



Behaviour & Relationship Policy

2025-2026

Behaviour and Relationship Policy

At Herringthorpe Infant School our Behaviour and Relationship Policy reflects our understanding of the complex needs of all our learners and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments. At Herringthorpe Infant School, we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices which Protect, Relate, Regulate and Reflect for all.

Aims

At Herringthorpe Infant School we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners' difficulty to self- regulate. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To celebrate all positive behaviours and achievements. To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed which improves the quality learning.
- For the learners to develop an awareness and consideration of others.
- To provide consistency of approach to dealing with positive behaviour support through staff training. A large number of our staff have undertaken Team Teach training.
- To provide a means for multi-agency support for our schools, parents and learners with respect to complex behaviour particularly in relation to be-spoke provision which may include for example sensory profiling or specific diets which informs practice.
- To determine the most suitable learning environment for any learner within a school following close consultation with parents and carers and multi-agency professionals.
- To ensure the safety of all learners/staff within the school.

- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed Approach

Herringthorpe Infant School's aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Research suggests that children and young people with Severe Learning Disabilities are more likely to experience a Mental Health need. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them.

A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes.

Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our Trauma Informed approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach - Play Acceptance Curiosity Empathy.

Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, this can reduce the need for pupils to enter the fight or flight mode therefore supporting a reduction in anxiety within school.

PACE

- **Play** – Playfulness, light, open, hopeful and spontaneous.
- **Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.
- **Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.
- **Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Protect

Ensure that all students are greeted warmly in all areas of the school.

Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging, warm and inviting.

Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.

School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.

Staff to provide a voice for our learners and advocate on their behalf.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively.

Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Staff trained in empathic and playful modes of interaction.

Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) following the Motional Snapshot activities and in class experiences enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out and stress related absence, debrief sessions are in place to support post incident.

Reflect

Staff are trained in the art of good listening, dialogue, empathy and understanding.

Time to reflect post incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them. You can reassure them that you care about them but the behaviour they are exhibiting is not acceptable.

Provide learners with other options, give choices. If you feel like this again you can.....

Provide time to discuss events and situations, this can be done through a social story, books or story sack.

Discuss feelings within the classroom as a daily experience. Talk about experiences others have had.

Identify how it feels to be calm/relaxed, provide learners with opportunities and reflect on the differences they may feel in these moments.

Avoid putting the learner back in the same situation and reliving a trauma. What can I do differently?

Staff to reflect on what was the learner trying to tell me in that moment, what is the behaviour telling me?

Responses from staff

- **Affect Attunement** – Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.
- **Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.
- **Containment** – Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learners pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.
- **Emotional Regulation** – Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner's emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner's body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the learner in question.
- **Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

- **De-escalation strategies** – Staff are trained in a range of de-escalation strategies through Team Teach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% requires physical Interventions (Prompts, Guides, Escorts and Restraints).

Terminology that's accepted at Herringthorpe Infant School:

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

Motivators and Consequences

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards or motivators are those that are given to a learner after he/she has behaved in a way that gains an adult's approval. At Herringthorpe Infant School, rewards are likely to take the form of either a verbal acknowledgement, an experience (e.g. getting a certificate) or a Dojo point.

The practice of removing rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Herringthorpe Infant School's stance on Positive Behaviour Support. It is not acceptable practice for rewards to be revoked.

At Herringthorpe Infant School we do not believe in sanctions or punishments, but we do believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand the adults would wait until the young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour.

It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

(See Appendix 1)

Targeted Behaviour Support

At Herringthorpe Infant School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively.

In judging whether a particular behaviour is a cause for concern adults consider the child or young person's age and level of development.

The behaviours of concern displayed by pupils at Herringthorpe Infant School typically fall within the following categories of negative behaviour: self-targeted behaviours, damage to property or it may be categorised as child on child abuse.

Behaviours are logged on CPOMS and behaviour incidents are analysed by SLT on a weekly basis.

Any pupils demonstrating concerning behaviours will be discussed and well-being plans will be implemented to support where felt needed.

Well-being plans are individually tailored behaviour plans which outline proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour. Incorporated in this plan is a hierarchy of need and a handling plan where appropriate. All staff are expected to follow the strategies mentioned in the learners' Well-being Plan consistently in order to support the learners when moving between the different stages of behaviour safely and effectively.

All Well-being plans and Behaviour Risk Assessments have been shared with and agreed by parents/carers. Individual Risk Assessment are reviewed yearly across the school but given that they are a 'live' document, the class teachers in consultation with the SENDCO and SLT must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. 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 misbehaviour 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:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Fiddle toys provided for SEND pupils that may disrupt the class due to their constant need to be touching learning equipment
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

- Training for staff in understanding autism and other conditions
- Trauma and Attachment training for staff De-escalation strategies Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:
 - Appearing calm and using a modulated, low tone of voice
 - Using simple, direct language.
 - Avoiding being defensive, e.g. if comments or insults are directed at the staff member. • Providing adequate personal space and not blocking a pupil's escape route.
 - Showing open, accepting body language, e.g. not standing with their arms crossed.
 - Reassuring the pupil and creating an outcome goal.
 - Identifying any points of agreement to build a rapport.
 - Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Sexual Abuse/Sexual Harassment and Discrimination

The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Head Teacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Physical Intervention

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Physical intervention will only be used as a last resort. After an instance of physical intervention, the pupil will be supported to calm down in a safe space. All physical interventions will be recorded on the school's CPOMS system and parents/carers will be notified. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension period in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Suspensions & Exclusions

We do not believe that suspension or exclusion is the most effective way to support our learners and we will always try to adapt and personalise the provision for all of our learners in order to ensure that they are able to access education. However, in extreme and exceptional circumstances, the Head Teacher may need to suspend a pupil temporarily or permanently exclude - this will be considered very carefully. Safe conduct by learners is essential to ensure that all pupils can benefit from the opportunities provided by education. This is essential when safeguarding the most vulnerable students.

A decision to exclude a learner permanently from Herringthorpe Infant School is only be used as a last resort and will be taken only if

- there is a significant risk to themselves or others or
- allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- in response to a serious breach or persistent breaches of the school's behaviour policy;

Where learners are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted. For further information, please refer to the school's Suspension and Exclusion Policy.

Monitoring and review

This policy will be reviewed by the Head Teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2026.

Whole School Approach to Positive Relationships & Behaviour



We have three very simple and very clear school rules at Herringthorpe Infant School:

1. **BE READY** - We always follow instructions from a known adult in school.
2. **BE RESPECTFUL** - We always speak kindly and respectfully to each other.
3. **BE SAFE** - We always keep ourselves safe and we never hurt others.

Positive Behaviours

ClassDojo points and mentions on Class Dojo for positive behaviour; demonstrating a specific learning skill or British Values.

'Special Mentions' assembly. Class Teacher to select one pupil each week to gain a certificate based on their learning skills, attitude, behaviour etc. The certificate winner's names will be shared on the school weekly newsletter.

Post cards to be posted home to a child each week as a surprise.

Telephone calls/app messages to parents once a week for any specific improvements in behaviour; or something the teacher is proud of. (This is a positive phone call).

'Head Teacher's award' will be given at the end of each half term (1 award per year group). This will be presented in the 'Special Mentions' assembly along with the Head Teacher prize.

Stage 1 - Redirection

Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

Stage 2 - Reminder

A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.

Reminder Script for Adults:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening.

Stage 3 - Warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged. Praise them when they positively change their behaviour, acknowledging the positive change.

Warning Script for Adults:

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside.

This will also mean you will miss some of your playtime.

(learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Stage 4 - Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime.
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a calm space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

A calm space to be allocated within each classroom.

❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place. (Appendix 3)

❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under 'negative behaviour' category.

❖ Class teacher to inform parent at the end of the day.

Consequence/ calming time Script for Adults:

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back and reflect on the choices you are making. I will come and speak to you in three minutes.

If need-be – send a child to bring a member of SLT

Stage 5 – Non-negotiable behaviours

If a child displays a non-negotiable behaviour they will automatically spend playtime/lunchtime holding an adult's hand.

No warnings need to be given for this consequence.

- Deliberately not following hygiene rules in place eg spitting,
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult

- Deliberate damage to school property

Stage 6 – Violent behaviours

The following non-negotiable behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

This decision will be made by the Headteacher or the deputy in her absence.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Clarifying Stages of behaviour:

Positive Behaviours Reward using dojo, special mentions, phone call home, HT award	Stage 1 Redirection	Stage 2 Reminder	Stage 3 Warning	Stage 4 Consequence	Stage 5 Non-negotiable behaviour	Stage 6 Violent Behaviour
Good listening Tidying up Trying on my own Trying my best Being kind Caring and sharing Engaging positively with others Turn taking Helping in school Respectful communication	Task avoidance Not following instructions Shouting out Not listening to the teacher (talking)	Refusal to complete work Continuous calling out	Continuous disturbance of children's learning	Destroying own work or work of others	Aggressive behaviour towards peers Vandalism to school property Absconding Swearing Spitting Continuous rude behaviour towards staff despite reminders	Aggression to cause harm to school property peers or staff



Behaviour Curriculum 2024-2025

Autumn Term Establishing Routines Manners	
Spring 1 Modelling Positive Play Manners	Spring 2 Respect – Noticing! Equipment and School Respect – Noticing! Positive Interactions
Summer 1 Stop, think do! Consequences for Actions	Summer 2 Managing Conflict



Autumn – Establishing Routines

Carpet/Assembly:

- Legs crossed
- Hands on knees
- Lips together
- Magnet eyes

Sitting at tables:

- Feet on the floor
- Bottom back of chair
- Tummy near Table
 - Lips together
 - Magnet eyes

Walking down the corridor:

- Lips together
- Safe walking
- Hands by your side

End of playtime:

- Stop
- Lips together
- Magnet eyes

Model use of manners/high expectations for manners within the school.

Spring 1 – Modelling Positive Play

Use Role-Playing Scenarios: Use outdoor role-play set ups to model positive social interactions. Modelling how to respect the equipment; how to use the equipment. Possible scenarios for play.

Group Problem-Solving Games: Choose activities that require collaboration, like building a block tower together or completing a puzzle in pairs. Guide them to communicate respectfully and encourage them to ask each other for help if they're struggling. Use *od* please and thank you.

Praise and Reflect Positive Interactions: Acknowledge positive play behaviours when you see them, such as sharing or being patient. Take a moment after playtime to reflect on examples of good interactions, using language like, "I noticed how Sam waited for his turn," to reinforce the behaviour.

Teach Emotional Expression Through Play: Incorporate puppets or dolls to demonstrate different emotions and show children how to respond appropriately. For example, show a puppet "feeling sad" and demonstrate how another puppet could comfort or check in on them. This helps them understand empathy and compassion.

Practice Problem-Solving Skills: Use common conflicts that arise during play, such as disputes over toys, as teaching moments. Pause the activity, model language like "Can I have a turn when you're done?" or "Let's share," and offer alternatives, so children see different ways to handle conflict.

Incorporate Cooperative Play Materials: Use toys that naturally encourage shared play, like a large parachute, which requires everyone to hold a part of it. This kind of play reinforces teamwork and helps children recognize their role within a group.

Model Fair Play in Games: When playing simple games, ensure everyone follows the rules, takes turns, and respects each other's success or mistakes. Model losing gracefully and celebrating others' wins to show positive responses in competitive situations.

Read Books or Stories Focused on Positive Play: Use stories where characters model good play behaviour. Follow up with questions or role-playing related to the story to deepen their understanding.

Spring 2- Respecting Noticing! (Equipment)

1. Core Expectations (Taught and Reinforced)

- **Use equipment correctly** – "We use things the right way."
- **Take care of our things** – "We look after what we use."
- **Share and take turns** – "We let others have a go."
- **Put things back where they belong** – "We tidy up after ourselves."
- **Tell an adult if something is broken** – "We ask for help when needed."

2. Teaching and Modelling (How We Teach It)

- **Daily Routines** – Clear expectations set for using and tidying up different areas (e.g., role-play corner, book area, outdoor space).
- **Direct Teaching** – Use short, engaging sessions with stories, puppets, and role-play.
- **Visual Prompts** – Picture cues for correct equipment use and where to store items.
- **Adult Modelling** – Staff demonstrate and reinforce correct behaviour.

3. Practise and Reinforcement

- **Class Agreements** – Simple, child-friendly rules co-created with pupils.
- **Consistent Language** – Repeating key phrases like "Look after our things" "choose it, use it, put it away!"
- **Praise and Recognition** – Verbal praise and dojos offered
- **Gentle Reminders** – If pupils forget, use positive phrasing: "Let's try that again carefully."

4. Embedding into the School Day

- **Transitions** – Teach tidy-up music for EYFS, gentle reminders in KS1.
- **Playtimes** – Reinforce respect for outdoor and shared equipment.

5. Managing Challenges

- **Gentle Correction** – "Oops! Let's fix that together."
- **Restorative Action** – If something is damaged, involve the child in fixing or tidying up.
- **Logical Consequences** – If equipment is misused, guide pupils to practice the correct way before using it again.

Spring 2 continued- Respecting Noticing! **(Acknowledging & Praising Positive Interactions)**

Fostering positive social interactions in young children requires explicit teaching, consistent reinforcement, and a nurturing environment. This behaviour curriculum focuses on helping children recognise, celebrate, and continue positive interactions with their peers and adults.

1. Core Expectations (Taught and Reinforced Daily)

- **Use kind words** – "We say kind things to each other."
- **Listen to others** – "We look and listen when someone is talking."
- **Help each other** – "We offer help when a friend needs it."
- **Take turns and share** – "We wait for our turn and share."
- **Notice when others are kind** – "We say 'thank you' when someone helps us."

2. Teaching and Modelling (How We Teach It)

- **Direct Teaching** – Use stories, puppets, and role-play to show examples of positive interactions.
- **Adult Modelling** – Staff actively demonstrate acknowledging kindness (e.g., "I saw you help your friend, that was lovely!").
- **Peer Praise Practice** – Teach children how to say "Well done" or "Thank you" to their friends.
- **Use Visual Prompts** – Display posters or picture cues showing kind interactions.

3. Practise and Reinforcement

- **Class Agreements** – Create a kindness charter with simple, child-friendly rules.
- **Praise-Specific Language** – Use phrases like:
 - "I love how you shared with your friend!"
 - "That was really kind of you to help tidy up."
- **Encourage Peer Recognition** –
 - Daily 'Kindness Shout-Outs' where children highlight kind actions.
 - A 'Kindness Jar' where acts of kindness are collected and celebrated weekly.
- **Celebrating Positive Interactions** –
 - Use of Dojos, special mention awards in relation to positive interactions

4. Embedding into the School Day

- **Start of the Day** – Greet each other warmly and model positive interactions.
- **During Lessons** – Reinforce teamwork and taking turns during activities.
- **Transitions & Playtimes** – Praise children who help others, wait patiently, or use kind words.

- **Circle Time** – Discuss emotions, friendships, and how kind words/actions make people feel.

5. Managing Challenges

- **Gentle Reminders** – "Let's try using kind words."
- **Reinforce with Questions** – "How do we show kindness to our friends?"
- **Restorative Conversations** – If there's a disagreement, help children reflect:
 - "How did that make your friend feel?"
 - "What could we do next time?"

Summer 1 – Stop, think do! (Consequences for actions)

1: What Are Choices?

Learning intention:

Children understand that they make choices every day.

Key vocabulary: choice, decision, behaviour

Lesson focus:

- Discuss everyday choices (what to play, how to line up, how to speak).
- Explain that **choices lead to things happening**.

Activities:

- Storytime: Read a simple story where a character makes a choice (e.g. *What Should Danny Do?*).
- Sorting activity: “Good choice / Not a good choice” picture cards.
- Circle time: “What choice did you make this morning?”

Adult language:

- “You chose to...”
- “What happened because of that choice?”

2: Understanding Consequences

Learning intention:

Children understand that choices have consequences.

Key vocabulary: consequence, happen, next

Lesson focus:

- Consequences are what happen **after** a choice.
- Consequences can be good or tricky.

Activities:

- Cause and effect game (dominoes or actions → outcomes).
- Scenario cards: “If I run inside, then...”
- Draw a choice and what happened next.

Adult language:

- “What happened next?”
- “That was the consequence.”

3: Introducing Stop – Think – Do

Learning intention:

Children learn the Stop–Think–Do strategy.

Key vocabulary: stop, think, do

Lesson focus:

- Introduce Stop–Think–Do as a tool to help make good choices.
- Link it to managing behaviour and feelings.

Activities:

- Teach actions:
 - **Stop** – hand up
 - **Think** – finger on head
 - **Do** – walking motion
- Watch role-play of poor choice → rewind → use Stop–Think–Do.
- Make a Stop–Think–Do poster together.

Adult language:

- “Let’s stop and think.”
- “What could you do instead?”

4: Thinking About Feelings and Others

Learning intention:

Children understand how their actions affect others.

Key vocabulary: feelings, kind, hurt, help

Lesson focus:

- Choices affect how others feel.
- Thinking about others helps us make better choices.

Activities:

- Emotion cards: “How would they feel?”
- Story discussion: How did the character’s choice affect others?
- Partner role-play: kind choice vs unkind choice.

Adult language:

- “How would that make your friend feel?”
- “Is that a kind choice?”

5: Using Stop – Think – Do in Tricky Situations

Learning intention:

Children practise Stop–Think–Do in real situations.

Key vocabulary: calm, problem, solution

Lesson focus:

- Apply Stop–Think–Do to common infant scenarios.

Activities:

- Scenario role-play:
 - Someone takes your toy
 - You feel cross
 - You want to shout
- Think of:
 - Stop: calm body
 - Think: what could I do?
 - Do: best choice
- Create a class “Good Choices” book.

Adult language:

- “What could you do?”
- “Which choice would help?”

6: Reflection and Reinforcement

Learning intention:

Children reflect on their behaviour and celebrate progress.

Key vocabulary: proud, improve, try

Lesson focus:

- Reflecting on choices and learning from mistakes.
- Everyone can improve.

Activities:

- Circle time reflection: “A good choice I made was...”
- Behaviour celebration certificates.
- Class charter: “We Stop, Think and Do.”

Adult language:

- “What did you learn?”

- “What will you try next time?”

Daily Reinforcement (Key to Impact)

- Visual Stop–Think–Do displayed at child height
- Adults model language consistently
- Praise process, not just outcome:
 - “You stopped and thought – well done.”

Summer 2 – Managing Conflict

1: What Is Conflict?

Learning intention:

Children understand what conflict is and that it happens to everyone.

Key vocabulary: conflict, problem, fall-out, cross

Lesson focus:

- Conflict is when people disagree or want the same thing.
- Conflict is normal and can be solved.

Activities:

- Storytime: Book featuring a simple disagreement (e.g. sharing toys).
- Sorting activity: “Problem or No Problem?”
- Circle time: “When might people fall out?”

Adult language:

- “That looks like a problem.”
- “Let’s help fix it.”

2: Feelings in Conflict

Learning intention:

Children identify feelings linked to conflict.

Key vocabulary: angry, upset, frustrated, calm

Lesson focus:

- Conflict can cause big feelings.
- Feelings are okay; behaviour choices matter.

Activities:

- Emotion cards linked to conflict scenarios.
- Mirror game: act out feelings.
- Draw: “How I feel when I’m cross.”

Adult language:

- “I can see you’re feeling...”
- “It’s okay to feel cross.”

3: Stop – Calm Down

Learning intention:

Children learn to stop and calm their bodies during conflict.

Key vocabulary: stop, calm, breathe

Lesson focus:

- Introduce **Stop** as the first step in conflict.
- Calm bodies help calm minds.

Activities:

- Teach calming strategies:
 - Star breathing
 - Counting to 5
 - Hands on tummy breathing
- Practise “freeze” when feeling cross.
- Make a “Calm Down” toolkit poster.

Adult language:

- “Stop. Let’s calm our bodies.”
- “Take a slow breath.”

4: Think – What Are My Choices?

Learning intention:

Children think about choices during conflict.

Key vocabulary: think, choice, solution

Lesson focus:

- After stopping, think about what to do next.
- Some choices help; some make problems bigger.

Activities:

- Scenario cards: “What could you do?”
- Sorting choices: helpful / unhelpful.
- Adult-led role-play showing choice consequences.

Adult language:

- “What could you do instead?”
- “Which choice would help?”

5: Do – Solve the Problem

Learning intention:

Children practise solving conflict respectfully.

Key vocabulary: share, take turns, kind words, sorry

Lesson focus:

- Introduce simple conflict-resolution steps:
 - Use words
 - Listen
 - Take turns
 - Get help if needed

Activities:

- Teach sentence stems:
 - “I don’t like it when...”
 - “Can I have a turn?”
 - “Let’s share.”
- Partner role-play using puppets.
- Create a class “Problem-Solving Choices” chart.

Adult language:

- “Use your words.”
- “Let’s fix the problem.”

6: Repairing and Moving On

Learning intention:

Children understand how to repair relationships after conflict.

Key vocabulary: sorry, forgive, friends, fix

Lesson focus:

- Conflict doesn’t mean the end of friendship.
- Repairing helps everyone feel better.

Activities:

- Discuss meaningful apologies.
- Role-play: “What could we say after?”
- Friendship celebration circle.

Adult language:

- “How can we fix this?”

- “What could you do next time?”

Daily Reinforcement Strategies

- Display **Stop—Think—Do** and **Conflict Choices** visuals
- Model language during real conflicts
- Praise effort:
 - “You stopped and calmed your body.”
 - “You used kind words to solve the problem.”

Restorative Practice Proforma

Pupil debrief



What happened ?



How did it make you feel ?



Hurt



Angry



Happy



Sad

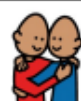


Scared

What would help you next time ?



How can we make you ----- feel better ?



Hug



Say sorry



Hand shake

Pupil debrief



How does the pupil feel after the incident ?



Happy



Sad



Calm



Angry

Comment on behalf of the pupil/How does the pupil present ?

Adult's name -----

Signed -----