Earlham Nursery School

Behaviour & Relationships policy

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was reviewed and approved in **September 2026.** The date of the next formal review will be **September 2027** and every year thereafter, unless statutory legislation changes. Policy approved by the ***Full Governing Body*** of Earlham Nursery School.

Creating a safe and emotionally literate school

'The basic premise is that behaviour has meaning - whether it is provocative and reactive, or withdrawn and silent. Understanding the communication implicit in behaviour can protect the teacher from being adversely affected by pupils feelings and defensive patterns, and can thus enhance practice and pupil achievement' Heather Geddes 2012

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1. Introduction and Aims

At our school we understand that all behaviour is communication of an emotional need. We place a strong emphasis on emotional literacy and we believe that everyone has the right to feel safe, secure and valued. We take a non-judgmental, curious and empathetic attitude towards behaviour and understand that different approaches are needed to suit different ages and stages of development. Our policy and practice is underpinned with the understanding that behaviour is a manifestation of feelings, emotions and experiences nd those feelings should be of utmost consideration. We are clear that for any support to be effective, there needs to be a strong relationship between the child and adult involved. *'From around 10 months, infants become generally more aware of other people's responses… they begin to use the reactions of others to guide their own behaviour…they need the adult to assess the situation and give them a positive or negative reaction, so they know how to proceed'. (O'Connor 2008).* We know that knowing a child well improves the starting points for quality interactions and this is an essential foundation for supporting behaviour and bringing about positive change and learning. 'The more knowledge the adult has of the child, the better matched their support and the more effective the child's subsequent learning and development'. (Fisher, 2016).

Within our school our understanding of supporting behaviour is underpinned by the Nurture UK principles. These are:

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

Throughout this policy there is an acknowledgment that children bring a wide variety of behaviour patterns based on their experiences, differences in home values, personalities, attitude and parenting approaches. This policy is underpinned by our vision: Our vision is for all our children to develop a firm foundation of behaviours for learning and reach their potential in partnership with families, governors and the wider community, in an environment that is secure, positive and stimulating.

This policy, in accordance with guidance and with reference to statutory duties as described in **'Behaviour and discipline in schools; Advice for head teachers and school staff'** (DfE Jan 2016 (Updated February 2024) will set out how we aim to:

- Promote good behaviour.
- Promote self-discipline and respect.
- Prevent bullying.
- Ensure that children participate in learning in a way that is appropriate for their age and stage.
- Regulate the conduct of children.

The Aims of this Policy are:

- To communicate our vision to support our children and each other.
- To create a place where everyone feels nurtured and respected.
- To enable children to learn to co-regulate, self-regulate their desires, feelings and emotions.
- To develop professionally appropriate warm trusting relationships between adults and children, staff and families and between professionals.

- For adults to consistently model emotional literacy in their interactions with children and with each other.
- To encourage consistency and inevitability of responses to individual children.
- To promote self-esteem, self-regulation and positive relationships.
- To ensure that the school's expectations and strategies are widely known, understood and consistently practised.
- To ensure that the needs and experience of the child are central in all decision making and planning, whilst keeping children and staff safe.
- To encourage the involvement of both home and school in the implementation of this policy.
- To promote good learning behaviours, behaviours for safety and emotional literacy so children learn well to live well.

Rules

To ensure children feel safe and secure we have a set of rules which are consistently applied across the school. When children begin at Earlham Nursery, they will start to learn about them and be given support to recognise the desired behaviour, though the child's stage of development will be taken into account. In our school we have **four** simple rules:

- Be kind (hands, feet and words)
- Listening ears
- Walking feet inside
- Indoor voices

The children learn these rules through consistent adult modelling in an appropriate way for the age and stage of the children. The rules follow these principles:

- They are positively stated, telling the children what to do rather than what not to do i.e. 'walking feet' and are communicated appropriately.
- They have a clear rationale, made explicit to all.
- They are consistently applied and enforced.
- They promote the idea that every member of the school community has responsibilities towards the whole school safely.

Disregarding the school rules should be managed consistently for individual children and with a logical response. A logical response helps a child know that if they persistently disregard the rules they know what to expect i.e. if you run in the corridor, you will practise walking.

2. <u>How we support Behaviour</u>

When Things Are Good - Developing Intrinsic Motivation and Positive Behaviour

To develop children's intrinsic motivation, we explicitly recognise and celebrate positive conduct and effective behaviours for learning. Our approach places a strong emphasis on children developing pride in their learning, a sense of achievement, and an understanding of *why* positive choices matter.

Our primary focus is on intrinsic rewards, where children experience success through meaningful opportunities that promote autonomy, belonging, and competence. These include:

- Sharing achievements with another teacher or member of staff.
- Being trusted with a 'special' responsibility or role within the class
- Verbal recognition and feedback from senior leaders.
- Celebrating success through reflection, discussion, or sharing with peers.
- Self-selected activities that build independence and ownership.
- Messages home to share positive news.

Where appropriate, extrinsic rewards may be used to reinforce and celebrate positive choices, particularly

for younger children or those requiring additional support. These may include:

- Positive feedback shared with families verbally or via Class Dojo.
- Photographs of learning shared with parents.
- Stickers or similar age-appropriate acknowledgements.

A nurturing approach underpins all behaviour support within the school. Positive relationships are central to both wellbeing and learning, and the six principles of nurture are embedded consistently across the school and nursery. Through this approach, children are supported to develop self-regulation, emotional literacy, and a strong sense of belonging, enabling them to make positive choices independently over time.

Three Behaviour Stages

For the majority of the school we use the 3 behaviour stages to indicate appropriateness of behaviour. The 3 behaviour stage model is detailed below:

Stage & response	Stage 1: This stage is where every child should be No response needed other than positive praise	Stage 2: When behaviours are showing signs of escalating Logical responses given	Stage 3: When a child is dysregulated and needing support Support from SLT/intervention put in place
Types of Behaviours that might be displayed	Following of school aims/rules	Disruption, noncompliance, unsafe behaviour	Continual and regular disruption, verbal and/or physically aggressive harm, highly emotional behaviour
Action taken by staff	Positive praise/reminders of expectation, use of behaviour scripts, recognition of emotions.	Norfolk steps de-escalation Consequence and restorative action linked to behaviour.	Norfolk Step up intervention by trained staff, restorative actions, discussion with families

When behaviour is frequently at stage 2 or 3 an inclusion plan may be considered.

When Things Go Wrong

We always aim to use restorative principles. This is so that the child causing the harm understands the hurt they have caused. It encourages them to own their behaviour and to repair harm.



We intervene early to prevent children's behaviour escalating. We recognise that for some children with escalating behaviours this may relate to attachment, trauma or adverse childhood experiences. We endeavour to therefore use a range of strategies appropriate for the child's emotional state and stage of development. This includes an understanding of what attachment is, how it affects behaviour and how a child can be supported. Initially it will involve acknowledging a feeling and naming the emotion. Further strategies may include using a safe space in the classroom or school, using timers or time out, verbal reminders about expected behaviour, visiting an adult, support with transitions, requesting advice from a colleague or Norfolk Steps.

When dealing with escalating behaviour staff should always be clear, concise and calm.

Staff take ownership of the situation and plan logical responses. This is so children will know what will happen if behaviour happens again. We expect children to repair the harm they have caused with the support of the adult involved in the behaviour. (see consequences Pg6)

We recognise that very young children are learning to regulate their own emotions and require sensitive adults to help them do this. We focus on ensuring a child's attachment figure in the setting; their key person is building a strong relationship to provide security for the child.

Reframing

This is an invaluable tool. It helps:

- show the speaker you are listening
- give the speaker a chance to clarify things
- Provides an opportunity to use positive rather than negative descriptions

Negative Description	**Positive Description**

Demanding	Has high standards
Loud	Enthusiastic
Argumentative	Strong Opinions
Nosy	Curious
Explosive	Dramatic
Distracted	Interested in lots of things

An example of reframing behaviour:

When a child is very demanding about wanting something this can be reframed as “Joe, I can see you really want to improve your model. How can I help you do that while Amir finishes using the scissors?”

Consequences and logical responses

Although rewards are central to the encouragement of good behaviour, realistically there have to be times when there is a need for consequences. This should help the child identify what went wrong and how to make it better. This helps protect the security and stability of the school community. A consequence is repairing harm using restorative approaches; using consequences enables adults to teach children that they will ultimately be responsible for their own behaviour. Using consequences also gives a clear support to the school community that deliberate negative behaviour will be challenged but supported so that harm is repaired. Individual staff who address the behaviour must take ownership of this.

The use of consequences should be characterised by certain features but predominantly by encouraging the child to restore respect and trust with those where harm has been/may have been caused and know that there will be an inevitable response.

It must be clear how the consequence is linked to the behaviour i.e. drawing on walls may have a consequence of cleaning and washing the damage.

It must be made clear what changes in behaviour are required to avoid future consequences. They must be logical and upheld.

Whole class ‘punishment’ is to be avoided as it is unfair and may breed resentment.

There should be a clear distinction between minor and major harm.

Children should understand that the consequence is linked to their behaviour and it is not about ‘personalities’; talk about the harm/behaviour not the child i.e. 'When the stone hit Carla she felt hurt and frightened. Let's help her to feel better’.

Families of all children concerned are informed when more serious consequences are applied as quickly as is practical.

Restorative approaches are modelled and explained to families. They should be encouraged to use them at home.

If children’s behaviour is so unsafe that it poses a risk to themselves or others the school has the right to physically intervene as per the Restrictive Physical Intervention Policy.

When staff are unsure about the most effective type of consequence or how to restore trust they should

seek advice from another colleague, Head of Early Years, Deputy Head, or the Head teacher.

When Things Are More Challenging

When a child is repeatedly exhibiting behaviour (Stage 3) which may be described as anti-social, continually disruptive to learning or harmful, we recognise this can have an emotional impact on us. Adults' emotional literacy is key and staff must recognise when they themselves are feeling 'overwhelmed' and ask for help. Teachers MUST NOT recommend visits to GPs for children, without first discussing this with a member of the leadership team.

Teachers/members of staff **must**:

Record significant harmful or disruptive behaviours on the incident or behaviour log forms which are kept in a folder in the school office.

Talk calmly with the child in an appropriate place and time

Meet with the family to develop a partnership approach and record this on the Record of Conversation form.

- Identify triggers that cause behaviour to escalate:
- Reflect on provision, make adaptations and trial a range of strategies to engage and support Use a personalised approach to prevent escalation i.e. managing transition times
- Emphasise and acknowledge positive behaviours
- Ensure the child can develop an emotional connection - your opinions matter to them
- Consider whether an Inclusion Plan would prevent further escalation.

Fixed Term suspensions, Exclusions and Detentions

As a school we are proactive and will do all we can to enable children to succeed. However, there are times when a situation occurs and suspension or permanent exclusion may be the only option available to keep the child safe, and ensure the education and welfare of other children and staff. This would be used as a last resort and in response to serious or persistent breaches of this Behaviour & Relationships Policy.

Behaviours that put children at risk of suspension or Permanent exclusion includes:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent loss to the learning of others

There are times when, following an incident, a suspension is given. As part of the child's return to school, a plan/timetable may be developed and adaptations made to meet an individual's need. The plan/timetable will always be written in consultation with the parent/carer. There are times when the school needs time to plan and adapt to meet an individual's needs. We work closely with families to reduce the risk of future suspensions or permanent exclusions.

The school does not enter into informal arrangements, such as sending children home early. However there may be times that adapting place and time of collection or drop off supports the child. This should be agreed as part of their personalised plan/timetable.

Planning to support the needs of individual children is the responsibility of the class teacher but it is always planned collaboratively with the SENDco/Inclusion manager where appropriate.

For all suspensions and permanent exclusions DfE guidance and Norfolk County Council Policy guidelines will be followed.

Children who are presenting behaviours that may put them or others at risk may be withdrawn from participating in school trips, visits and clubs on and off the school site. This is assessed on an individual basis. A full risk assessment will take place. The school will do all it can to ensure that children are able to participate fully, however when this is deemed inappropriate because of the risk, an alternative curriculu will be offered. Withdrawing a child from a school visit is always based upon risk and never as a sanction. Children are expected to attend school if they are withdrawn from a school visit.

In-School Suspensions: Should children be displaying high levels of harmful behaviour, are at risk of absconding or are causing persistent loss of learning to themselves or others, and the 3 behaviour stages have not been effective, an in-school suspension may be put into place. This is where children are educated away from their class but remain in school. In-school suspensions are supported, tracked and monitored by the Head Teacher/Deputy Headteacher/SENDCo and Inclusion Manager. When in school suspensions are used the Class teacher provides appropriate work for the child. During this time some therapeutic and/or restorative activities may also take place. In-school suspensions are not long term solutions for children. Families will be informed of all in school suspensions and we will work closely with them to reduce the risk of future in school suspensions, suspensions or permanent exclusions.

Behaviour outside of school: Pupils can be suspended or permanently excluded for behaviour outside of school, in line with this policy. We expect pupils to behave well outside school as well as inside school. A pupil's behaviour should be orderly and respectful of the people and the environment around them. We do not accept behaviour that would pose a threat to another pupil or member of the public or behaviour which adversely affects the reputation of the school. The school may investigate instances of poor behaviour out ofschool and may impose a sanction that could include suspension.

As a school we have a responsibility to ensure that children finish assigned work on time. Furthermore, we have the power to impose detentions either during lunchtime or outside of school hours for children who have not achieved this. In this we would be both proportionate in the length of time we expect children to remain in school to complete this work and would ensure that this was reasonable for the circumstances in which it occurred. Parents and carers would be informed prior to collection that children were required to remain in school either to complete work not finished in the school day or not meeting the required standard. Parental consent is not required for this; however, we would aim for this to be planned in partnership.

Decisions to apply consequences and sanctions can only be made by a paid member of school staff. Any sanction must not breach any other legislation in respect of disability, special educational needs, and other equalities and human rights. It must be reasonable and proportionate in all circumstances. The consequences and sanctions must have due regard for disabled pupils by taking their disability into consideration. This may mean that the consequence or sanction is very different to non-disabled pupils. A child with a disability must never receive a sanction if their inability to carry out an instruction or task is linked to their disability.

Due regard must be given to the duty to safeguard children. If applying a consequence or sanction could put a child at risk of harm, advice from CADS should be sought.

Bullying

At Earlham Nursery School we regard any type of bullying as totally unacceptable.

We define bullying as deliberate, physical or emotionally hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend his/her self. Bullying can often be categorised by an imbalance of power.

For children under five years old or developmentally younger than their age we recognise that hurtful behaviour is often momentary, spontaneous and often without recognition of the feelings of the person who

they have hurt. It is not helpful to label this behaviour as bullying when the child is not yet at a stage of cognitive development where he or she is able to carry out planned and premeditated actions intended to cause distress to another.

At Earlham Nursery School children must feel free from bullying in the following areas; cyber-bullying, prejudice based including related to Special Educational Needs, Sexual Orientation, sex, Race, Religion and belief, gender reassignment and disability.

We have a specific Anti-bullying policy which should be referred to if it is believed bullying is part of, or wholly responsible for behaviour issues.

If a child makes a false malicious accusation against school staff, this will be managed by the Head Teacher. We would expect the child and family of the child to retract the accusation and to meet with the member of staff (victim) to explain how they will restore trust. Should the child and family refuse or fail to do this in a satisfactory manner the head teacher will seek advice from legal advisors and recommend the member ofstaff refer to their professional body.

3. <u>How we promote a positive behaviour culture- An Emotionally Literate School</u>

'Much of today's popular advice ignores the world of emotions. Instead it relies on child rearing theories that address the children behaviour, but reject the feelings that underline that behaviour' Gottman 1997

An Emotionally Literate Curriculum

We teach children emotional literacy through:

- the everyday interactions with adults
- Zones of regulation
- the routines of the school/classroom i.e. Being greeted on entering school/class
- activities that promote PSED in EYFS
- routinely planning reading of stories which explore feelings and emotions
- through games, role play and drama
- providing thought provoking visual displays that foster the use of specific emotional vocabulary
- individualised plans for specific children to support emotional development i.e. paired games, turn taking
- naming and validating feelings and emotions

<u>4. What We Expect From Adults</u>

As adults we must:

- foster a classroom community where children feel they belong and welcomed
- set high expectations and communicate them clearly
- consistently model emotionally literate behaviours
- create a positive climate with realistic and high expectations
- emphasise the importance of being valued as an individual within the group
- promote through example: honesty, trust, courage, kindness, compassion, respect, courtesy, risk taking and positive management of emotions
- ensure children feel nurtured and families supported
- provide a caring, engaging and effective learning environment that enables children to experience appropriate challenge, joy and optimism and to appreciate and respect the world around them
- encourage relationships based on kindness, empathy, respect and understanding of the needs of others
- show that we always have the child's best interests at heart and advocate for those that are not able to do so
- ensure fair treatment for all regardless of age, gender, ethnicity, religious beliefs, race, ability and disability

- show appreciation of the specific skills children use and the different contribution individuals make, encouraging participation for all
- give due regard to specific barriers to learning that may have impact on behaviour and plan accordingly
- respond and behave calmly and consistently, always trying to maintain a positive outlook
- take individual ownership when managing behaviour incidents, however minor and ensuring any ruptures in relationship are repaired
- act professionally at all times, not allowing personal issues to affect our conduct and responses to children

Classroom Management and Organisation

Staff will always be welcoming. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they are valued. Relationships between adults and children, strategies for encouraging good conduct and behaviour for learning, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence, personal initiative and a sense of belonging. Furniture is arranged to provide an environment conducive to learning behaviour, whilst meeting individual needs. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays and marking will help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom will always provide a welcoming environment.

Teaching methods encourage enthusiasm, enquiry and active participation for all. Lessons aim to develop the skills, knowledge and understanding which enable children to learn and play by knowing when to co-operate with others and when to work independently. Praise is used to reinforce good attitudes to learning. When support with behaviour is required the adult will have a discussion with the child subtly and sensitively; to avoid the child feeling humiliated. Staff can ask for guidance to develop strategies from the school leaders.

Behaviour will always be considered in relation to a pupil's SEND needs. If it is deemed that a pupil's SEND needs has contributed to their behaviour, the school will consider what the logical response is.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Adaptations to accommodate sensory needs.
- Training for staff in understanding autism and other conditions.

Secure Base model - Developed by Prof Gillian Schofield and Dr Mary Beek at UEA

As a school we firmly believe that it is imperative that we give every child a 'secure base' in school through strong relationships between staff and children. All staff are trained to have clear knowledge and understanding of the secure base model.

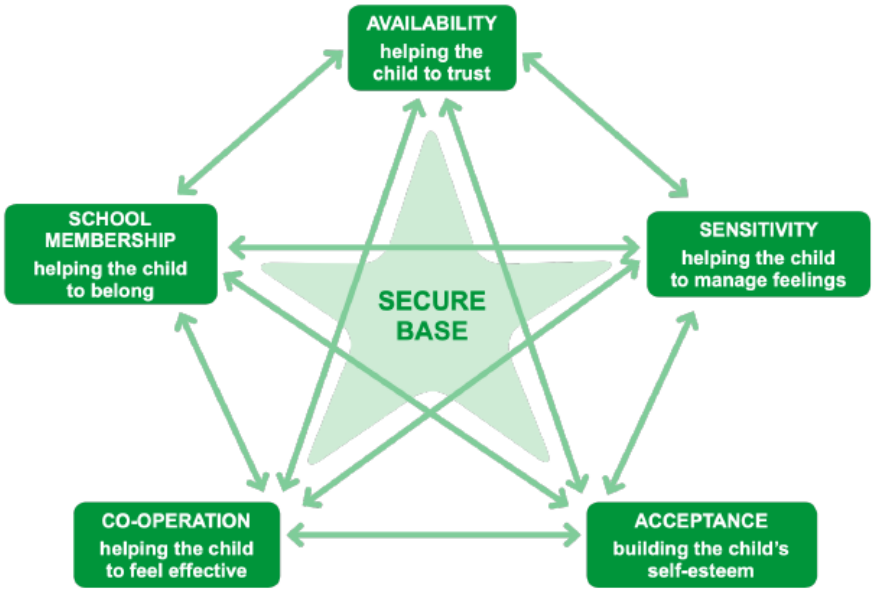
A secure base relationship develops when caregivers/staff reduce a child's anxiety

by responding to their needs sensitively, warmly and reliably.

When anxiety is reduced, the child feels secure and is able to explore, to think and enjoy play and learning.

Attachment theory suggests that secure base relationships are first formed in infancy and support development, including brain development. But secure base relationships can be formed at any age.

The following model illustrates the secure base model:



Sections 5 and 7 of the Teachers' Standards (June 2013)

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. Where anti-social, disruptive or harmful behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Inclusion Plan

If a child's need continues to escalate, a more detailed plan on how to support this may be needed. In consultation with the head teacher, Special Educational Needs Coordinator (SENDCO) and family of the child, the class teacher should write an Inclusion Plan (IP).

An inclusion plan is a detailed plan for any child whose behaviour needs are not met by adapting normal practice. They are to help adults devise a plan that aims to prevent behaviour escalating, so adults and children will know what will happen if it does. It is individualised to the needs and behaviour of the child.

An inclusion plan is written collaboratively between the class teacher and the SENDCo. It is a valuable process in thinking very carefully about the needs of an individual child; practitioners often improve their inclusive practices for all children. It is a key part in being a reflective practitioner.

The aim of the inclusion plan is to support a child to access learning and participation in their classroom. It contains the following:

- Identification of special interests in and out of schools
- Likes and dislikes of the child
- Known triggers that lead to escalation to crisis
- Special plans/adaptations to avoid triggers
- Logical responses to triggers
- Review dates
- The views of the child
- The role of the family
- The process can be supported by neutral observations, Boxall Profile, discussions with colleagues and meeting with families.

Staff must pay due regard to any safeguarding concerns about the child prior to reporting to families to ensure the sharing of information does not put them at further risk of harm.

5. Working in Partnership With Families

We give high priority to clear communication within the school and to a positive partnership with families since we believe that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Discussions with families should be held in a private way. If appropriate, the children themselves should be asked to explain to their parent/carer what the concern may be. Early warning of concerns should be communicated to the Head Teacher/Deputy/SENDCo, so that strategies can be discussed and agreed before more formal steps are required.

Likewise, it is important that positive behaviour is also shared with families, as we recognise that emotional engagement has long lasting positive effects. A positive partnership with families is crucial to building trust, developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of productive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

6. Extended School Arrangements

The principles of this policy also relate to extended school provision i.e. after school clubs and holiday clubs or events extending beyond the school day. Should an incident take place during extended school times, the manager/visit leaders will make a dynamic risk assessment as to the appropriate action. If, in consultation with colleagues, the manager/visit leader feels the child's conduct is putting themselves or others at risk their place may be withdrawn with immediate effect. The right to attend special events and clubs is a privilege which can be withdrawn by senior leaders.

7. Staff Induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g.

SEND and mental health needs.
Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training and qualifications. The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Related Policy Documents

- Discrimination, Bullying and Harassment Policy
- Allegations Made Against School Staff
- Equality Policy
- Curriculum Policy
- Positive Touch Policy
- Restrictive Physical Interventions Policy

Related School Documents

- Inclusion Plan
- Individual Risk Assessments
- Individual Behaviour Log
- Incident Form
- Three behaviour stages

Terminology Key:

Emotional Literacy: term used to describe the ability to understand and express feelings

PSED: Personal, social and emotional development

EYFS: Early Years Foundation Stage

Behaviour scripts: key phrases and words used across school to support children in managing behaviour

Norfolk steps: Management tool for behaviour with clear strategies for intervention and escalation

Restorative action and principles: focuses on maintaining relationships and emphasises the repair of harm and accountability of actions.

CADS: Children's Advice and Duty Service

Boxall Profile: assessment tool for social emotional behaviour difficulties

- ***'Behaviour and Discipline in Schools' - Advice for head teachers and school staff' February 2024***
- ***Getting the simple things right ; Charlie Taylors behaviour checklist - DFE - 2011***
- ***Attachment in the Classroom - Heather Geddes - 2012***
- ***Paul Dix 'When adults change, everything changes' Independent Thinking Press - 2017***
- ***O'Connor, Nursery World - 2008.***
- ***Interacting or Interfering? Improving interactions in the early years, Julie Fisher - 2016.***