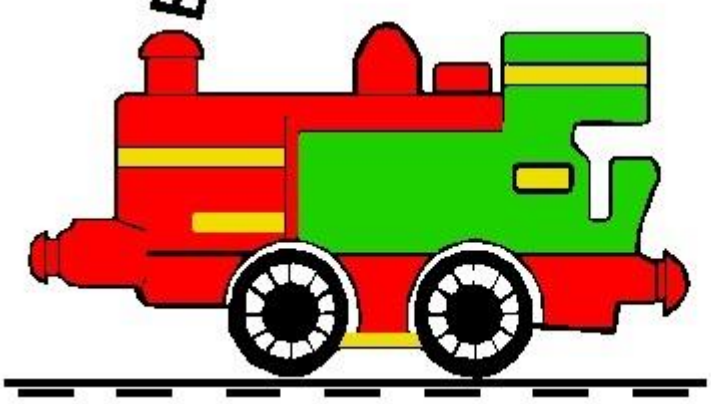
Believe, Achieve & Inspire

EVEN SWINDON SCHOOL



Positive Relationship Policy

Previously known as Behaviour Policy

Approved by: Headteacher
Last Reviewed On: September 2026
Next Review Due By: September 2027

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BELIEVE, ACHIEVE & INSPIRE

At Even Swindon Primary School, relationships are at the heart of all that we do; they determine the happiness and success of every child and adult. At Even Swindon Primary School we view behaviour as a communication and this often reflects an emotion or feeling. We know that supporting everyone's emotions and relationships with each other is vital to ensure everyone feels a strong sense of belonging which will enable everyone to be successful.

Individuals who feel happy and safe, learn well and get along positively with others. It is important that we are vigilant in observing children and are proactive in supporting them to develop the skills of recognising and expressing their own emotions safely and without judgement. This will ensure confident, happy children who are in the best place to learn.

Our values guide our relationships and choices – Responsibility, Respect, Courage, Independence, Kindness, Curiosity.

EVERYONE BELONGS, EVERYONE MATTERS

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with school.

1. Aims

- Nurture a positive safe learning environment that creates a culture of manners and mutual respect
- Promote positive relationships between all members of the school community
- Promote a community of shared expectations which values kindness, empathy, respect and responsibility
- To build an understanding that behaviour is a form of communication that signifies a learning or emotional need and respond to that in a non-judgemental and empathetic manner to make sense of the behaviour
- Encourage increasing independence and promote self-regulation skills through co-regulation with a warm and responsive adult
- Embrace Five to Thrive Attachment, Trauma & Resilience model in our setting
- Recognise and place value on every interaction as an intervention
- Provide a consistent approach to behaviour management
- To encourage and foster active parent/carer support in achieving these aims

Every child has the right to feel safe at Even Swindon Primary School and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that this policy is clearly understood and shared by all children, staff and parents/carers.

The Positive Relationships Policy is based on our school vision and core values and replaces what was previously known as the Behaviour Policy.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Thrive: removing barriers to learning: https://www.thriveapproach.com/
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules & values

- Any form of bullying
- Not following instructions given by an adult
- Disrespecting staff and other children
- Child on child misconduct; this is not acceptable, will never be tolerated and is not an inevitable part of growing up - Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. Posters are in each classroom to support this and promote "trusted adults". (See Safeguarding & Child Protection Policy for more details)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, which is unwanted conduct of a sexual nature – such as sexual comments, sexual jokes, taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- Vandalism
- Theft
- Fighting
- Smoking
- All prejudice related incidents
- Possession of any prohibited items. These are:
    - o Knives or weapons
    - o Alcohol
    - o Illegal drugs
    - o Stolen items
    - o Tobacco and cigarette papers
    - o Fireworks
    - o Pornographic images
    - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

4.1 Even Swindon Primary School Definition of Bullying
Bullying is ongoing, deliberate behaviour that upsets the victim, and is difficult for victims to defend themselves against. We use the definition STOP – 'Several Times On Purpose' to clarify this with children. Bullying is a behaviour that is targeted and selective and can be direct (physical – hitting, kicking, taking belongings, or verbal – name calling, insulting, making offensive remarks) or indirect (being ignored, spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours or cyber bullying). It may be conducted by or directed towards one person or a group.

Bullying could take the following forms:
- PHYSICAL - a child being physically punched, kicked, hit, spat at
- VERBAL, WRITTEN OR CYBER - This can take the form of name calling and or unkind comments of individuals or groups via text messaging, social networking sites, email, verbal or written.
- SOCIAL EXCLUSION - A child being bullied by being intentionally excluded from discussions/activities
- DAMAGE TO PROPERTY OR THEFT - Pupils having their property deliberately damaged or stolen. Physical threats may be used by the perpetrator in order that the pupil hands over property to them.

4.2 Even Swindon Primary School Identification of Prejudice-Related Bullying
At Even Swindon Primary School, we seek to advance equality of opportunity between all pupils who share a characteristic and those who do not. The list of protected characteristics of identified groups of pupils that are potentially at risk are:
- Disability
- Sex
- Gender reassignment

- Race/ ethnicity
- Religion/ belief
- Sexual orientation

A prejudice-related incident would be any incident which is perceived to be prejudice-related by the victim or any other person. The procedure to report and record these incidents would be to share with the Designated Safeguard Lead who will then take appropriate action. Staff will also record incidents on CPOMS. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Headteacher & Strategic Leadership Team
It is the responsibility of the Headteacher to implement the school's positive relationships and anti-bullying strategies and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of misbehaviour, bullying and prejudice related bullying. The Strategic Leadership Team reports to the governing body about the effectiveness of the positive relationships and anti-bullying policies termly at Full Governing Body Meetings.

The Headteacher & Strategic Leadership Team leads the school in making our vision statement a reality, where all members of the learning community nurture, value, respect and care for each other. The Strategic Leadership Team ensures that all staff receive sufficient training to be equipped to deal with all incidents of misbehaviour and bullying.

5.2 Staff
All Staff are responsible for:
- Implementing the positive relationships policy consistently inside and outside the classroom.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Have high expectations of behaviour and strive to ensure that all pupils work to the best of their ability.
- Recording behaviour incidents using CPOMS.

Staff in our school have high expectations of children in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability. Building relationships with all pupils starts as soon as the children walk through the door each morning. Personal connections are extremely important and therefore staff will greet children at the door each morning so that children feel welcomed and ready to start their day.

All staff will treat each pupil fairly and enforce the behaviour system consistently, adapting their approach for the individual when required. Staff treat all pupils with respect and understanding.

It is the responsibility of the class teacher to ensure that the behaviour system (Section 8 of this policy) is enforced in their class, and that their class behaves in a responsible manner at all times.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from teachers delivering a curriculum matched to children's varying needs will help to motivate pupils, promoting self-esteem and confidence.

Where possible, any staff that come to support a situation should first try to release the teacher to support and engage with the dysregulated pupils, using techniques linked to restorative practice or emotion coaching, unless this has already been tried and a change of face/adult is needed or the situation/behaviour is escalating.

All staff are responsible for the recording of any incident of conflict, bullying and prejudice related bullying of children in the classes they work in, and that they are aware of in the school. Incidents are reported on CPOMS. These logs are shared with the Class Teacher who will inform the child's parents/carers.

The Deputy Headteacher is the first point of call for any bullying allegations. All forms of bullying and prejudice-related bullying are taken seriously, and proactive measures are taken to prevent it from taking place. All adults will deal with situations quickly and by using Restorative Justice and Emotion Coaching methods to prevent situations escalating.

All adults to follow up what they have said e.g keeping an eye, follow up discussions.

If any bullying takes place between members of a class, the teacher will deal with the issue immediately, involving (where appropriate) the Pastoral Support Lead in restorative justice, circle time and, where appropriate, 1:1 pastoral support e.g. counselling and support for both the victim and perpetrator of the bullying.

All members of staff routinely attend training, which equips them to identify bullying and prejudice-related bullying and to follow the school policy and procedures with regard to behaviour management.

5.3 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct (Section 6)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly: If you have a concern or worry regarding your child or an incident in school, please always contact the class teacher in the first instant. If you feel this hasn't resolved your concern, then please follow our communication policy to speak to the Assistant Headteachers, Deputy Headteacher or Headteacher.

Parents/carers have an important part to play in our Positive Relationships Policy. We ask parents/carers to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Ask your child how their day has gone, who they have spent time with etc.
- It is important that you advise your child not to fight back. It can make matters worse.
- If you feel your child may be a victim of bullying behaviour, inform the school immediately, addressing your concern to the Deputy Headteacher. Your complaint will be taken seriously and appropriate action will follow in line with the anti-bullying policy.
- If a child has bullied your child, please DO NOT approach that child on the school site or their parents. DO NOT telephone, text message, email or use any other form of communication with the other parent/family. DO NOT involve an older child to deal with the alleged bully. Please inform the school immediately and we will deal with it following the school procedures.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day: 8:35 for YR & KS1, and 8:40 for KS2.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate uniform for school and PE so they can take part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

5.4 All Adults
We expect all adults to ensure their own behaviour sets a good example to pupils. We do not tolerate harassment, intimidation or bullying of any description. Please respect pupils' right to confidentiality by ensuring pupils are not able to hear anything they shouldn't about themselves or others.

The school will not tolerate any instances of:

- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites (including WhatsApp) to single out individuals or to distribute untruthful or malicious information or comments.

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by Blue Kite Academy Trust.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, school property and others' property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- No child will be out of class unless with adult permission or to use their safe space
- Hand in mobile phones to a member of staff as they arrive in the mornings and these will not be turned on when on school grounds.

Each term, or when incidents occur, class teachers will discuss positive relationships and strategies to support self-regulation.

7. Strategies

7.1 Strategies to reinforce our Positive Relationships Policy:

- Positive Relationships Assemblies & Jigsaw Lessons in class
- Children are made aware of the strategies to deal with low level issues and what to do in different situations, including situations of bullying and cyberbullying
- Anti-Bullying times of focus, including NSPCC workshops (whole school and workshops for Y5/6)
- Inclusive practice that celebrates differences and similarities
- Making use of curriculum opportunities to raise pupil awareness eg. RE, creative learning, choice of literacy texts etc.
- Outstanding role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children and parents/carers have a good knowledge of the procedures and policy
- Children have a clear understanding of their roles and responsibilities
- Online Safety frequently discussed and taught

- Use of play-leaders to support pupils via organised games at break times
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.
- The Nurture Room & Behaviour Pod will be used to promote positive behaviour choices
- We may use additional intervention space to support regulation during learning time and pupils will be expected to complete similar work to that being completed in class.
- ELSA, Rainbow and other specialist or targeted nurture groups will be arranged to support children.
- Specialist support from key adults for individual pupils and small groups. These adults will also offer support to our parent community relating to positive behaviour strategies and developing relationships at home.

Where, on occasion, children are identified as needing additional support, an in-school Team Around the Child meeting will be arranged to discuss the situation with a particular child. The child will remain at the centre of the discussion and an individual plan will be put in place to encourage and ensure positive choices. Consistency in following this plan is vital. It will be shared with all staff working in school as well as the pupil and their parents. Daily targeting and support for these pupils will be essential to ensure they are supported in managing their emotions, allowing themselves and others to learn, play and enjoy their day. An effective, respectful relationship with all adults in school is key and this will be achieved through consistency and follow-through.

7.2 Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and their own classroom rules where appropriate
- Develop a positive relationship with pupils, which should include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than just verbally
  - 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

7.3 Five to Thrive
Strong relationships with children are fundamental to their wellbeing and help to build up resilience. The Five to Thrive building blocks describe a sequence of relational activities that build healthy brains in young children and maintain healthy brain function throughout their lives.

All staff will have a secure understanding of how childhood trauma & attachment can affect behaviour. Staff understand and use the following strategies to co-regulate with children.

Central to the **five to thrive** approach is the set of five key activities:

Respond · Engage · Relax · Play · Talk

Practical examples can be found in **Appendix 2.**

7.4 Use of Restorative Justice & Emotion Coaching
Restorative Justice is a problem-solving approach that deals with conflict. We believe that young people have the ability to take responsibility for their own choices and that staff in school should give children the opportunity to do so.

Children directly involved in conflict are best placed to resolve the conflict or a problem themselves. Even Swindon Primary School uses the restorative approach and practice to build relationships and deal with conflict management.

By using the restorative approach, we teach children skills of non-violent communication, active non-judgmental listening, development of empathy and rapport, understanding and managing anger, developing and maintaining self-esteem, valuing others, assertiveness, acknowledging and appreciating diversity, connecting across difference.

Emotion coaching involves giving children strategies to cope with difficulties, using instances of negative behaviour as opportunities for teaching and building trustful and respectful relationships with children.

By using the restorative and emotion coaching approach, we increase a general commitment to listen to one another.

See **Appendix 3** for restorative & emotion coaching conversation resources.

7.5 Restrictive Intervention & Seclusion
In rare circumstances, staff may use reasonable force or seclusion to restrict a pupil in the following ways:

- Prevent or stop a pupil from causing injury to themselves or others;
- Committing a criminal offence;
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of restrictive intervention or seclusion 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 (CPOMS) and reported to parents verbally and written form

See Restrictive Intervention Policy for more detail

7.6 Confiscation
Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 individual pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, 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.

Refer to SEND Code of Practice June 2014.

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal or written praise
- Child being given a gold card
- Class Dojos
- Stickers
- Certificates
- House points
- Postcards home to parents
- Special responsibilities/privileges
- Weekly Golden Time (20 minutes on a Friday afternoon)
- Henry Day Nomination

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal warning
- Child's Name will be added to the Yellow Card list – private class book or class list – only staff can see – no public shaming
- Child will be asked to leave the classroom for some time to regulate themselves with another adult
- If unacceptable behaviours continue, the child will be issued with a red card and asked to complete their work in the Year Leader's classroom. If a red card is given, the class teacher is responsible for phoning home to parents/carers and logging this on CPOMS. The child will miss 5 minutes of their weekly Golden Time for each red card received within any given week.
- If the child returns to class and behaviours do not improve, the child will be sent to a member of the Strategic Leadership Team
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- A period of internal suspension
- Fixed term suspension – length dependent on incident – or permanent exclusion.
- If work is not completed in the time given, a child may be expected to do this at break or lunchtime or at home.

Our EYFS team develop positive relationships with families and children as they join Even Swindon Primary School – this allows for strong foundations and high expectations to be set. Please see Appendix 5 for strategies and guidance.

We may use intervention space in response to serious or persistent breaches of this policy. Pupils may be sent to the corridor learning areas, during lessons, if they are disruptive, and they will be expected to complete the same work as they would in class.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school.

If school staff to not feel they can keep a child safe on a school trip, then a risk assessment will be written and parents may be asked to attend the trip alongside their own child.

In the case of a residential trip, parents may be requested to collect their child if behaviour is disruptive and the child is not keeping themselves safe.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/whistle blowing policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.4 Fixed-term suspension and permanent exclusions
The decision to suspend or exclude a pupil will be taken in the following circumstances; in response to a serious breach of the School's Positive Relationship Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusions will be dealt with following the guidance from the DfE in their publication (Exclusion from maintained schools, academies and pupil referral units in England -September 2017).

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, she informs the parents/carers immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the CEO of the Blue Kite Academy Trust. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the CEO of the Blue Kite Academy Trust, LA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Trust & Governing Body has a discipline committee which is made up of between three and five members. This committee considers any suspension/exclusion appeals on behalf of the Trust & Governors.

When an appeals panel meets to consider a suspension/exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) to initiate positive relationship building. In addition, staff members hold transition meetings amongst themselves.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint – Restrictive Intervention or Seclusion, when necessary.

Behaviour management and the development and reinforcement of positive relationships will also form part of continuing professional development.

11. Monitoring arrangements

This Positive Relationships policy will be reviewed by the Headteacher and full Governing Board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Board every year.

12. Links with other policies and guidance

This behaviour policy is linked to the following policies and guidance:

- Safeguarding & Child Protection policy
- Restrictive Intervention
- Anti-bullying policy
- OPAL Policy
- Suspensions & Exclusion
- Whistle blowing policy
- E-Safety and Cyber Bullying
- SEND Code of Practice 2014 and the school's SEND policy
- Equalities policy
- Mobile Phone policy

Appendix 1: written statement of behaviour principles

Even Swindon Primary School is a nurturing school, where together we will succeed to be the best we can be. Following the values of Kindness, Respect, Courage, Independence, Responsibility and Curiosity, we will become united to Believe, Achieve and Inspire through a wealth of experiences and adventures. Every child is actively encouraged to develop emotionally, intellectually, morally, spiritually and physically. We aim to provide a stimulating, creative and dynamic learning environment that strives for excellence and values achievement so that each child feels confident, secure and valued as an individual.

- Every pupil understands they have the right to feel safe, listened to, valued and respected, and learn free from the disruption of others or abuse.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff, parents/carers and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Positive Relationships policy.
- All adults will be exceptional role models to all pupils.
- The Positive Relationships policy is understood by pupils, staff and parents/carers.
- The suspension/exclusions information explains that suspensions/exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions/exclusions.
- Pupils are helped to take responsibility for their actions.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately; the school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly.

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 every year.

Appendix 2

FIVE TO THRIVE

Five to Thrive	***Some suggestions could include:***
1. Respond 	*Accepting the emotional dysregulation* Our brain and nervous system connects with the child's when we respond – humans are born to connect, mirror and match. Just for a moment our face and body will show the same stress or emotion they are feeling. We need to manage this so that they can connect with us. Always remain calm to help the child to co-regulate with you. • Greet children at the door at the start of the day and after break times. • Positive, open body language • Respond positively to all children to make connections • Greet children by name • Take notice of verbal and non-verbal cues • Skim and scan the environment to be proactive in picking up cues from children • Making eye contact where appropriate • Include everyone in your gaze
2. Engage 	*Making the link* The child is currently feeling overwhelmed – enable the child to connect with you. • Physical proximity • Eye contact • Position of your body / posture • Voice tone • Consider breathing techniques • Know your children and what works for them as individuals • Waiting peacefully for everyone to engage
3. Relax 	*Transforming the emotional dysregulation* When we relax ourselves the dysregulated child will also relax. • Absorbing and neutralising the stress • Keep your body language and posture open and relaxed • Calm ton of voice and volume • Pausing and regulating your breathing • Visualise being calm and confident • Remaining well regulated through positive self talk
4. Play 	*Activating the social and emotional brain through non-verbal communication* Brain activity is transmitted by changes in the face and body – non-verbal communication. This switches on the social and emotional brain so they become able to make sense of what is happening. • Use gentle humour and playfulness • Elements of fun in learning • Opportunities to laugh and bond together • Ability to laugh at your self • Lightness and joy in learning • Modelling playfulness and laughter with colleagues • Humour should never be at the expense of the child
5. Talk 	*Activating the cognitive rational brain through verbal communication* Our words are powerful and will be remembered by the children in our care. Therefore, during our interactions we must remember to listen carefully and with empathy. Talk honestly and sensitively. Be undeterred if the child seems switched off, unresponsive or ungrateful. • Using narrative to make sense of things • Speaking within the child's window of tolerance and understanding • Validating child's emotional response • Talking about the process of learning – metacognition • Talk about the challenge of learning – remove the stigma • Using I statements, not you statements • Breaking learning into small chunks • Acknowledging what may be hard

Appendix 3

RESTORATIVE CONVERSATIONS



EMOTIONAL COACHING

Emotion Coaching involves giving children strategies to cope with difficulties, using instances of negative behaviour as opportunities for teaching and building trustful and respectful relationships with children.

- Step 1: Recognise the child's feelings and empathise with them
- Step 2: Label the feeling and validate them, e.g. "I can see you are feeling angry, it's ok to feel angry"
- Step 3: Set limits on the behaviour (if needed) e.g. "Even though you are angry it is not ok to hit someone because people can get hurt"
- Step 4: Problem solve with the child. Scaffold alternative ideas and actions that could lead to more positive outcomes

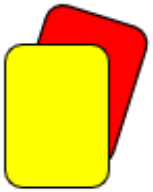
Appendix 4

Poor behaviour choices could result in Yellow or Red Cards…

Yellow card behaviours require a graduated response; this could start with saying the child's name and giving them 'a look', giving them a reminder of choices, and - if the behaviour still hasn't improved - giving a yellow card.

Yellow card behaviours could include:

- Talking when asked not to
- Shouting out (not putting hand up)
- Being noisy coming in to class
- Pushing in line
- Running in school
- Delaying start to work
- Playfighting
- Taking things from others without asking
- Annoying others (poking/tapping/verbal)
- Swearing out loud
- Causing disruption in assembly
- Being somewhere they shouldn't be



Adults will record yellow cards on a class log sheet/in a class notebook.

If a yellow warning card is issued, strategies to correct the behaviour and/or options should also be discussed. These could include:

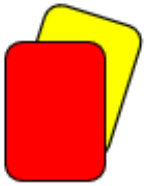
- Removing the distraction/root cause
- 'Time out' space, or time with a suitable adult/partner teacher/year leader
- Loss of playtime to reflect/re-centre, supported by class teacher/TA
- Time in nurture
- Time to talk things through to unpick the situation:
  - Restorative Conversations
  - Emotional coaching
  - Five to thrive

Yellow cards should be won back if the behaviour improves, but if it does not then a yellow card may become a red card…/

Red Cards can be issued for the continuation of a yellow card behaviour, or for more serious behaviours.

Red card behaviours that require the immediate issue of consequences include:

- Swearing directly at someone
- Deliberately hurting another child (emotionally or physically)
- Spitting at someone
- Deliberately throwing an object in anger
- Deliberately throwing an object to insight a reaction
- Running off (out of building and out of sight)
- Damage to school /another's property
- Stealing
- Being intentionally rude to an adult (attitude)
- Refusing to work
- Threatening others with violence



Adults will record red cards on the class log sheet/in the class notebook, and log this on CPOMS. Class teachers will phone home to inform parents.

A restorative conversation will take place when the child is calm.

Adults can, and should, send for assistance if required – graduated support from colleague, year leader, assistant head, deputy head, head.

A red card means that 5 minutes will be lost from class Golden Time at the end of the week.

There will be further consequences if behaviours continue to escalate or are deemed to be more serious than those listed.

EVEN SWINDON SCHOOL

Appendix 5

EYFS Behaviour Strategies

At Even Swindon Primary School, we recognise the importance of visual aids to help our children learn and develop an understanding of whatever it is they are working on. When children make good choices and achieve well, we celebrate these in the following ways:

- Faces on the Sunshine
- Celebration board
- Display of work on the walls in classrooms, corridors and halls
- Collecting Dojos – once children have achieved 10 dojos they receive a prize from the prize box and their dojos are reset.
- Positive praise
- Stickers
- House points
- Postcards home to parents
- Henry Day Nomination

Sometimes children don't make a good choice – this is when we support them to consider their actions and the following actions may be taken

- Verbal warning
- Cloud/storm cloud system for visual understanding
- 5 minutes timer to give the children time away from the situation and calming time
- When deemed appropriate behaviour choices are discussed with parents at the end of the school day or before if required.
- If the child returns to class and behaviours do not improve, the child will spend some time with a member of the Strategic Leadership Team