

Behaviour Policy

and written statement of

Behaviour Principles



Cavendish Close

Infant and Nursery School

Relational Policy

Approved by: Full Governing Board

**Last reviewed and
approved in:** March 2024

Next review due by: November 2024

Headteacher	Mrs C. Diffin
Behaviour and Attitudes Leader	Miss E. Luke

Review Date	By Whom	Summary of Changes	Date implemented
02/11/22	E.Luke	Updated links to current guidance New - section 6 School Behaviour Curriculum Update – section 7.1 Phase 3 – additions made to provision. Update – section 10 – staff training. Added Appendix 3 - Behaviour Record Appendix 4 – First/Then Board	
27/04/23	E.Luke	Appendix 5 – Behaviour Continuous Professional Development Log	
19/09/23	E.Luke	Updated links to the current guidance Added hyperlink to -Emotion Coaching -Zones of Regulation	
20/09/23	E.Luke	New Appendix 6 – Zones of Regulation – Mood Monsters 5.3 Staff – additional paragraph 7.1 – Phase 3 – restorative justice toolkit 8.1 – Classroom management – ‘create the climate.’ Appendix 7 – Noiseometer Appendix 8 – Breathing techniques Appendix 9 – Calming techniques	
12/01/24	E.Luke	New Types of bullying and definition chart Phase 3 – targeted approach definition Appendix 10 – Individual Visual Timetable Appendix 11 – Restorative Justice Toolkit Appendix 12 – Calm Down Toolkit	
25/1/24	E.Luke	New 7.1 Phase 1 – Emotion Coaching definition 7.1 Phase 3 – targeted approach Physical Toolkit Calm Down Toolkit Sensory Toolkit Physical Toolkit	

		<p>Lego Therapy intervention and definition</p> <p>ELSA intervention referral and definition</p> <p>Social stories definition and resources</p> <p>A 'soft landing'</p>	
16/02/24	E.Luke	<p>Amendments to:</p> <p>Types of bullying and definition chart</p> <p>Appendix 10 – Individual Visual Timetable</p> <p>Appendix 11 – Restorative Justice Toolkit</p> <p>Appendix 12 – Calm Down Toolkit</p> <p>New</p> <p>Rewards, Responses and Consequences – the distinction between regulation and dysregulation.</p> <p>Appendix 13 - Sensory Toolkit</p>	
27/02/24	E.Luke	<p>New</p> <p>Appendix 8 – Emotion Coaching Crib Sheet</p> <p>Appendix 9 – A Pocket Guide to Emotion Coaching</p> <p>Appendix 14 – Movement Toolkit</p>	
6/03/24	E.Luke	<p>Amendments to:</p> <p>7. Rewards, Responses and Consequences</p> <p>Re-written using different language with the addition of a quote.</p>	

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management including the personalisation required for some individuals
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards, responses and consequences

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

In school, we describe the child's behaviour and do not label the child.

Undesirable behaviour is defined as not adhering to the school's behaviour values. Behaviours such as;

- Calling out
- Shouting
- Screaming
- Unkind hands
- Unkind feet

- Unkind words
- Inappropriate noise level
- Answering back
- Refusal to cooperate
- 'Stomping off'
- Avoidant behaviours
- Rough play
- Damaging property
- Own agenda behaviour
- Taking items that don't belong to them
- Not being truthful
- Not following the instructions
- Low level disruption
- Disrupting others learning

Unacceptable behaviour is defined as behaviour that is dangerous or unsafe to themselves or others which requires a specialised response. Behaviours such as;

- Disregard of the behaviour values
- Putting themselves at risk of harm such as; climbing on furniture
- Putting others at risk of harm
- Running away from their grown up
- Physical aggression such as; kicking, hitting, biting, punching, pinching, spitting, throwing resources, tipping over furniture
- Sexualised behaviour, which requires an immediate response from the safeguarding team
- Destruction
- Racist, sexist, homophobic or discriminatory behaviour and or language
- Verbal abuse to staff or children, including swearing
- Threatening language
- Possession of any inappropriate items. These are:
 - Equipment related to smoking/vaping
 - Any sharp object
- Any form of bullying

4. Anti-bullying Policy

In our school, bullying is defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally

- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical aggression
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying using a digital device.

We have our own Anti-Bullying Policy to stop bullying.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is anti-social behaviour and affects everyone: it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The headteacher will also monitor how staff implement this policy to ensure rewards, responses and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular children
- › Recording behaviour incidents
- › The senior leadership team will support staff in responding to behaviour incidents.

All staff are expected to be **consistent** in their approach to build a **positive culture** and **environment** for our children. Having high expectations, modelling desirable behaviour, being open and friendly with shared values will ensure a positive culture within school. All staff are expected to make positive relationships with our children in order to create a **relational culture** ensuring we have a connection before we make a correction. Building and maintaining positive relationships are paramount to children being effective learners. All staff are expected to understand and demonstrate **'flexible consistency'** with our children who are neurodivergent. Every child in our school will be shown **unconditional positive regard** and given the opportunity to shine. All staff will provide children with an empathetic and emotionally responsive approach leading to a sense of security, reassurance and attention that our children need in order to feel safe and calm.

5.4 Parents

Parents are expected to:

- › Support their child in understanding and respecting the school's behaviour values
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

6. School Behaviour Curriculum

To enable our children to succeed in life, we work towards our 8 **Behaviour Values**. Our Behaviour Values identify the conduct we expect from our children.



Our school's core purpose, vision and ethos outlines our school's approach to creating a culture that promotes excellent behaviour and defines the expectations clearly for all stakeholders (see Appendix 1).

Positive behaviour reflects the values of the school, readiness to learn and respect for others. This is established through creating a calm, safe and supportive environment where our children feel safe and ready to learn. Our school behaviour curriculum teaches our children the desired behaviours through explicit teaching of the Behaviour Values and social and emotional skills through, R-Time and the Relationships Health Education (RHE) curriculum.

7. Rewards, Responses and Consequences

At Cavendish Close Infant and Nursery School, we reward our children for displaying positive behaviour, positive learning experiences and work; all in accordance with our school's Behaviour and Learning Values. All staff will invest time into building relationships with children, taking time to connect with children's interests, finding out what truly motivates our children as learners. Feedback from staff to children should maintain a ratio of five positive remarks for every one negative remark.

Rewards should be appropriate to the child's level of understanding or development with a targeted approach to meet the needs of particular individuals.

Children who are well regulated have the ability to respond appropriately within a given context and are able to give an expected response to requests made to them. This positive behaviour is recognised and rewarded (see 7.1 rewards, responses and consequences). Children who are dysregulated may communicate this through unexpected responses. All staff are expected to connect with the child, co-regulate with them and teach them about their own and others' emotions, thoughts and feelings related to the incident through restorative approaches.

For children with challenging or complex behaviours, all staff will be aware of the behaviours, and they should be employing 'flexible consistency' at all times. At Cavendish Close Infant and Nursery School, every child will have the opportunity to receive rewards.

We recognise that poor behaviour associated with dysregulation is rarely a choice;

"When our little people are overwhelmed by big emotions it is our job to share our calm, not join their chaos."

L.R. Knost

We operate using three phases;

Phase 1 – Undesirable behaviour (see 3. Definitions)

Phase 2 – Unacceptable behaviour (see 3. Definitions)

Phase 3 – Reasonable adjustments for an identified child with Social, Emotional and Mental Health needs (SEMH).

7.1 List of rewards, responses and consequences

Desirable behaviour and 'good choices' will be rewarded with

- Smiles and eye contact
- A high five or an elbow bump
- Specific praise
- Stickers (stamps, card, note to home)
- Certificates
- Tokens (for the 'Warm and Fuzzy' jar)

A jar where the children collect tokens and aim to earn a class reward. The children decide (British Values) by voting for their reward at the halfway mark and when the jar is full.

- Child given extra responsibilities
- Celebrate with the class

- Celebrate beyond the classroom (with other significant adults/teachers; Headteacher, Deputy Headteacher, Assistant Headteacher, Inclusion Leader)
- Celebrate with parents/carers at the end of the day
- A phone call home
- Name on the 'Super Star of the Day' board (Appendix 2)
- EYFS – 20 stickers on the chart for a prize and a token for the 'Warm and Fuzzy Jar'.
Every multiple of 20 will receive the same award.
- KS1 Individual Dojos –
10 Dojos will receive a special sticker
50 Dojos will receive 'a dip in the box' prize
Every multiple of 10 will receive a special sticker
Every multiple of 50 will receive 'a dip in the box' prize

Whilst positive behaviour is a school expectation, in certain circumstances the school may implement the following responses or consequences to undesirable or unacceptable behaviour:

Phase 1

- Ignore the unwanted behaviour and 'shine a light' on desirable behaviour
- Positive, verbal, redirection
- Use encouragement to help children change their behaviour
- Use incentives (First, Then) (Appendix 4)
- Re-engagement strategy
- Give the child a choice of two that enables the child to make a positive choice
- Distraction technique – take the child out of the situation in order to;

Use the '[Zones of Regulation](#)' (Mood Monsters) to identify the zone the child is in (Appendix 6).

Use 'Emotion Coaching' when appropriate to develop the child's understanding of the physiology/verbal labels/facial expression changes that occur during the day and to support the resolution of any problems.

Consider how to get the child back into the 'Green Zone'. Focus on calm de-escalation.

Discuss the behaviour at an appropriate time when the child is regulated using precise, positive language (Appendix 8 & 9).

Phase 2

- Eye contact and facial expression
- Non-verbal cues
- Give the child calm discreet feedback. Use the behaviour values and remind the child of expectations
- Give the child a firm reminder to change/make the right choice using a statement with 'thank you' at the end
- All classes will utilise a 'make good choice/chance to change' board (Appendix 2). If all the above strategies have been implemented and a child is not making good choices, their name will be written on the 'make a good choice/chance to change' board. This will be erased when the child has made a 'good choice'.
- Thinking time in a safe space:
 - Within the classroom
 - In another class

With a member of the Senior Leadership Team

All staff will use '[Emotion Coaching](#)' to Reflect, Repair and Rebuild using precise and positive language (Appendix 8 & 9).

- Engage the child with 'calm down' strategies for example, breathing techniques, calming techniques
- Guide the pupil to a safe space

Phase 3

Staff will use a targeted approach that is tailored to the child's needs in order to meet the needs of individuals. The targeted approach will have a positive impact on the child's education through increasing the time that the child has for learning. This will be achieved through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove children from school for periods of time.

This will be achieved through discussions with

- Senior Leadership Team
- Inclusion Leader, Behaviour and Attitudes Leader
- Parents/carers
- Advice/working in partnership with outside agencies

The targeted approach may be achieved through

- The use of indirect language
- Boxall Profiling and intervention
- Possible identification of SEND/SEMH and a graduated response
- Behaviour support plan
- School SEND support plan/Specialist SEND support plan
- Weekly Behaviour Record (Appendix 3)
- Individual safe space/work station which will be as clutter free as possible
- A 'soft landing' at the beginning of the day, at the end of break times and dinner times to carry out a calming activity with an adult (mindfulness colouring, sharing a book)
- Individual visual timetable (Appendix 10)
- 'First/then' board (Appendix 4)
- Personalised reward charts
- Use of whole class teaching or personalised - books videos, social stories, stickmen, cartoon strips to develop greater social understanding and help keep them safe in the community
- Use of Mood Monsters
- Individualised Countdown spots or timers to support transitions
- Noiseometer (Appendix 7)
- Personalised 'Restorative Justice' toolkits to support children in resolving conflict and to prevent harm. This resource will be bespoke to the child, using *Widget in Print* software to support children's communication and understanding. This is known to the children as the 'fix it toolkit'.
- Calm down toolkit (Appendix 12)
- The Physical toolkit will provide timetabled, structured and purposeful physical exercise and sensory breaks to prevent a child from becoming overwhelmed in the classroom. Regular planned breaks will provide the

opportunity to carry out physical exercise such as; rolling on a beanbag, additional movement breaks, handing out/collecting exercise books, a walk within the school grounds, balance bikes, trim trail, Year two playground assault course, the use of a weighted blanket or weighted item to apply some deep pressure (no more than 10% of child's actual weight to avoid bone and muscle damage), deep pressure (rubbing a child's back), a resistance band to be used on the front legs of the chair

- Sensory toolkit to accommodate for sensory seeking behaviours (Appendix 13)
- Risk Assessment and identification of control measures
- Timely referrals, for example, Educational Psychology, NHS Single Point of Access (SPOA), Autism Advisor, Behaviour Specialist Teacher
- Possible provision/intervention required to support the individual with SMART targets
- Change the environment/class/staff
- Lego Therapy intervention – therapy to promote social interaction, turn-taking skills, sharing, collaborative problem solving and the learning of concepts. It can be used to target goals around social skills, language and fine motor skills and self-esteem. It will help teach the child to initiate interactions with others, manage and negotiate whilst problem solving in a social situation.
- ELSA intervention – Emotional Literacy Intervention Support Assistant (ELSA) to support children with;
Loss and bereavement, emotional literacy, self-esteem, friendship issues, relationships, managing strong feelings, anxiety and worries, bullying, conflict, emotional regulation, and growth mind-set. Relationships are key in helping children to feel safe and nurtured. ELSA creates a safe, reflective space for the child to be supported with their emotional development.
- Consider an Early Help Assessment (support for parents/carers)
- Consider if the use of isolation or alternative provision may be appropriate
- Use of a Temporary Reduced Timetable (see Derby City Council protocol)
- Use of In Year Fair Access Processes (see Derby City Council protocol)
- Use of suspension/exclusion (see Exclusions Policy) as a last resort.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Response to sexual harassment and violence may include:

- Increased supervision for the child displaying concerning behaviour
- Multi-agency engagement
- Engagement with parents/carers
- Risk assessment for the child concerned

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Off-site behaviour

Responses and consequences may be applied where a child has misbehaved off-site when representing the school. This means unacceptable behaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. educational visits)
- Travelling to or from school
- In the instance of a child being identified and reported to the school by a member of the public. Engagement with parents would be made to share information and seek a resolution.

Responses and consequences will only be given out on school premises or elsewhere when the child is under the lawful control of the staff member (e.g. educational visits).

7.4 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy.

8. Behaviour management

All staff have been trained in '[Emotion Coaching](#)' and understand that all behaviour is communication and through the use of the Mood Monsters ([Zones of Regulation](#)) and Emotion Coaching underlying emotions will be explored. All staff will build positive, meaningful relationships with children, as this is fundamental in managing behaviour and attitudes (Appendix 8 & 9).

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The adults are aware that they 'create the climate' in the classroom, relational practice will ensure every child reaches their full potential.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the Behaviour Values and Learning Values.
- Develop positive relationship with children, including:
 - Greeting children personally in the morning with eye contact
 - Establishing and maintaining clear routines
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Use of Reasonable Force

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents where reasonable force is used must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

Where physical intervention may be required this **MUST** be identified and written within the child's school/specialist SEND support plan and identified within a risk assessment. These documents should be shared with parents/carers and any relevant additional professionals.

8.3 Confiscation

Any prohibited items (listed in section 3) found in children's possession will be confiscated. These items will not be returned to children. Staff will approach parents/carers and have a sensitive discussion and this will be recorded on CPOMS. Parents/carers should take responsibility for what their children bring to school.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

9. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to children's behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including use of reasonable force, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Recent staff training includes;

- **'Emotion Coaching'** training for all Teachers and Teaching Assistants led by our Educational Psychologist (2021)
- **'Zones of Regulation'** (Mood Monsters) training for all Teachers and Teaching Assistants led by our Personal Development Leader and Educational Psychology.
- **PROACT-SCIPr-UK** (10 staff members 2019)
Develops an understanding that all behaviour serves a purpose. To know that behaviour support is different from behaviour control. Develops and understanding that all active interventions will reduce the risk of behavior escalation. Equips staff with pro-active, active and reactive strategies.
- **Pathological Demand Avoidance** (PDA) training 2022 – EL
- **School Exclusions and IRPs Training for Primary Heads** – CD, EL (Feb 2022)
- **School Exclusions for Head Teachers and Governors** – CD, CH (Mar 2022)
- **De-Escalation and Positive Language** – CD, EL (May 2022)
- **Coping with Risky Behaviours** – RD, LF (May 2022)
- **Engage the Disengaged through practical, dynamic, and fun outdoor learning activities** – JL, RD (June 2022)
- **The Kindness Principle Conference for Derby City Schools** – CD, AH (June 2022)

➤ **Evaluating your school's approach to Behaviour and Attitudes using the lens of Intent, Implementation, Impact** – CD, EL (June 2022)

➤ **Educare online training** 2021/2022

Harmful Sexual Behaviours – NA

Preventing Bullying – AO

Raising Awareness of Peer on Peer Abuse – CD

School Exclusions for Head Teachers and Governors – CD, CH

Search, Screen and Confiscate for Schools – RV

Use of Reasonable Force in Schools – EL

➤ **Derby Leaders Training** Summer 2021 - CD

School cultures where everyone thrives

Tom Bennett

➤ **Derby City Council Behaviour Training Sessions**

Summer Term 2021 Virtual Presentations

Co-ordinated and led by Derby City Colleagues

(Attended by CD, AD and CB)

Videos and presentations available to use in school.

‘Supporting children who find it difficult to communicate’

‘Restorative Conversations’

‘Restorative approaches’

‘A Graduated Response to working with your EP’

‘De-escalation strategies’

‘The Thrive Approach’

‘ACEs theory into practice’

‘EEF guidance overview – Reasons behind challenging behaviour’

‘Signposting – Evidence based approaches’

‘The Benefits of Interventions’

‘Lego Therapy’

Derby City colleagues have created an [Intervention Catalogue](#).

Cavendish Close Infant and Nursery School’s ‘Behaviour Continuous Professional Development Log’ is located in (Appendix 5).

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher and the full governing body.

The written statement of behaviour principles and our behaviour values will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Derby City Council Reduced Timetable Protocol
- Suspension and Permanent Exclusion Policy

Links with research

Our school's behavior policy is underpinned by current research through the **Education Endowment Foundation** (EEF). Please click on the links below;

Improving Behaviour in Schools (Full Guidance Report)

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

Improving Behaviour in Schools (Summary of recommendations)

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf

Improving Social and Emotional Learning in Primary Schools (Full Guidance Report)

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf

Improving Social and Emotional Learning in Primary Schools (Summary of recommendations)

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf

Appendix 1: Written statement of behaviour principles

Every child understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, responses, consequences and reasonable force are used consistently by staff in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The Suspension and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home lives

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Our Core Purpose

Some of our children present us with barriers to their development and learning. We are committed to working in partnership with our parents and carers as well as the local community and appropriate agencies to meet the needs of our children.

All our children deserve quality time and interaction with the key adults in their lives.

We are committed to developing high aspirations within our school community. We provide all our children with rich and varied experiences.

To enable our children to succeed in life, we work towards our 8 **Behaviour Values**. Our Behaviour Values identify the conduct we expect from our children.



Our Vision

Our commitment to good behaviour and attitudes is exemplified in our school vision. When our children move on from us, we want them to be:



Our Ethos

At our school...

We create indoor and outdoor environments that are...

- ✓ Welcoming
- ✓ Positive and happy
- ✓ Safe and calm
- ✓ Orderly
- ✓ Inviting, stimulating, and engaging

We expect the adults in our school to...

- ✓ Have high expectations
- ✓ Be effective communicators
- ✓ Build strong relationships
- ✓ Connect to children's lives and interests
- ✓ Make every child feel valued
- ✓ Model self-awareness and self-regulation
- ✓ Be calm and patient
- ✓ Be positive and consistent
- ✓ Be nurturing and encouraging
- ✓ Be empathetic and responsive

"I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. It is my response that decides whether a crisis will be escalated or de-escalated, a child humanised or dehumanised."

Haim Ginott (An Israeli Child Psychologist and Psychotherapist)

We expect our Parents and Carers to...

- ✓ Respect the ethos, vision, and values of our school.
- ✓ Work together with staff in the best interests of our children.
- ✓ Treat all members of our school community with respect, kindness, and good manners.
- ✓ Set a good example to our children with language and behaviour.
- ✓ Seek a peaceful solution to all issues.
- ✓ Correct their own child's behaviour (or those in their care) where it could lead to conflict, aggression or unsafe conduct.
- ✓ Approach the right member of staff to help resolve any concern.

Super Stars of the Day



Chance to Change



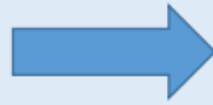


Cavendish Close Infant and Nursery School

Behaviour Record

	Positive behaviours Targets from SEND plan			Incidents of negative behaviour		
Week beginning:						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

First,



then



Behaviour Continuous Professional Development

Name	Course	Date
CD	Exclusion Guidance 2022	Oct 2022
CD EL	Emotional Literacy Support Assistant Initial Training	Oct 2022
EL	Brave Leadership To consider elements linked to 'brave leadership'	Nov 2022
RD	ELSA Training Emotional Literacy and raising Emotional awareness Self-esteem and active listening skills Understanding and Managing anger Social Skills Training and Introduction to Autism Friendship skills and therapeutic stories.	Jan 2023 Feb2023 March 2023 April 2023 May 2023
EL	Brave Leadership To consider elements linked to 'brave leadership' Leading a Values Based School Reflection – current position in schools, where are we at, are the culture and values as we want them to be? Behaviour Policy, is there another way?	November 2022 January 2023 February 2023

	<p>Using your own Behaviour Policy as a starting point – is it fit for purpose and as you want it to be?</p> <p>How the Brain Affects Behaviour Looking into how neuroscience can affect behaviour</p> <p>Conflict Resolution and De-escalation Conflict resolution and restorative conversations. The power and use of language.</p> <p>Curriculum Is there another way? Establishing the curriculum that engages pupils linked to behaviour management tools.</p> <p>Exclusion is there another way? Internal Alternative Provision Elective home education. Relational Repair</p> <p>Evaluation, Next Steps and Celebration</p>	<p>March 2023</p> <p>April 2023</p> <p>May 2023</p> <p>June 2023</p> <p>July 2023</p>
All Teachers and Teaching Assistants	Derby Virtual School Training for Derby City Schools ‘Attachment and trauma.’	Oct 2023
CD	Updated Suspensions and Exclusions training (PHP Law)	Dec 2023
CD, CH, EL	Tom Bennett – Department for Education Webinars	Nov 2023 Feb 2024

EL	Behaviour - Making it Stick	Jan 2024

Zones of Regulation – Mood Monsters

Helping your child to manage their emotions

To help your child understand their feelings, they need an adult to support them and model how to manage their feelings.

Talk to your child about your own feelings and emotions as this will help them recognise the importance of talking about how they feel.

Label your child's feelings to help ease negative feelings.

Reassure your child and share your own happy experiences about school.

Be positive even if you feel nervous or worried!

In school, we use these Mood Monsters to support children to understand and manage their feelings.

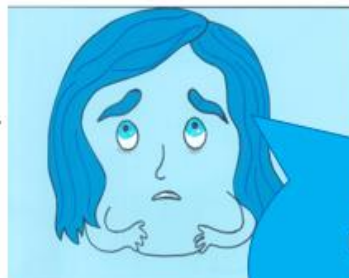


I am a happy Mood Monster! We are calm and ready to learn. We are friendly, kind and helpful and like to smile at our friends.

I am a scared Mood Monster. When we feel scared, we turn yellow. Sometimes we become silly or over excited. To change how we feel, we talk to others about what frightens us or worries us, or about what we can do to calm down.



I am an angry Mood Monster. We feel unkind and are sometimes unsafe. We stamp around and sometimes shout. We are often noisy and other monsters are sometimes scared of us. To change how we feel, we sit quietly and calm down. We talk to others and think carefully to work out ways to solve our problems.



I am a sad Mood Monster. When we feel sad, we turn blue. We sometimes feel tired or lonely. To change how we feel we can make friends, talk to others and get help to work out to solve our problems.



Noiseometer

5	Red voices = Yelling Outside	
4	Orange voices = Loud Outside	
3	Yellow voice = Normal Inside voice Public	
2	Green voice = Whisper Inside voice Private	
1	Blue voice = No Talking Inside voice Quiet	

No to blame, No to Shame Connect before Correct Flipping your lid

Emotion Coaching

Empathy and understanding

Recognise the emotion

What is going on for the child?

Anger Iceberg

Submerged below the surface are anger, fear and other emotions.

Submerged below the surface are guilt, shame, embarrassment, disappointment, frustration, worry, sadness, nervousness, confusion, and helplessness.

Why do we Emotion Coach?

For the child:

- It calms the nervous system
- It gives them a shared language for emotions
- It develops self-awareness
- They learn that all emotions are normal
- They learn to manage themselves through support and NOT fear or shame
- It's emotionally healthy

For the adults:

- It gives you a script
- You can remain calm and focused
- If you use it 60% of the time or more, it will help

Label and validate emotions

"You look sad, it's okay to feel sad"

"I will stay with you- I'm here"

Set limits- if you need to

"It's okay to feel angry- I would too, but it isn't alright to swear / shout / kick / hurt"

Problem solving together (when the child is calm)

"Right, next time you feel cross, what could you try instead of hurting yourself?"

"If you feel worried again, what could we try next time?"

"Shall we speak to Mrs X so you can apologise?"

Regulation through relationships is much more effective than traditional reward and punishment techniques

If you want to know more please contact Mrs Vincett in school

also
www.emotioncoachinguk.com

Top tips for Emotion Coaching

Acknowledge low levels of your child's emotion before they escalate to full-blown crisis.
Acknowledge all emotions as being natural and normal and not always a matter of choice.
Recognise your child's behaviour as communication of an emotion they are experiencing.
Check on how you're feeling. Are you calm and ready to Emotion Coach your child?

Step 4: Help your child to problem solve

Reinforce the idea that your child has the capacity within themselves to develop skills to cope with their own emotional worlds.
You might: 1) Talk about feelings that gave rise to the problem; 'How were you feeling when that happened?' 2) Identify more productive ways of expressing those feelings; 'Let's think of what you could have done instead.' 3) Help them find and agree a solution; 'You could...or... which one sounds good to you?' 'How can you practice to...?' 'What will help you to remember to do this?'

Published in collaboration with Emotion Coaching UK
Emotion Coaching UK (2021) www.emotioncoachinguk.com

The four steps to Emotion Coaching and how this might be used at home:

1. Notice your child's feelings and empathise with them.

Notice any judgements your child's behaviour and emotion cause in you. Remember not being picked for a team is the same feeling as not getting that job you applied for.

2. Label and validate the feeling your child is experiencing right at this moment

'I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel angry'

3. Set limits (if needed)

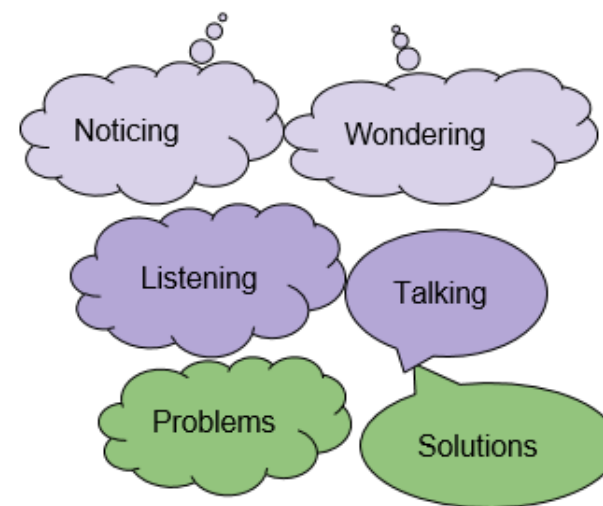
Emotion Coaching is not about ignoring the fact that some behaviours are not acceptable. After steps 1&2 you need to make clear which behaviours are and are not acceptable.
'I understand you're feeling really sad today, but one of our golden rules is kindness, so hitting your friend isn't an ok thing to do'

4. Problem Solving

When the child is calm, help your child to consider what they could do when they feel those strong emotions next time. Explain why their behaviour was inappropriate or hurtful, find solutions for what they did, not for how they feel, give your child time to suggest solutions and when possible follow his/her lead in picking a solution.



A Pocket Guide to Emotion Coaching





Recognise that your child's behaviour tells you that they are struggling with how they are feeling right now and need your support. It is important not to ignore or avoid the emotions your child is feeling. See this as an opportunity for you to connect with your child. By accepting their emotion and not blaming them for it you can help them to understand and learn to manage that feeling. It will help you to de-escalate a situation or prevent it from getting worse. For example, "I can see you are angry today".

Be curious rather than furious

Step 1: Notice your child's feelings and empathise with them

It is important to be aware of the different emotions a child may feel. In this stage it is valuable to observe, listen, and learn how your child expresses different emotions and to watch for changes in facial expressions, body language, posture, gestures, speed of words and tone of voice. Look beneath the behaviour you see and wonder what emotion was informing this.

When you listen to what your child has to say or notice their emotions, you are letting your child know that their emotions are important, that you don't blame them for feeling emotions and that you take their concerns seriously. This will help your child to feel seen and safe, it will help to soothe and start to calm down.

★ Be a STAR for your child ★

- ★ **S** **STOP** - don't act or react straight away. Notice any emotions the child's emotion/behaviour is making you feel.
- ★ **T** **THINK** - what is going on for the child right now? What feeling might lay underneath the behaviour I'm seeing?
- ★ **A** **ATTUNE** - yourself with that feeling by putting yourself in the child's shoes and maybe
- ★ **R** **REFLECT** - What would be an equivalent situation for you that could cause you to feel that way?

©EmotionCoachingUK

Step 2: Label and validate the emotions your child is experiencing

Sometimes a child can't tell you what they are feeling, so you can help him/her to do this. When your child is crying and complaining at their big sister's party, you could say "you look sad, I bet you wish it was your birthday party" or when there is a fight during play, "it must have made you mad when he took your toy". By putting your child's feelings into words you are comforting them but also showing you care and understand. It puts you in a better position to help them find a solution to the problem they were experiencing.

Name it to tame it

Step 3: Set limits on behaviour if needed

Assuming that your child is safe and no-one else is at risk of harm or danger, limit setting is an opportunity to teach your child the behaviour that is expected of them. Rather than assuming that your child knows or is always able to respond appropriately - so reprimanding them when they do not, how can you establish and maintain acceptable boundaries positively? Rather than punishing what you don't want your child to be doing, think about what it is that you wish your child to be doing instead. What are the important boundaries and behaviour your child needs to understand, accept and practice? Focus on that. Perhaps a reminder is all that is needed from you; "we agreed that you need to put your toys away before bedtime". Kind reminders acknowledge that none of us learn things straight away and we need practice. Remember how long it takes us to learn some important skills e.g. reading and writing. Managing your emotions is no different, it takes time, teaching and lots of practice.



Personalised Individual Timetable

Appendix 10

My visual timetable

Name:

Class:

11:30 - 11:40	11:40 - 12:25	12:25 - 1:00	1:00 - 1:25	1:30 - 2:20	2:20-2:30	2:30
 Welcome	 Challenge	 Dinner	 Play time	 Classroom	 Calm down	 Home

Restorative Justice Toolkit

Appendix 11


My Fix-it Toolkit



What happened?




How can we make it right?




Next time I could




hurt someone




made loud noises



kicked




spat




ran away




climbed



broken something




used unkind words




tore up work







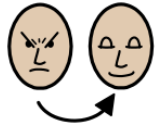
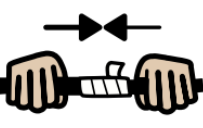





thrown something

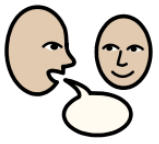








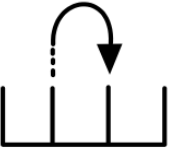



What happened?



bit

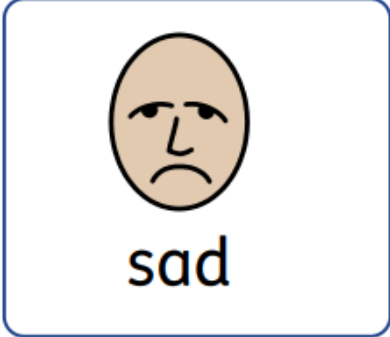
	 draw it	 tidy up	 say sorry
 time out	 calm down	 fix something	 ask an adult for help
 go outside	 rest	 How can we make it right?	 give a hug

 talk to someone	 use my words	 count to 10	 take deep breaths
 go to a quiet place	 go for a walk	 use a fidget toy	 ask an adult for help
 go outside		 Next time I could	 go outside

Calm Down Toolkit


It is ok to feel sad, angry or tired.

There are things you can do to make you feel happy. What will you choose to do instead of hurting others and shouting to make you feel better?




My Sensory Toolkit

I like to...



I find it tricky to...





fidget toy



headphones



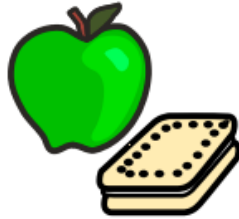
music



sunglasses



water bottle



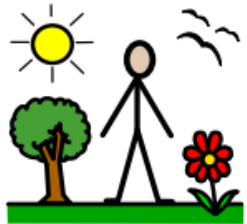
snack



wet wipes



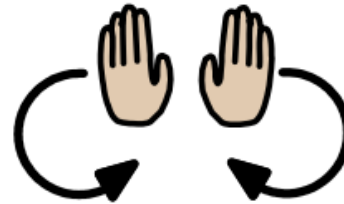
chew aid



go outside



weighted blanket




massage



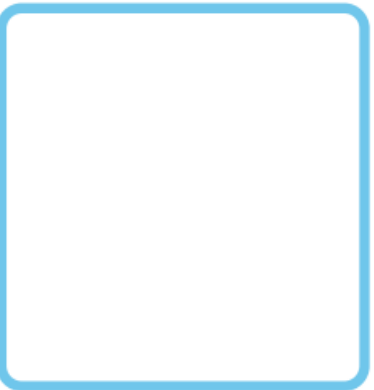
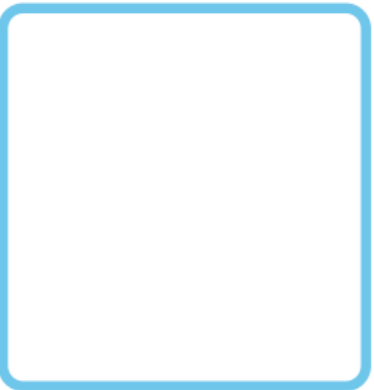
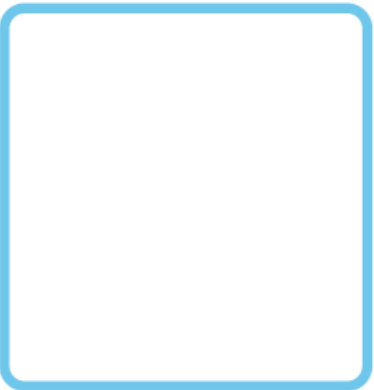

have a hug

My Movement Toolkit

I like to...

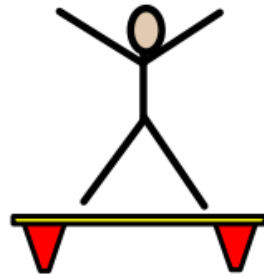


I find it tricky to...

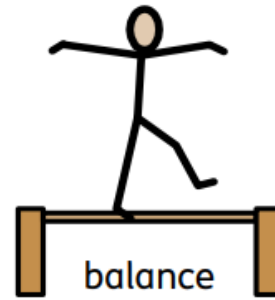




running



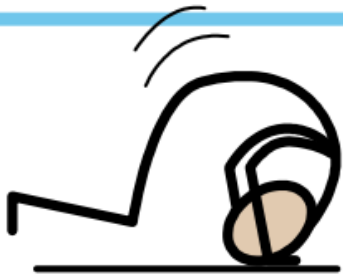
star jumps



balance



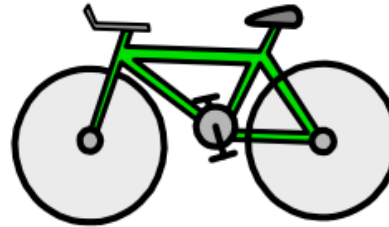
Lie on tummy



forward roll



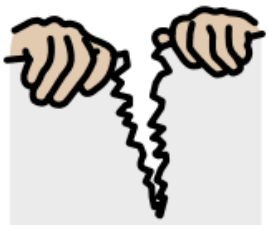
Trim trail



bike



scooter



ripping paper



bubble wrap



football



space hopper