



## Trumps Green Infant School

### Positive Behaviour Policy

*Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.*

#### **Aims and Objectives**

Trumps Green regards the Behaviour Policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

Trumps Green believes that good behaviour is central to good education. All staff aim to manage behaviour to create a calm, safe environment for children to learn and thrive in. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

At Trumps Green, we believe that relationships are key to developing trust and respect and allow all people to flourish. Relationships are everybody's responsibility. All children, staff and stakeholders are expected to maintain the highest standards of personal conduct and encourage others to do the same.

We believe that strong values underpin good behaviour. Our key values are compassion, respect, appreciation, courage and responsibility. The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to manage their behaviour.

At Trumps Green we aim to:

- ensure pupils, families, staff, Governors and all stakeholders have a pride in our school and honour their responsibility to be a part of our community making our school great
- ensure pupils and staff treat one another with the dignity, kindness and respect that will allow them to thrive, achieve and build positive relationships based on predictability, fairness and trust
- promote among pupils, self-regulation and an understanding of the need to follow school behaviour expectations ensuring a safe environment where all pupils can learn and flourish

The Trumps Green approach to behaviour is to promote and reward excellent behaviour, support pupils to behave well through explicitly teaching school rules and routines and, if necessary, sanction poor behaviour. As an inclusive school, we recognise that some pupils will need additional support to reach the expected standards of behaviour. If a pupil's behaviour does not meet our high standards, Trumps

Green will support them by responding promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how to prevent such behaviour reoccurring.

### **Trumps Green Proud Promise**

All staff and pupils make these Proud Promises:

I promise to be safe.

I promise to be ready.

I promise to be kind and respectful

### **Leadership and Management of Behaviour**

All staff are responsible in establishing a culture of good behaviour within the school and for being excellent role models. High standards and expectations should be set by all members of staff who should uphold behaviour expectations at all times.

Key personnel:

Designated Safeguarding Lead - Sarah Morris

Deputy Designated Safeguarding Lead - Zena Hazell

Safeguarding Governor - Helen Otter

Trumps Green will use behaviour as an indicator of the possibility that the pupil is suffering or is likely to suffer harm. Where this is the case school staff will follow the school Safeguarding and Child Protection Policy and refer where necessary. School will consider whether pastoral support, Early Help or intervention through Children's Services is necessary.

School analyses on a weekly basis, within staff meetings, cases of challenging behaviour. Any patterns are analysed and acted upon and reported to Governors.

### **Statement of Principles**

- In addition to our school values, the governors and leadership of Trumps Green seek to promote British values.
- We also promote equality in all its forms, and be committed to improving outcomes for all pupils.
- We will eliminate all forms of discrimination, harassment and bullying and will promote the welfare of pupils and good relations across the school community.

We aim to establish a positive school culture by establishing:

- clearly stated behaviour standards and expectations
- effective and positive behaviour management strategies
- processes which recognise, teach, reward and celebrate positive behaviour
- implement interventions to support positive behaviour
- self-regulation in pupils to enable them to manage their own behaviour in line with school expectations

To meet these aims the school will have a consistent approach to behaviour management which include:

- the use of rewards and consequences
- assertive behaviour strategies
- staff development and support
- pupil support systems
- liaison with parents and other agencies (STIP)
- managing pupil transition

### **Communicating the Positive Behaviour Policy**

The purpose of our Positive Behaviour Policy and "Stages of Behaviour" is to share our common goals of achieving good behaviour in school and our consistent and clear language around positive behaviour and addressing misbehaviour. This Policy and our expectations are shared with all new members of staff as part of their induction. This policy is available to parents on the school website and is sent via email and given as hard copy at the beginning of each academic year. The policy will be revisited throughout the academic year.

### **Roles and Responsibilities**

#### **Adult responsibilities**

All adults will ensure that all learners are treated fairly and shown respect to promote positive relationships. (See Annexe 2)

Adults should be given regular opportunities to reflect on their behaviour management taking into consideration the child's perspective. Adults should aim to establish positive relationships with all children by regularly communicating with them and consider:

Are there children who find it difficult to make connections with adults?

Are there children who you haven't spoken to today?

Are there children you know better than others?

Adults should use the 5:1 strategy - five verbal positives to one negative. Shower children with praise when it is hard.

#### **Expectations:**

- Adults should model the Trumps Green Promises and values at all times
- Adults will remember all behaviour is communication
- All interactions will be calm and purposeful
- Adults will acknowledge and validate pupil's emotions
- Adults will lead with the belief that all pupils can learn to behave
- Adults will link all praise or corrections to our School Promises and Values
- Adults will be discrete and quiet in corrective interactions following our public rewards, private consequences approach
- Adults will provide pupils with the opportunity to correct their behaviour using the language of choice.
- Adults will then follow  
reminder → warning → consequence - giving pupils time to take up time
- Adults will maintain the mantra "I am here to help you, I want you here, I want you to improve"
- Adults will follow up behaviour incidents with restorative conversations

- Adults will implement this behaviour policy consistently and fairly with all children
- Adults will create a positive and purposeful learning environment that promotes and supports positive behaviour
- Adults will explain, in child-friendly language, the consequences of their actions
- Adults will use their behaviour management tool kit to distract pupil, redirect them and suppress threat responses
- Adults will follow the Trumps Green mantra of 'what we permit we promote', always challenging behaviours that do not meet our behaviour expectations

Steps	Action
1. Redirection	<p><i>Give attention to best conduct - praise those doing well, linking to the proud promise</i></p> <p><i>Gentle encouragement, a 'nudge' in the right direction using proud promise terminology</i></p> <p><i>Use positive short sentences - "you need to..." followed with the teacher direction</i></p> <p><i>Non-verbal cues - visuals</i></p> <p><i>Acknowledgement</i></p> <p><i>Positive praise 'I like how you're about to .... Thank you for ...'</i></p> <p><i>Redirect (i.e. hand out books, take a note) Pause / silence</i></p>
2. Reminder	<p><i>A verbal or visual reminder of the appropriate proud promise.</i></p> <p><i>The adult makes the child aware of their behaviour and the learner has a choice to do the right thing.</i></p> <p><i>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</i></p>
3. Warning	<p><i>A clear verbal warning delivered privately and discretely wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Speaking assertively but not aggressively.</i></p>
4. Consequence	<p><i>See behaviour chart</i></p>

Adults will use the following strategies to calmly manage behaviour:

- Approach calmly with a low consistent voice
- Acknowledge any distress if necessary
- Ask what is happening
- Be clear about what you need to do
- Reassure that you are there to help them
- Demonstrate empathy
- Control your own emotions
- Be aware of your body language
- Ask for assistance from staff team if necessary

**We expect all parents to:**

- support staff to implement this positive behaviour policy

- provide their child with an opportunity to discuss their day so that any worries or concerns are recognised at an early stage
- speak to the class teacher if they feel their child's emotional wellbeing in or out of school is impacting on the child's behaviour
- model positive behaviours and build relationships with all members of the school community
- promote positive behaviour at home in order to have continuity between home/school
- ensure regular and punctual attendance at school
- actively encourage their child to be a positive member of the school.
- support the school by issuing appropriate consequences at home to reinforce Trumps Green's behaviour expectations

### **The role of pupils**

- To uphold the Trumps Green Proud Promises
- To create and follow a class charter each year
- To know what the consequence of not following the proud promises would be
- To uphold the Trumps Green values  
(See Annexe 2)

### **The role of governors**

The governing body supports the Headteacher in all attempts to establish positive behaviour. The governing body monitors the incidents of behaviour data (recorded on behaviour tracking or CPOMS).

We expect the governing body to:

- support the school in the implementation of the policy
- follow the advice in any related policies, including the Complaints Policy
- review the effectiveness of the policy

### **Promoting and Rewarding Good Behaviour**

Praise and positive encouragement are used to promote the expected behaviours. Children are given praise on an individual and group basis. In addition, rewards have a motivational role, helping children see that good behaviour is valued and celebrated.

We expect both rewards and consequences to be applied both fairly and consistently.

#### ***These include:***

- non-verbal (e.g. smiles, thumbs up, high fives) and verbal praise (e.g. well done for your proud walking)
- constructive feedback on learning
- Golden Time is given for good behaviour classes can earn 15 minutes each week where children may choose, as a class, an activity from this list - parachute games, sport, additional playtime, craft activity, sharing books, imagination playground, mindful colouring, yoga
- comments or 'smiley faces' in pupil work
- praise in front of peers
- sharing learning with Headteacher or subject leaders or office staff
- certificates or stickers which recognise positive contributions to the school community
- sharing examples of positive behaviour with parents
- celebration of behaviour in assemblies e.g. playground behaviour book

- STEP badges

### **Consequences**

Consequences are needed to register the disapproval of unacceptable behaviour and to maintain a calm and safe learning environment for all. Consequences are more likely to promote positive behaviour if pupils see them as fair.

Consequences must be reasonable, account must be taken of age, SEN or disability, or religious requirements affecting them. In all circumstances equal opportunities must be considered. It is important to note that Proud Promises do not change but the level of support pupils need to achieve these may differ. All children will be supported to understand all actions have consequences. Being 'fair' is not about everyone getting the same (**equality**) but about everyone getting what they need (**equity**). See Annexe 1 Consequence chart

The guidelines for staff implementing the school's Positive Behaviour Policy are to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- make clear what changes in behaviour are required to avoid future consequences
- avoid early escalation to severe consequences, reserving them for the most serious or persistent misbehaviour
- avoid consequences becoming cumulative and automatic (consequences should always take account of individual needs, age and understanding)
- avoid whole group consequences that punish the innocent as well as the guilty unless it is used to support school systems e.g. proud walking
- wherever possible, use consequences that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- use consequences to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use consequences to put right the harm cause
- never issue a consequence that is humiliating or degrading
- use consequence in a calm and controlled manner
- ensure that consequences are seen as consistent (pupils should know that a consequence, when mentioned, will be used)
- attempt to link the concept of consequence to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Always link the consequence to the rule being broken e.g. "At Trumps Green we promise to be safe. When you throw pencils, you are not being safe. If you chose to throw the pencil then you will miss 5 minutes of play."

Examples of consequences used in school may include:

- time out using a timer
- completing learning during playtime or lunchtime
- written task such as an account of behaviour
- school based community service - tidying classroom
- removal from the group

- withdrawal from a particular lesson or peer group
- withdrawal from a particular activity where it is deemed that the pupil or others may be at risk
- withdrawal of break or lunchtime privileges
- a fixed period of suspension
- permanent exclusion see Trumps Green Infant School Exclusions Policy

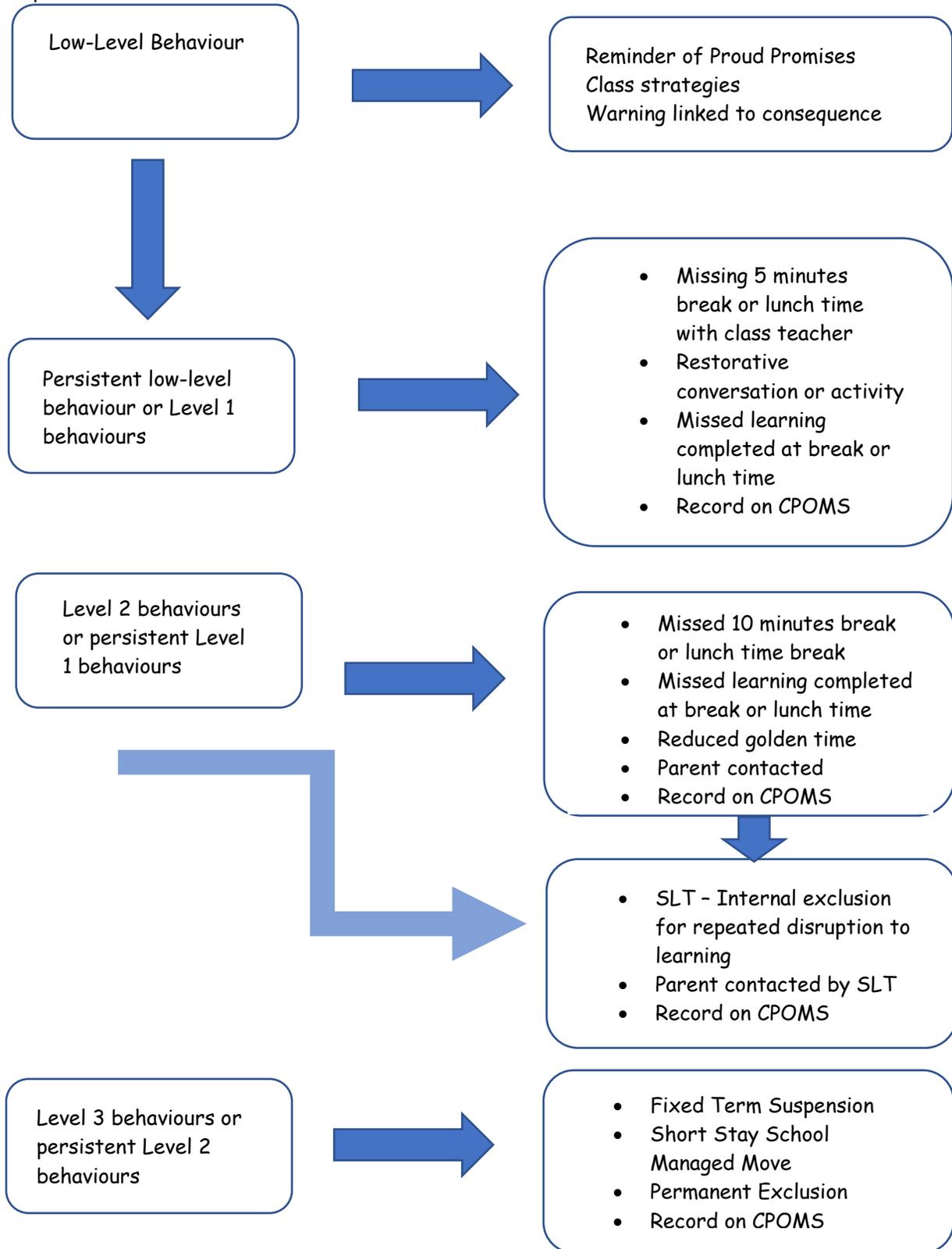
See behaviour chart below

Every behaviour issue is considered on a case by case basis and dealt with based upon the knowledge of pupil's individual circumstances and needs.

Following any sanction strategies should be considered to ensure children complete restorative activity.

These will include:

- discussion with the pupil explaining what they did wrong and the implication of their actions
- completion of restorative behaviour book See Annexe 3
- discussion about how they can do better in the future
- discussion about what will happen if their behaviour fails to improve
- phone call with parents
- assistance from the Virtual School Head for Looked After Children



### **Understanding behaviours**

After a consequence has been applied there needs to be consideration of the behaviour and understand why it may have happened and if any further action/support is needed and action this. This may take the form of restorative practice. At the Trumps Green we use restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Children are asked to reflect on their behaviour, the reasons behind, what they could do differently next time and any actions they can take to (see Annexe 3)

If unacceptable behaviours persist, Class teacher and SENCO to meet and discuss next steps to modify unacceptable behaviour (the SENCO will provide appropriate paperwork and monitor progress).

- If the behaviour continues to cause concern then a meeting with parents, class teacher and child will be arranged and an action plan will be discussed and put in place.
- A daily log will be kept and this information used to identify possible triggers and patterns.
- Behaviour systems for individual pupils are put in place following consultation with SENCO/parent/pupil and teacher from the class. An Individual Behaviour Programme and information from the One Page Profile may be set to modify the behaviour in consultation with all parties concerned
- Sessions of support (could be ELSA) are carefully planned for children who have Social, Mental and Emotional needs.
- A pupil may be referred for emotional support (either in school through a nurture programme such as ELSA or via outside agencies where needs are more significant)
- Where necessary, consultations with external agencies are made by the SENCO
- Any pupil with an Education Health and Care Plan for emotional difficulties will be supported as recommended using outside agencies advice and consideration of an early annual review if needed
- Sudden, unexplained changes in behaviour will be reported to the DSL via CPOMS

Within classrooms or with individual children we use The Zones of Regulation. At Trumps Green, we believe in children understanding their own emotions, in order to help them manage them. The Zones of Regulation are embedded within our environment and ethos, and we believe are essential to helping improve and understand behaviour.

### **De-escalation**

At all times staff will attempt to de-escalate incidents of misbehaviour.

Strategies used may include:

- using the language of the Zones Of Regulation to identify how we are feeling and implement calming strategies to support regulating behaviour
- planned ignoring - not giving attention to minor, harmless attention seeking behaviour, remembering to praise appropriate behaviour
- prompting - gentle reminders to a child of what they need to stop doing or to prepare for - verbal
- sensory input
- active listening - listen, explore and acknowledge a child's feelings through the use of reflective responses - feeling that someone cares can be enough for a child to stay in control

- backing away - not backing down: give the child time to calm down before you discuss the situation with them - alternatively, allow the child to back away through offering them a verbal or physical way out
- use of humour to diffuse the situation
- affection - helps head off behaviour motivated by fear, anxiety or uncertainty
- non-verbal intervention and use of visuals
- redirecting - try to refocus the child away from what they are doing now
- directive statement - clear instruction to the child to stop a certain behaviour or start something else

At all times staff will:

- Use a calm and quiet voices
- Consider their body language
- Be positive

### **Taking Account of pupil's individual needs**

At Trumps Green we will:

- avoid discrimination in the application of all policies
- monitor and assess the impact of the Positive Behaviour Policy on pupils, staff and parents/carers
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived pupils in understanding and following the Positive Behaviour Policy
- take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance
- ensure all pupils have access to the school uniform

In connection with dress codes and appearance, we will take appropriate account of the cultural and/or religious needs of all our pupils without gender bias or stereotyping. In drawing up or reviewing our policies we seek to respect the practices of all groups while ensuring the health and safety of all pupils, effective teaching and learning, the promotion of a strong, cohesive multicultural identity and harmony between our diverse groups and protected characteristics represented in the school.

### **SEND, Disadvantaged and Vulnerable Pupils**

Trumps Green's culture will consistently promote high standards of behaviour and provide the necessary support to ensure that all pupils can thrive both in and out of the classroom. Schools with good behaviour cultures will create calm environments that will benefit pupils with Special Educational Needs and Disabilities (SEND), enabling them to learn. We are an inclusive organisation and recognise that some behaviours are more likely be associated with particular types of SEND. Behaviour will often need to be considered in relation to pupil's SEND although it does not always follow that every incident of behaviour that does not meet our high standards will be connected with their SEND.

If a pupil with SEND does not meet our high behaviour standards and requires a consequence, Trumps Green will consider whether a pupil's SEND has contributed to the misbehaviour and if so

whether it is appropriate and lawful to sanction the pupil. We will take into consideration the Equalities Act 2010, school will consider if any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Where appropriate school will place pupils on individual behaviour plans in order to support their behaviour needs.

At Trumps Green we will:

- ensure each individual pupil's needs are taken into account and take a graduated approach in accordance with the SEND policy
- make reasonable adjustments in the application of our Positive Behaviour Policy to our pupils with disabilities
- agree behaviour plans to meet individual Social, Emotional or Mental Health needs
- be alert to the needs of our vulnerable pupils
- take into consideration the needs of our Looked After pupils
- identify our at-risk pupils in advance
- plan proactively how the school's disciplinary framework needs to be adjusted to meet individual needs
- ensure that all those in contact with the pupil know what has been agreed
- make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff
- ensure that all staff are aware of appropriate referral procedures

### **Managing High Challenge Behaviour**

Behaviour expectations are made clear at Trumps Green and appropriate intervention will be implemented to ensure these are met consistently. Should a child persistently break this code of behaviour, the following action will take place:

- Inappropriate behaviour will be dealt with, recorded and monitored on CPOMS
- The Headteacher and all other adults in school who are involved in the child's care will meet together and devise a specific, Individual Behaviour Plan.
- Parents will be kept fully informed and involved in this process.

### **Suspension/Permanent Exclusion - See Trumps Green Infant School Exclusions Policy**

A decision to suspend a child for a fixed term period or permanently exclude should be taken only:

- in response to serious breaches of the school's behaviour policy
- once a range of alternative strategies have been tried and deemed to be unsuccessful
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

Additional linked Policies:

**See Trumps Green Infant School Anti Bullying Policy**

**See Trumps Green Infant School Child on Child Abuse Policy**

**See Trumps Green Infant School Safeguarding Child Protection Policy**

### **Power to Enforce**

Under the DFE guidance of Behaviour in schools 2024 all Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Staff are allowed to:

- search pupils for prohibited items including those listed in the Searching, screening and confiscation 2022 and confiscate pupils' property
- use reasonable force or other physical contact
- discipline beyond the school gate
- work with other local agencies to assess the needs of pupils who display disruptive behaviour

All members of staff are responsible for promoting high standards of behaviour at all times. The Headteacher, or in their absence the Deputy Headteacher, has the responsibility for giving fixed-term suspensions to individual children for serious acts of mis-behaviour.

Induction for all staff includes training and discussions linked to the Safeguarding Child Protection Policy, Staff Behaviour Code of Conduct and the Anti-Bullying Policy. All staff receive regular training on behaviour.

### **Pupil behaviour that does not meet our high standards outside School**

Schools have a statutory power to regulate the behaviour of pupils when in charge of them off school premises. This includes activities arranged by the school, such as educational visits and sporting events. Staff will:

- maintain good order on transport, educational visits and sporting events
- ensure behaviour does not threaten the health or safety of pupils, staff or members of the public
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school

### **Use of Reasonable Force**

All staff have a duty of care and will use reasonable force to prevent a pupil:

- causing injury or damage to themselves, others or property
- prejudicing the maintenance of good order and discipline at the school

Refer to the Positive Touch Policy for guidance regarding Restrictive Physical Intervention.

### **Banned items**

Pupils may not bring anything into school that could be used as a weapon. Electronic items such as phones, I pads or any item capable of taking images are also not allowed. In line with this policy the school is able to confiscate any such item and return to the parents/carers personally at the end of the day.

### **Searching, screening and confiscation**

Staff should consider whether confiscation or any item is proportionate and consider any special circumstances relevant to the case.

**Monitoring, Evaluation and Review**

This policy should be seen in the context of our whole school policies including our range of safeguarding and equality policies.

Behaviour is monitored in line with the Strategic School Development Plan policy monitoring cycle. The Governing Body monitors behaviour within the school to evaluate its implementation and effectiveness. This policy will be reviewed by the Governing Body every year, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

**Equality Statement**

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Agreed by Staff	September 2025
Agreed by Governors	September 2025
Next Review Date	September 2026

Annexe 1 - Consequence chart

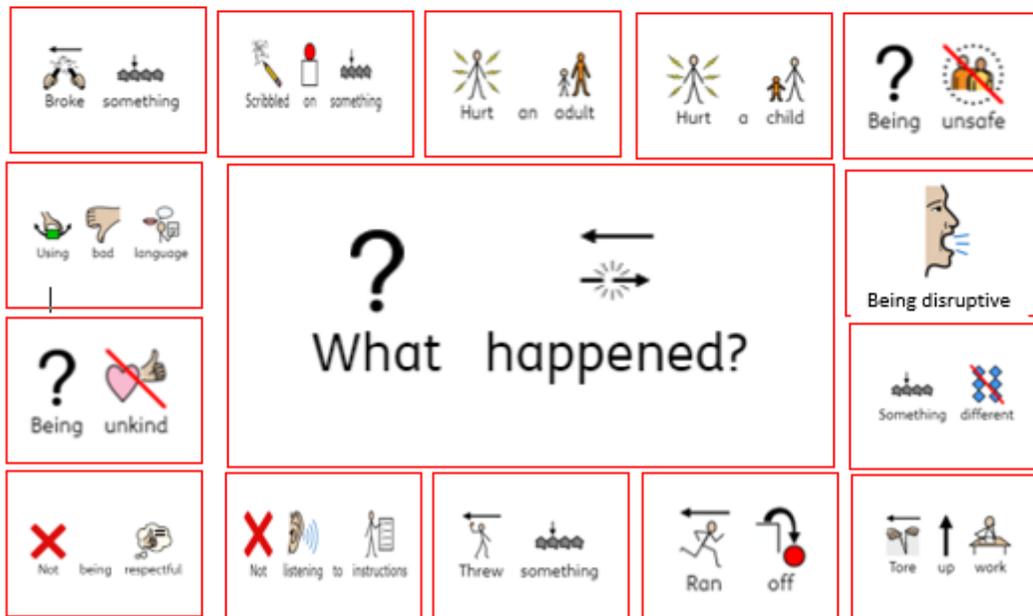
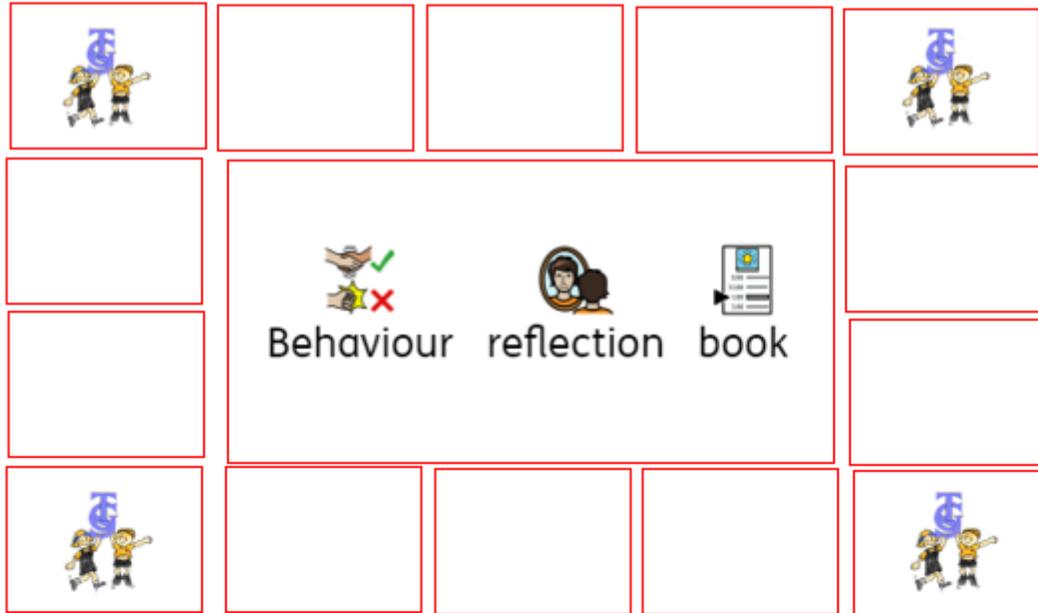
Low Level	Level 1 - record on CPOMS	Level 2 - record on CPOMS	Level 3 - record on CPOMS
<p>Making irritating noises                      Fidgeting and distracting others                      Poking and prodding                      Calling out                      Lack of effort during lessons                      Misuse of classroom equipment                      Shrugging at adults including playtimes                      Wandering around the classroom                      Defacing books or desks                      Talking over adults                      Throwing object instead of passing.                      Walking away from an adult when they are talking.                      Telling lies                      Playground low level behaviour.</p>	<p>Persistent low-level disruption                      Answering back or arguing with an adult                      Refusal to take part in learning                      Making fun of another child's work or efforts                      Refusal to follow adult instruction                      Throwing items deliberately                      Making insulting comments about another child or their family                      Running around inside school                      Running back to class                      Leaving the classroom without permission                      Rough play                      Rude responses to adults                      Misuse of toilet area                      Misuse of cloakroom area</p>	<p>Persistent level 1 behaviours including                      Refusal to accept level 1 consequences                      Unsafe behaviour - climbing, throwing, running with sticks etc.                      Destroying / damaging school property                      Stealing                      Spitting at / on someone                      Racist or homophobic language                      Threatening or intimidating behaviour, including online                      Physical - Pinching, pushing, kicking, hitting, slapping, hair pulling or other                      Verbal aggression                      Swearing                      Refusal to return to designated place of learning</p>	<p>Ongoing Level 1 behaviours. Persistent or Repeated Level 2 behaviours and incidents lasting more than 30mins                      Refusal to accept Level 2 consequences                      Proven Bullying (repeated and persistent) - Possession of offensive weapons items or confiscatable items                      Use of personal mobile phone or other devices to record, photograph or film in school                      Leaving school grounds                      Physical violent behaviour (fights or attacks on children or adults) causing harm to others.                      Refusing to go to the Headteacher or designated person                      Swearing at an adult                      Persistent defiance</p>
Consequence - Class teacher	Consequence - Class Teacher	Consequence - Class Teacher	Consequence - SLT
<p>Reminder                      Use of class room strategies                      Redirection                      Verbal and non-verbal cues                      Warning</p>	<p>Missing 5 minutes of break / lunch                      Restorative conversation or activity                      Missed work                      completed at break / lunch /</p>	<p>Missed 10 minutes break or lunch time                      break                      Missed learning completed at break or lunch time                      Reduced golden time                      Parent contacted by class                      Internal exclusion with SLT                      Parent informed by class teacher face to face where possible or by phone at end of day</p>	<p>Parents called by SLT                      Fixed Term Suspension                      Short Stay School Managed Move                      Permanent Exclusion</p>

At Trumps Green we are always **SAFE, READY, KIND** and **RESPECTFUL** this is our vision of high standards of behaviour

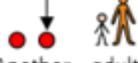
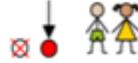
IN THE CLASSROOM		
	CHILDREN WILL	ADULTS WILL
To show we are <b>READY</b>	Enter the classroom quietly. Listen to instructions. Look at the adult. Sit in our seats/ carpet. Sit up straight. Keep our hands still. Be quiet. Keep our tables tidy. Have all the equipment we need for a task. Line up quietly in our line order.	Be punctual. Plan and prepare for all lessons well in advance. Prepare for any changes. Have morning tasks set up. Have visual timetable displayed. Have any individual timetables, task boards, reward charts, resources, visuals set up. Maintain a neat and tidy teacher's work space.
To show we are <b>SAFE</b>	Follow ALL adult instructions at ALL times. Stay in the classroom. Stay in our seats. Keep four chair legs on the floor/ sit still on the carpet. Tuck our chairs in. Keep equipment on our desks. Pick up things that have fallen.	Use consistent classroom management systems. Use our stop mantras Wait for quiet. Set clear boundaries. Remind children of expectations of classroom behaviour. Give clear, concise instructions.
To show we are <b>KIND</b> and <b>RESPECTFUL</b>	Follow ALL adult instructions at ALL times. Show that we are listening. Face the speaker. Take turns when speaking (no shouting out). Stop when we are told to. Put our hand up if we have something to say. Wait our turn. Listen to others. Look after school equipment. Put things back where they belong. Keep our classroom tidy. Have kind hands. Share equipment and resources when we need to.	Plan for the needs of all pupils. Meet and greet children on arrival. Build relationships and connections. Use calm voices. Include all children. Listen to children. Use the Zones of Regulation board to check the mood of class and adapt approaches as necessary. Use the language of Zones. Model use of resources and equipment. Praise in abundance.

INSIDE THE BUILDING		
	CHILDREN WILL	ADULTS WILL
To show we are <b>READY</b>	Look smart in our uniform Use our proud walking at all times Line up quietly	<i>Look smart and professional.</i> Use our proud walking at all times <i>Welcome our class.</i> <i>Insist on the small things - proud walking, lining up quietly, good manners</i>
To show we are <b>SAFE</b>	ALWAYS walk. Walk on the left. Open and close doors carefully. Listen to all adults. Stay inside the school building.	Model walking and keeping to the left. Give reminders. Keep mobile phones, turned off and put away. Use lidded cups for hot drinks. Ask for assistance if needed. Be "on duty" all of the time. Question anyone not wearing lanyards.
To show we are <b>KIND</b> and <b>RESPECTFUL</b>	Hold doors open for others. Say "excuse me" if we need to pass. Let others pass. Wait quietly in lines. Use quiet voices. Remember others are learning. Be polite, use good manners. (Please, thank-you, good morning/afternoon, excuse me, sorry, can I help?)	Demonstrate calm, consistent adult behaviour/voice. Be mindful of visitors in the building. Talk about children with colleagues professionally and in private. Welcome all visitors. Be considerate of other's time. Knock and wait if office doors are closed. Put all equipment and resources back neatly Leave rooms as you found them

IN THE DINING ROOM		
	CHILDREN WILL	ADULTS WILL
To show we are <b>READY</b>	Come into the hall quietly. Line up sensibly to collect our cutlery Sit down quickly and quietly. Stay seated Use quiet voices	Help when asked Remind children of expectations
To show we are <b>SAFE</b>	Walk at all times. Stay seated. Use quite voices. Tell an adult about any spillages. Carry plates and cutlery carefully. Think about what we are doing. Be mindful of those around us. Only eat our own food.	Use clapping hands to gain attention Remind all of the rules Monitor noise levels Be aware of any spillages and clean up quickly
To show we are <b>KIND</b> and <b>RESPECTFUL</b>	Put up our hands when we need something Chat only to others on the same table. Follow adult instructions. Use our cutlery properly. Say please and thank-you. Clear away plates, and cutlery. Leave the hall quietly and sensibly	<i>Arrive for lunch on time.</i> <i>Model good manners.</i> <i>Praise appropriate behaviour.</i>



 Worried	 Fidgety	 Confused	 Angry	 Sad
 Lonely	   What were you thinking or feeling?			 Silly
 Furious				 embarrassed
 Bored	 Nervous	 Scared	 Annoyed	 Something different

 Me	 A friend	 A teacher	 My class	 My Mum
 Another adult	   Who has been affected?			 Other children
 Everyone				 My brother or sister
 Animals	 People in the community	 My family	 My Dad	 Someone else

 Make a card	 Write a letter	 Talk to someone	 Say sorry	 Fix something
 Hug	   What needs to happen to put things right?			 Tidy up
 Finish my work				 Clean something
 Practice	 Make a plan	 Make a change	 Have thinking time	 Something different

 Sad	 Sorry	 Guilty	 Annoyed	 embarrassed
 Better	    How do you feel now?			 Nervous
 Calm				 Tired
 Unsure	 Hungry	 Worried	 Okay	 Something different

 Move away	 Ask for a break	 Go to my calm space	 Ask for help	 Get a fiddle aid
 Remember my proud promises	   Next time I will			 Count to 10
 Listen carefully				 Be respectful
 Take deep breaths	 Make a good choice	 Play with someone else	 Tell someone how I feel	 Something different