connect. If there is a child identified as needing additional support the adult will ensure they support them during some of their connection time.

Children will be supported to follow the behaviour expectations using a range of strategies which include:

Strategies to support behaviour expectations	
Claremont climate Show me five Be seen looking	Calm corners Calm kits Wobble stools

Non-verbal cues Positive praise Distraction Emotional Scale Well planned, engaging lessons	Language – using scripts Pitching the work correctly – stage not age ' Name …..instruction ……. Thank you' Seating of children Distribution of adults

Responding to Behaviour

Clear expectations, boundaries, and consistent responses are very important – they ensure that school is experienced as a predictable and safe place to be. Children know if they do not meet expectations then adults will respond with a reflective conversation and this continual reinforcement creates the sense of security that children need to learn and develop relationships with staff and each other.

While we maintain a shared understanding of expectations, we also recognise that some children may need additional time, space, or support to meet those expectations. Consistency does not mean identical responses - it means fair and attuned responses, informed by an understanding of each child's individual needs and developmental stage.

Therefore, we are **implementing rigor in supportive consistency** - there may be times when the 'reason' and 'repair' takes place at a later time as the child has not yet regulated. In these moments, timing is key. Adults may need to pause, but must revisit the situation later, ensuring the child is emotionally ready to understand, reflect, and move forward in a meaningful way. This is what we mean by being rigorous in our consistency, while flexible in our approach.

Claremont Primary School Principles for Consistent Responses:

- We respond to behaviour in a way which is logical and natural – if you drop litter, you pick it up; if you are rude, you apologise; if you don't do the work, you catch up; if you hurt someone, you repair the relationship.
- We respond according to what needs to be done to help the child to learn to behave differently and put things right.
- Behaviour and response are recorded so patterns can be understood and effective interventions implemented.
- We start afresh after behaviour has been responded to and the response has been completed.
- Responses should not involve taking away a previously earned privilege or any intervention time.

The developmental age and specific needs of the child will be considered when deciding an appropriate response. We recognise that a 'one size fits all' approach is not appropriate for our children. A plan, do and review approach will ensure children will not be given responses that impede their future learning. This will be closely monitored.

After a child completes lost learning or reflection time, it is important to repair and restore the staff-child relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour/reaction.

Staff must reassure the child that the inappropriate behaviour/reaction has been dealt with and that all parties will move on and start afresh.

Supporting Children to Regulate Throughout the Day

Many of our children will have vulnerabilities that can impact their ability to self-regulate in school without proactive support from the adults around them. The following steps can help:

- Ensuring the child's basic needs are met (have they had food, drink and rest?)
- Use of Emotional Scale
- Use of Emotion Coaching (see Appendix 3)

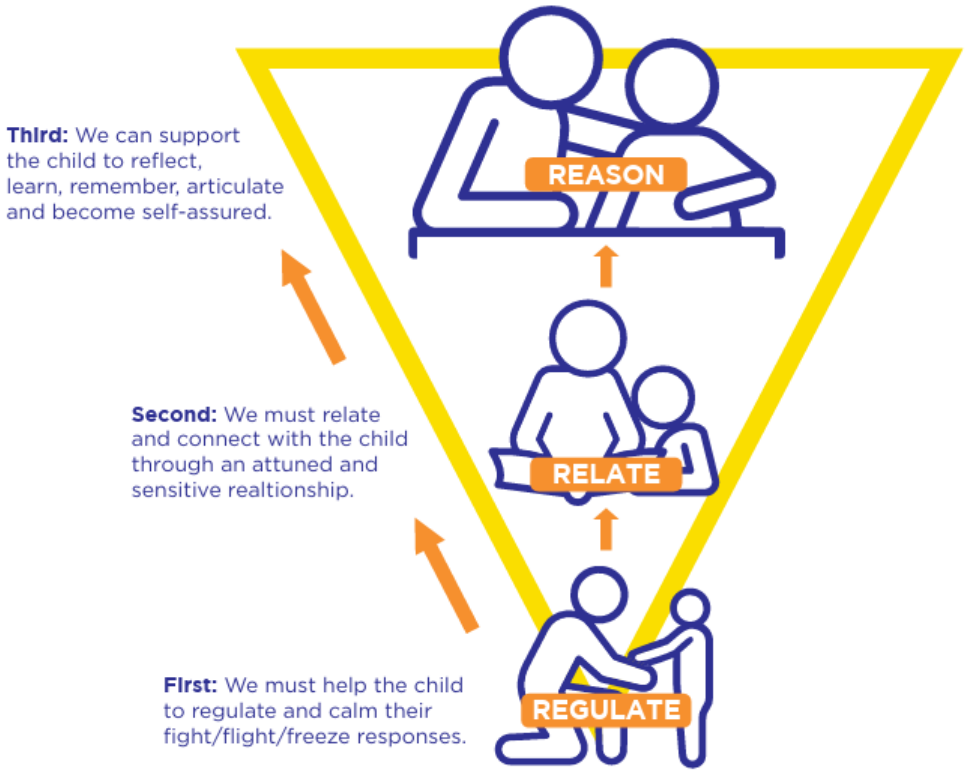
- Regulating activities – e.g. sensory and movement breaks, relaxation exercises, going outdoors, regular physical activity/exercise
- Use of safe places for children and staff to go when they need support, calmness or reflection
- Use of consistent routines
- Adaptive teaching to meet individual needs

Undesirable Behaviour Strategies & Support

As an inclusive and nurturing school, we acknowledge that children may display undesirable behaviour. Staff intervention should be **consistently flexible** and based upon a **child's level of development, their needs and circumstance.** Any intervention from staff will be **done discreetly to prevent publicly shaming**; therefore, all interventions and reflections that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The aim of an intervention is to support the children's development not cause shame. We know that children learn and grow at different rates. It is essential that adults have realistic expectations for each child's development and recognise that behaviour change often happens in small, incremental steps over a long period of time.

Dr Bruce Perry, a neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



What We Do When Behaviour Escalates

At these times, our aim is to:

- keep the child and those around them safe,
- co-regulate with the child,
- de-escalate the situation,

- address the underlying reasons for the behaviour,
- repair any ruptures in relationships
- and support the child to get back to learning.

To do this, we draw on Bruce Perry's Model, using the 4 R's (Regulate, Relate, Reason, Repair)

Regulate
Firstly, we regulate ourselves as adults. This means:

- We take a breath.
- We don't take it personally.
- We are calm to create a sense of safety and order.
- We model the behaviour we expect.
- We seek support if we are feeling overwhelmed and unable to offer a regulating response.(change of face)

Then we co-regulate the child by:

- Keeping a calm tone of voice and non-threatening body language.
- Telling them what you do want them to do rather than what you don't want them to do. 'Name … command … thank you'
- Using language that shows acceptance (of the underlying distress), empathy, curiosity, and reaffirming boundaries. 'I can see you're feeling …' 'I wonder if you're feeling …'
- Increasing their access to key adult/safe adult.
- Allowing time and space for the child to regulate – bearing in mind it can take 30 minutes for a distressed child to reach a more regulated state.

Relate
Ensure that during incidents, we remain physically and emotionally present for the child. This may mean that we need to pull in extra support from other staff to support the class, or to involve the key adult for the child.

Reason
Before we move into reasoning with a child and responding, we must first ensure that we have met the regulation and relational (connection) needs of the child then they can fully engage in the process of learning in response to their behaviour.

Once they are in a state of calm, and in a more open and engaged state, we can engage their "thinking brain". At these times, we want to support them to reflect on what happened.

When we are discussing incidents with children, it is vital the incident is dealt with in a non- judgemental way. For positive communication we use empathy, curiosity and restorative questions. When discussing behaviours/reaction we refer to the health and safety and the impact the situation may have had on all involved.

Staff will use the reflection book to provide consistency and ensure this avoids speech which could lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can escalate situations/incidents.

The Emotional Scale and Hand-model of the Brain (see Appendix 4) can support a child (in an age and developmental stage appropriate way) to understand what is happening in their brain and with their emotions.

Repair
Relationship ruptures are inevitable. Firstly, we always take the initiative as adults to repair any ruptures in relationships. Reparation means repairing relationships, or 'making good' in some way.

We believe that our children should always be given the opportunity to repair a relationship or situation. We are showing children that it is possible to put things right.

Even children with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what children feel. Unresolved difficulties can make children very anxious and this can cause behaviours to escalate or become habitual.

Ideally children should be supported by an adult they trust. Ways to support a child to repair can be to use visuals such as 'sorry cards', drawing pictures, acts of kindness etc

Boxall learning plans

As part of our Nurturing Schools approach we assess all children using the Boxall Profile in the Autumn term. Any children who identify as having areas of need will have a Boxall learning plan created. These are used to support the children and enable them to regulate their behaviour in an age-appropriate way. Boxall learning plans can also be used to address any whole class difficulties so teachers can embed a range of strategies to support.

Home School Agreement

We want the children to be the best they can be – at Claremont Primary , in high school and as adults. The Home School agreement (see Appendix 5) is an important aspect in developing the support an individual child may need to thrive in your classroom and should be viewed as a positive step forward in that journey.

Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

Positives	Support
• Celebrate success • Support improvements • Build relationships • Help children to develop regulation skills • Preparation for high school and adulthood	• Focussed targets • Check-ins through the day • Daily updates to parents /carers by class teacher • Weekly meeting with parents / carers, teacher and phase leader

Transitions

Consideration should be given to points of transition as these are likely to be points of uncertainty for our children. This includes transitions between settings and day to day transitions (such as transitioning between school and home, and between sessions/activities in school).

The following steps can help:

- Ensuring that information and plans are shared effectively between new settings/staff
- Where a key adult is not going to be available for their assigned child or there are unexpected changes in staffing or routine, efforts are made to communicate this to the child and to support them in managing this separation and change of plan
- If there is an ending in a child's relationship with a key adult, making sure that efforts are made to ensure that the child has a thoughtful and managed 'goodbye'
- Where a child is leaving school, school staff will ensure that they have a positive and planned ending

To guide our children the following practical strategies can be helpful:

- Use of visual aids
- Time spent with new class and staff
- Social Stories

- Support for parents/carers to ensure a consistent and collaborative approach with the aim of reducing anxiety so that this feels manageable and positive for children

Communication Plan

If the child is likely to become highly dysregulated to the extent that they are in crisis and posing a risk to themselves or to others, they should have a clear and accessible Communication Plan (Appendix 6) in place explaining what staff may need to do at points of crisis.

Appropriate effort should be made to share plans across school where this is in the best interests of a child, to support others to work in an effective way and with consistency.

Significant Adaptations

Some of our children may require an adjusted day. When significant adaptations are made to a child's school day, we communicate with the parents/carers and other relevant external agencies.

Roles and Responsibilities

All staff have a role in helping children to develop an understanding of their emotions and strategies that they can use to manage their emotions, particularly at times when these emotions can feel over-whelming. Developing strong relationships form the core of this work.

The Headteacher and Senior Leadership Team will support all staff to develop their understanding of emotions, behaviour management, the impact of ACEs and Nurture through ongoing staff CPD.

Governors have a strategic role in promoting appropriate behaviour. As part of this role, every three years, the governors will review their 'Statement of General Principles with Regard to Behaviour'. This will be taken into account when reviewing practice in school and the relationship policy.

Special Educational Needs

Individual Support Children with difficulties may be placed on the school's additional needs register. All children with an identified need have pupil passport written with them and the class teacher which is shared with parents.

If difficulties continue, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not a child needs an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

External Agency Links

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies Claremont Primary work with include: Independent behaviour consultants, City of Manchester Learning Partnership (CoMLP), Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service (EPS). Within school, therapeutic interventions are in place to support children with ongoing social, emotional, mental health and behavioural needs.

Use of Physical Intervention

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. Whilst any member of staff can use physical intervention, there are also members of staff in school who are trained in safe holding techniques to deal with any serious incidents.

At Claremont Primary , we endeavour to support our children by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to children, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. **Using physical intervention will be a last resort.**

Circumstances where physical intervention may be used:

- To keep child safe
- To restrain a child at risk of harming themselves or others
- To remove disruptive children from the classroom.
- To prevent children leaving the classroom or building, where allowing them to leave would risk their safety.
- To prevent a child from attacking a member of staff or another child.
- To stop a fight in the playground.

Parents/Carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPOMS.

See Policy

Suspensions & Permanent Exclusions

Suspension and / or Permanent Exclusion may be used when a child's actions or behaviour endangers other individuals or when non-compliance leads to an unsafe situation.

Suspension and / or Permanent Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher (or Deputy Headteacher in her absence) and the relevant facts are fully investigated before a decision to suspend or permanently exclude is taken. See Policy

Screening & Searching Children

Screening and searching of children is conducted in line with the DfE's latest guidance. Please see the Screening and Searching Children Policy for further information.

Children's Conduct Outside the School Gates

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may address issues in behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a child at the school.

The teacher may also address issues in behaviour at any time, whether or not the conditions above apply, that:

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

List of Appendices:

1. Understanding ACES
2. How to Create Supportive Relationships
3. Emotion Coaching
4. Hand Model of the Brain

5. Home School Agreement
6. Communication and Risk Management Plan

Appendix 1: Understanding ACES

STRESS & EARLY BRAIN GROWTH
Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas - a list is shown below - that result in toxic stress that can harm a child's brain. This toxic stress may prevent a child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences can include:

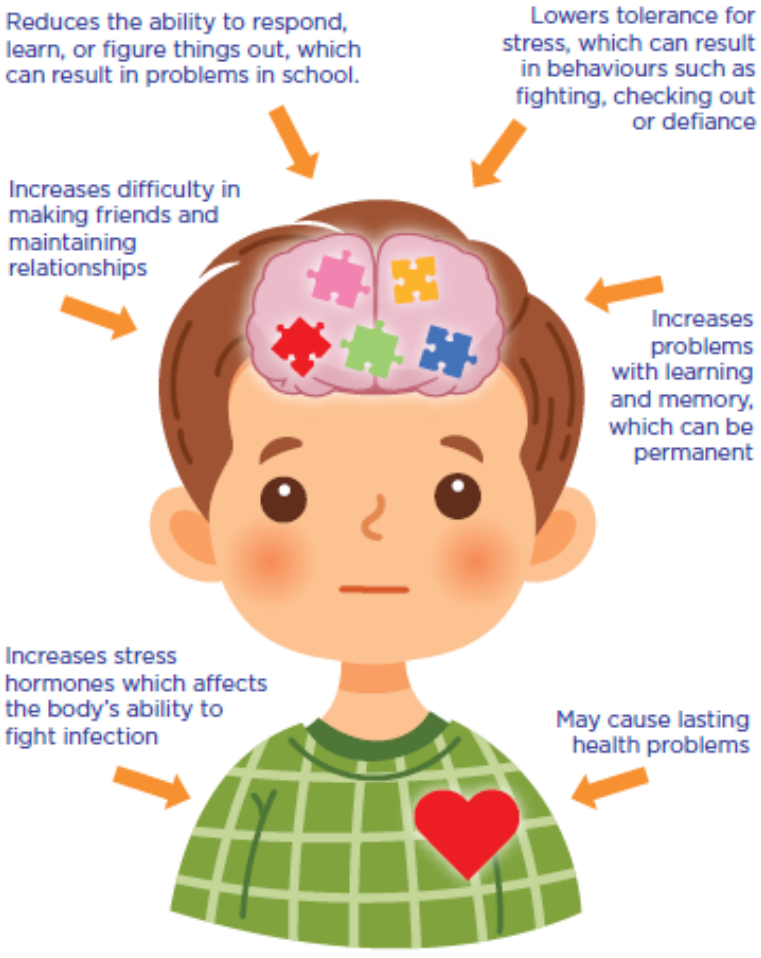
1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by other child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or ny other form of discrimination
15. Being homeless
16. Natural disasters or war

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.



A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line.
Self-protection is their priority. In other words:
"I can't hear you! I can't respond to you! I am just trying to be safe!"

Appendix 2 – Strategies to support development

How To Create Supportive Relationships		
Teach the child not the curriculum	Each day is a new day	Don't take yourself too seriously
Believe in them	Earn respect rather than expect it	Create a safe environment
Know their names	Be authentic	Develop and cultivate compassion
Know something about them	Don't take yourself seriously	Say the “hard things”
Show you're interested in them as people not just as students	Care about their welfare	The small things are the big stuff
Smile frequently	Share your favourite film or band	Ask questions
Be warm	Make time or you'll make excuses	Set boundaries
Unconditional Positive Regard	Brag about them outrageously to others	Step in without being asked
Respect & support interests	Every child needs a champion	Know when to dial it back
Be real for your learners	Never use sarcasm	Give consistently, receive occasionally
Be interested in them as people	There is always more than one perspective	You create the weather in your classroom
Consistently kind	Intention and attention is key	Welcome diversity
Learn to apologise	Tone of voice is important	Be supportive
Say good morning	Talk about your own kids / children you have taught before	Initiate conversations
Take a genuine interest in them	Share a pen or pencil	Honesty is key
Let them know a little about you	Say goodbye at the end of the day	Follow through and do what you say you’ll do
Engage with them during break time	Always preserve rewards	Compliment
Greet students as they arrive at the gate and classroom door	Show interest in their interests	Say thanks
End the day on a good note (no grudges)	Have a sense of humour	Laugh
Care about them	Mutual respect	Be present
Separate the behaviour from the person	Open communication	Be their biggest cheerleader
Have lunch with them	Be approachable	Let go of the past
Kick a football around the playground with them	Be reflective	Check in regularly
Skip / play games with them	Catch them at their best	Be willing to learn from each other
		Remember important dates

Seek to understand rather than to blame Listen with the intent to understand rather than the intent to reply Aim to learn something new about them each and every day Remember their birthday	Positive phone calls / messages home Have high expectations Show empathy (not sympathy) Look out for their sports teams' results Actively listen and then listen some more	Don't judge Treat them fairly Laugh with them

Appendix 3 : Emotional Coaching

What Is Emotion Coaching?

Emotion coaching is helping children understand the different emotions they experience, why they occur, and how to handle them. In the simplest terms, we can coach our children about emotions by comforting them, listening and understanding their thoughts and feelings, and helping them understand themselves. As we do this, our children will feel loved, supported, respected, and valued. With this emotionally supportive foundation, the adult will be much more successful at setting limits and problem solving.

A Three-Stepped Approach

Step 1 - Emotion Coaching Scripts: Empathise, Validate, and Label
A good emotion coaching script will include empathising with the child validating the emotion being expressed and verbally labelling the emotion to help develop emotional intelligence.

- I can see you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.
- I can see that you are frowning and kicking the wall and you're expressing loads of energy. I would be feeling like that if I didn't want to do something.
- I noticed you looking around at the others who are working on their project. I think you might be feeling a bit nervous at the moment. Your work might not be okay. Have I got that right?

Step 2 - Setting Behavioural Limits Scripts
Once you have empathised validated and labelled the emotion may be necessary to set some boundaries and limits remember just because you're accepting the emotion you do not have to accept the behaviour

- These are the rules that we all have to follow doing that is not okay
- We can't behave like that, even though you're feeling annoyed because it's not safe
- You didn't put the ball away as we agreed
- You're probably angry that you can't play with Billy now because you have to stop now

Step 3 – Collaborative Problem-Solving with the Child Scripts
Finally, problem solve. The problem-solving approach should be tailored to the child's developmental and emotional needs. At times, you may need to provide clear solutions; at others, offer guided choices or encourage the child to suggest their own ideas. Always consider the child's cognitive ability and current emotional state when deciding how much support to provide during Step 3.

- This isn't a safe place to be angry. Let's go to a safe place and we can talk.
- Next time you're feeling like this, what could you do?
- How do you think you will react if this happens again?
- You need to sit next to Emma in front of me which do you want to do?

Why Emotion Coaching Improves Behaviour

Emotion coaching is about responding to children when their feelings to a low level of intensity which reduces the need for children to escalate their emotions and behaviour and provides more optimal time to teach children about emotions.

When children receive emotion coaching from an early age, they develop self-soothing skills and are more likely to remain calm during strong emotions. Emotion coaching supports building resilience and emotional regulation, which are vital for their wellbeing and learning.

Emotion coaching does not involve disapproval of children's emotions so there are fewer points of conflict. At the same time, there are clear limits about inappropriate behaviour - children know the rules and the consequences of breaking them.

Emotional coaching creates a strong bond between adults and children - so children are more response to their requests and feel respected and valued.

It is important not to dismiss children's emotions. Common ways emotions are dismissed include:

- Offering advice prematurely
- Asking why a child acted a certain way
- Telling a child not to worry
- Shifting the focus to your own experiences
- Jumping straight into problem-solving without acknowledging feelings
- Taking sides instead of listening to the child's perspective
- Using distractions to avoid addressing emotions

When emotion coaching, you focus on the child's emotional experience by:

- Considering how the child might be feeling
- Reflecting on similar situations you have experienced
- Helping the child find the words to describe their feelings

You may respond by asking:

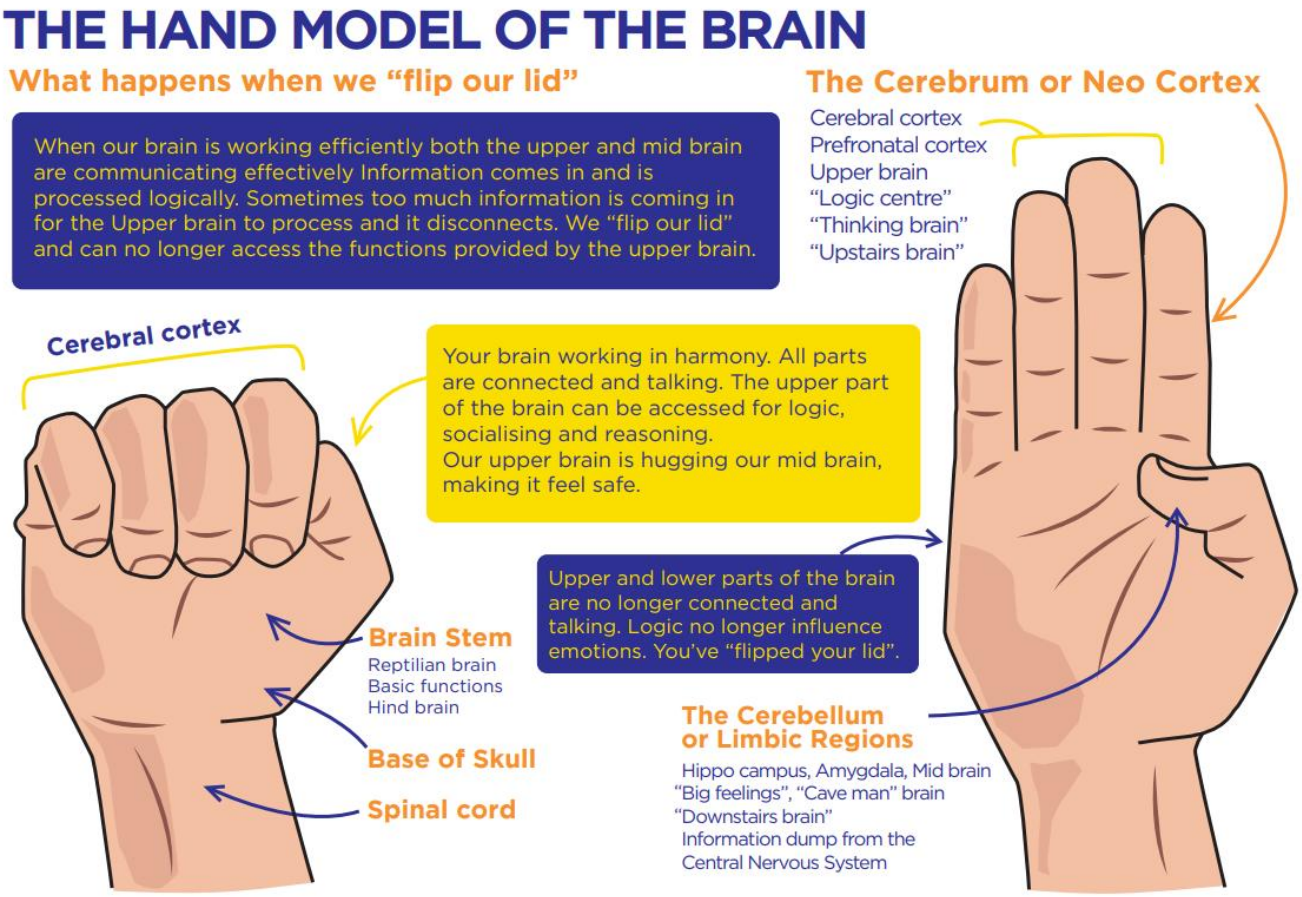
- Did that make you feel _____ when _____?
- Were you feeling _____ when _____?
- It sounds like that made you feel _____

You may also respond by reflecting how you would feel in a similar situation.

- That would make me feel _____ too
- It makes me feel _____ when _____ happens also

Avoid asking why - often they will have no idea or not have the words to describe the reason they are feeling a certain way

Appendix 4: The Hand Model of the Brain



Appendix 5 - Weekly Record (Home / School agreement)

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey. Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

If a child is demonstrating persistent disruptive behaviours or crisis behaviours, class teachers should consider use of the Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring or may support a child on a longer-term basis.
- Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
- Strengthens communication between parents and school, and with senior leadership within school.
- Allows the child to focus on up to three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise. The number of targets will depend on the age and cognitive ability of the child.
- Develops a child's self-awareness, so that they might respond to reminders / guidance more readily.
- Can be linked to specific nurture provision to develop their understanding of and ability to manage specific behaviours.

The decision to place a child on a Weekly Record should be discussed with the phase leader so that they maintain an awareness of persistent behaviours within the phase.

- A meeting with the child and their parent(s) should determine the first targets, with the option to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
- Achievement against targets agreed should be discussed at the end of each session and points awarded. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where an incident has occurred.
- The targets set should be specific and seek to support some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against these targets and should avoid general coverage e.g. if other matters have arisen within the session.
- At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.
- At the end of the week, the total number of points achieved should be recorded and the child should have the opportunity to discuss their weekly record with the phase leader or senior leader and to claim their reward if appropriate.
- Incidents which occur within the period of monitoring using the weekly record should also be recorded on the agreed log system to maintain an accurate view of whole school behaviour patterns.
- Weekly records should be passed to the phase leader for analysis, each week.
- If a child's behaviour resets following a period of weekly monitoring, the class teacher and phase leader may agree to remove the child from the weekly record and manage behaviour within the policy.
- If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher and phase leader should consult with SLT for a period of observation and advice.
- Where appropriate, the writing of a Communication and Risk Management Plan may be necessary. Again, the phase leader and SLT will support this process, but it is the responsibility of the class teacher to seek the support.

Appendix 6 – Communication & Risk Management Plan

Communication and Risk Management Plan
Name **Date:**

Co-regulated: What does this look like: What does this feel like?				
Nurturing Provision to support co and self-regulation:				
STAGE	**How I might communicate**	**This might mean**	**What adults and I can do to help me**	**Scripts for adults to say to support**
Stage 1				
Stage 2				
Stage 3				
Stage 4 and 5				

Stage 6				

What is the hazard? Behaviours from Stage 3	Specifically, who/ what might be harmed/ damaged?	Current control measures: What works from Stage 3?	Further control measures to be provided The use of PI might be included here.
Review and revision			
Date:			
Date:			
Date:			