



Truro and Penwith
Academy Trust



Kennall Vale Primary School

Behaviour Policy Supporting Handbook

(Primary phase policy using relational foundations
to support behaviour)



The relational policy handbook is designed to be a supportive guide to this policy which provide support and guidance to the background techniques and neuroscience behind the policy document.

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Vital Relational Functions (VRFs)

Vital Relational Functions (VRFs) describe the core relational skills and responses that underpin a child's emotional, social, and neurological development. They are drawn from the work of **Margot Sunderland, Heinz Kohut, and Daniel Stern**, whose research highlights the fundamental role of secure relationships in human growth and learning.

Key Vital Relational Functions (The relational tools we use every day to build safety, trust, and resilience)

Attune	Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
Validate	Acknowledging and naming feelings, teaching children that emotions are real, acceptable, and manageable.
Contain	Staying calm and steady when children are overwhelmed, holding their emotions safely until they can regulate. Offering their feelings back to them, named and in small pieces.
Regulate	Co-regulating with children to help them return to balance and gradually build self-regulation skills. Communicating the capacity to regulate emotional states by modelling how to do it.
Soothing and Comforting	Offering warmth, reassurance, and care that reduce stress and activate feelings of safety.
Playful Interaction	Using humour, joy, and shared positive experiences to strengthen connection and reduce tension.
Guidance and Modelling	Providing consistent relational boundaries and modelling positive, constructive responses.

Why VRFs Matter

- They create a relational climate where children feel secure, valued, and ready to learn.
- They help build secure attachments and resilience, reducing the impact of stress and trauma.
- They support the development of neurological pathways essential for emotional regulation, empathy, and social understanding.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

We recognise that **VRFs are not “extras” but essentials** in daily practice. Through conscious use of these relational skills, staff provide pupils with the secure base they need to thrive academically, socially, and emotionally.

Regulate Relate Reason (The three R's)

The *Regulate, Relate, Reason* approach, developed by **Bruce Perry** through the *Neurosequential Model of Therapeutics*, provides a clear sequence for supporting children when they experience emotional distress or dysregulation. It recognises that children cannot think or learn effectively when their nervous system is overwhelmed.

The Sequence we follow when a child is distressed or dysregulated.

Regulate

- The first priority is to help the child regain a sense of calm and safety.
- Strategies may include a calm tone of voice, co-regulated breathing, sensory activities, movement, or quiet presence.

Aim: settle the child's nervous system so they feel physically and emotionally safe.

Relate

- Once calmer, the adult reconnects through empathy, attunement and warmth.
- This stage shows the child they are understood and not alone in their experience.

Aim: rebuild trust and strengthen the relational bond.

Reason

- Only when the child is regulated and reconnected can problem-solving and reflection take place.
- At this stage, the adult and child explore what happened, consider the impact, and agree constructive next steps.

Aim: promote insight, responsibility, and learning in a safe relational context.

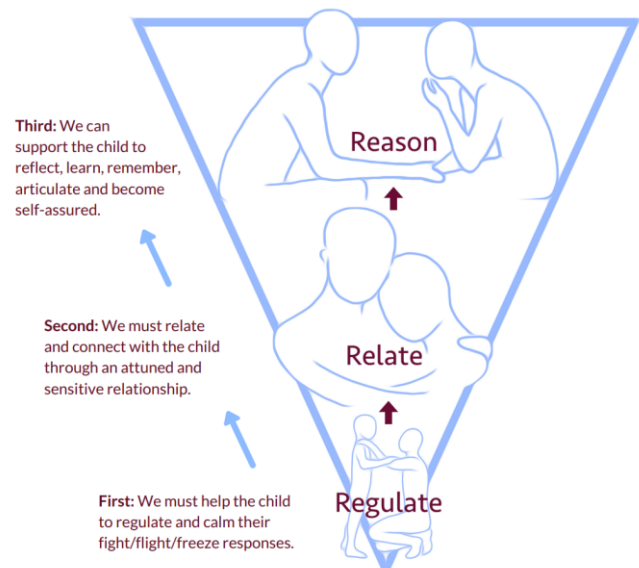
Why It Matters

- Aligns support with the child's neurological state: survival → emotional → thinking.
- Prevents escalation by avoiding reasoning before the child is ready.
- Builds long-term skills in self-regulation, resilience, and reflective problem-solving.

School staff follow *Regulate, Relate, Reason* to ensure that children receive responses that are both emotionally attuned and developmentally appropriate. This sequence supports not only immediate de-escalation but also long-term relational growth.

Regulate, Relate, Reason provides the sequence we follow when a child is distressed or dysregulated.

Together, the three Rs and VRF's ensure that staff responses are both emotionally attuned and developmentally appropriate, supporting immediate regulation and long-term wellbeing.



Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Real examples of PACE in action:

Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation.

'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you – I don't really like writing.'

Acceptance – the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

'I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity– Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy – Show that you understand that how difficult they are finding things.

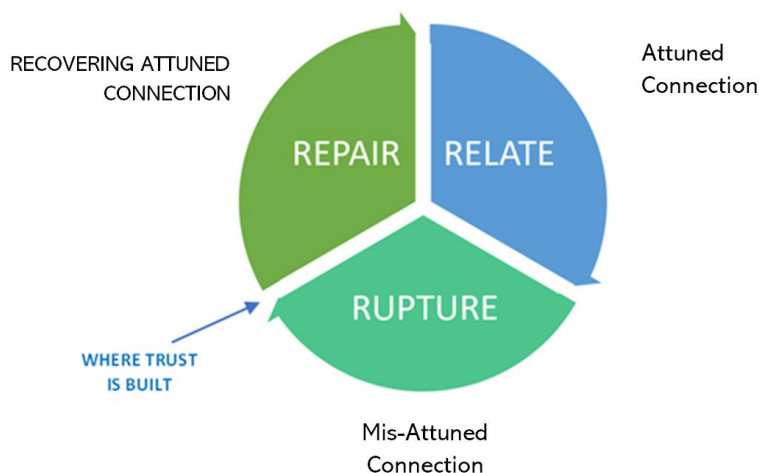
'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

For more information about the PACE approach please refer to literature by Dan Hughes.

[pace-model-dan-hughes-with-sarajayne-bowater.pdf](#)

Rupture Repair Cycle: Dr Suzanne Zeedyk

We recognise that all relationships experience moments of difficulty or “rupture”, often during times of heightened emotion or conflict. What matters most is the process of repair. When adults calmly and consistently revisit the incident, acknowledge what happened, and guide pupils through reflection and restorative conversation, trust is rebuilt and relationships are strengthened. This cycle teaches pupils that mistakes can be mended, behaviour learning can take place, and that school remains a safe and supportive place.



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.	The ‘rupture’ phase refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle, and the attuned relationship can re-establish.

Meet & Greet and End & Send

We recognise that the first and last moments of the school day and each lesson are powerful opportunities to build connection, promote safety, and set the tone for learning. We therefore embed Meet and Greet, End and Send as daily relational practices.

Meet and Greet

- Every child is welcomed at the classroom door at the start of the day and after each break or lunchtime.
- The greeting is warm, personal, and consistent, using names, eye contact, and open body language.
- This ritual communicates belonging and recognition, signalling to pupils that they are seen, valued, and safe.

The science:

- Polyvagal Theory (Stephen Porges): children unconsciously scan adult faces and voices for signs of safety ("neuroception"). A warm smile, prosody in voice, and open body language activate the social engagement system, releasing oxytocin and calming the nervous system.
- Transactional Analysis (Eric Berne): being recognised meets a core human "Being" need. Daily greetings meet this need, reinforcing attachment and trust.

End and Send

- Lessons and school days are concluded with a positive farewell and acknowledgement of effort, kindness, or achievement.
- Pupils leave knowing that their contributions are valued and that the next step is anticipated positively.
- This creates a sense of closure, reduces transition stress, and ensures children leave feeling successful and connected.

The science:

- Predictable, positive endings build a sense of safety and belonging (Attachment Theory).
- Recognition at the close of a lesson reinforces positive identity and strengthens relationships.

Impact

Together, Meet and Greet and End and Send:

- Establish calm, positive tone at the start and end of learning.
- Build strong, trusting relationships through consistent recognition.
- Reduce anxiety and transition-related behaviours.
- Contribute to a school culture where every child feels seen, safe, and ready to learn.

Recognition Boards

Extract from *When the Adults Change Everything Changes*

(Written by Paul Dix)

A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help but routinely advertising the behaviour that you do want does.

Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.



When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.

The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.



Lead by Example 'Sweep the Sheds'

An extract from the book LEGACY written by James Kerr.

'What the All Blacks can teach us about the culture of life'

Sweep the Sheds

'Never be too big to do the small things that need to be done'



This is when something happens that you might not expect. Two of the senior players - one an international player of the year, twice - each pick up a long-handled broom and begin to sweep the sheds. They brushed the mud and the gauze into small piles in the corner.

*While the country is still watching replays and schoolkids lie in bed dreaming of All Blacks' glory, the All Blacks themselves are tidying up after themselves. **Sweeping the sheds. Doing it properly. So no one else has to.***

It's an 'example of personal discipline says Andrew Mehrtens, former All Blacks flyhalf... and the second highest All Blacks points scorer of all time.

'It's not expecting somebody else to do your job for you. It teaches you not to expect things to be handed to you.'

Sweep the sheds

*The great sports coaches of the past such as John Wooden and Vince Lombardi put humility at the core of their teaching. The All Blacks place a similar emphasis on their fundamental and foundational values, going so far as to select on character over talent. The players are told never to get too big to do the small things that need to be done. 'Exceptional results demand exceptional circumstances' says Wayne Smith. These conditions help shape the culture and therefore the ethos - the character of the team. **Humility begins at the level of interpersonal communication, enabling an interrogative, highly facilitated learning environment in which no one has all the answers. Each individual is invited to contribute solutions to the challenges being posed. This is a key component of building sustainable competitive advantage through cultural cohesion. It leads to innovation, increased self-knowledge, and greater character.***

Calm Boxes – Supporting regulation through science and practice

What Are Calm Boxes?

Calm Boxes are a collection of sensory and regulatory resources designed to help children who experience dysregulation and have underdeveloped stress management systems. These tools provide immediate physiological support, enabling children to regain a sense of safety and control.

Why Are Calm Boxes Important?

When a child becomes dysregulated, their stress response system is activated (the thinking part of the brain deactivates) often overwhelming the brain's ability to process information rationally. Calm Boxes help by:

- Reducing physiological arousal through sensory input (e.g., tactile, visual, auditory stimuli).
- **Activating the parasympathetic nervous system, which promotes calm and recovery.**
- Creating opportunities for repeated regulation experiences, which strengthen neural pathways over time.

When a child becomes dysregulated we:

1. **Regulate:** Offer presence, reduce triggers, guide breathing or rhythmic sensory activity to calm flight, flight, freeze responses.
2. **Relate:** Connect through relationships and validate feelings; use warm, limited language; maintain safety cues.
3. **Reason:** When calm returns, we revisit and repair, we agree next steps and support reflection that promotes learning and reinforces helpful strategies for regulation.

The Science Behind Calm Boxes

- Brain Integration: Dysregulation often disconnects the left (logical) and right (emotional) hemispheres of the brain. Calm Box activities help reconnect these systems, enabling the child to move from a reactive state to a reflective state.
- Neuroplasticity: Every time a child successfully regulates with adult support and sensory tools, new neural pathways are formed. Research suggests that approximately 500 repetitions are needed to embed these pathways for long-term resilience.

Impact on Learning and Wellbeing

- Improved emotional stability and readiness to learn.
- Reduced frequency and intensity of behavioural incidents.
- Strengthened relationships between adults and children through consistent, supportive responses.

How to Use Calm Boxes Effectively

- Every classroom and other relevant school space maintains a Calm Box with effective age-appropriate resources (see examples below).
- Identify a safe, predictable space in each classroom for 'Time In' regulation for example a separate table with a single chair
- Introduce Calm Boxes proactively, not just during crisis moments with adults providing co-regulation, modelling calm and safety.
- Pair use with adult presence and relational support—the box is a tool, not a substitute for connection.
- Encourage reflection after regulation: "What helped you feel calm?" to build metacognitive awareness.

Calm Box Resource Options

Here are suggestions of possible sensory and regulatory resources suitable for calm boxes, all provide immediate physiological support and enable children to regain a sense of safety and control.



[Wacky
Tracks
Fidget](#)



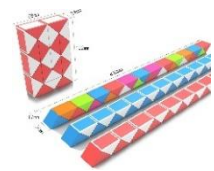
[Shell](#)



[Pop Fidget](#)



[Liquid
Sensory
Timer](#)



[Rubik's Snake](#)



[Fidget
Cube](#)



[Lavender
Sachet](#)



[Fuzzee
Ball](#)



[Bike Chain
Fidget](#)



[Mental Health
Cards](#)

NB: Not all
cards are
appropriate



[Fabric
Swatches](#)



[Therapy
Putty](#)



[Pebbles](#)



Learning Environments – Communication Friendly Spaces Approach (CFSA)

What is the Communication Friendly Spaces Approach (CFSA)?

The Communication Friendly Spaces Approach (CFSA), developed by Elizabeth Jarman, is an evidence-informed framework that focuses on how *physical environments* can be designed to support communication, wellbeing and learning. It emphasises:

- calm, clutter-free spaces that reduce cognitive load
- soft, natural colours and materials to create emotional safety
- quiet, enclosed areas that promote regulation and confident communication
- intentional layout and zoning that supports independence
- sensory-friendly design for pupils with diverse needs
- the environment as a “silent teacher”, shaping behaviour and interaction



Ensuring that every school is a relational, calm, communication-friendly learning environment is vital to supporting pupil wellbeing, emotional regulation, engagement and learning. Drawing on Elizabeth Jarman's CFSA and research from environmental psychology and neuroscience, the following principles outline how school leaders can intentionally shape spaces that reduce cognitive load, strengthen relationships and promote communication.

=Key Principles for Creating Relational, Communication-Friendly Spaces

1. Calm, Ordered and Low-Stimulation Spaces

- Keep classrooms and shared areas clear and uncluttered.
- Use soft, neutral colours and consistent tones across the school (white).
- Avoid visual overload—limit posters and bright displays.
- Maximise natural light and avoid harsh or flickering lighting.
- Offer sensory tools and minimise overstimulation for pupils with diverse needs.



Why? Low-stimulation spaces reduce stress, improve attention, and support executive functioning.

2. Purposeful Displays and Sensory-Friendly Design

- Displays should celebrate learning and belonging, not competition.
- Use walls intentionally—enough to support learning without creating visual noise.
- Incorporate natural materials (plants, wood, soft fabrics - hessian) for warmth and emotional safety.
- Curate colours and visuals carefully to avoid overload.
- Include pupils' work and learning process images to build pride and meaning.

Why? Calm, curated visuals improve communication and reduce anxiety, especially for pupils with sensory processing differences.

3. Safe Spaces, Flow and Accessibility

- Provide a non-punitive safe space in every classroom for calm and co-regulation.
- Plan clear pathways and logical zones for movement, quiet work, and collaboration.
- Use visual cues and signage to support independence and transitions.
- Consider sensory, physical, and communication needs in every layout decision.
- Consistent furniture wherever possible.

Why? Predictable layouts and safe spaces help pupils regulate, reduce anxiety, and build confidence.

Embedding CFSA Principles in Practice

- Think of the environment as a “silent teacher”—simplicity supports communication.
- Spaces must feel safe before they can feel stimulating.
- Comfort and relational cues encourage confident interaction.

Practical Steps for Leaders and Staff

- Walk learning environments regularly to check tone, layout, and presentation.
- Provide resources—furniture, soft furnishings, sensory-friendly materials.
- Train staff in CFSA principles and the science behind low-stimulation spaces.
- Model relational decision-making in how spaces and routines are organised.

A relational environment is not about aesthetics—it's about strategy, science, and safeguarding. Every choice communicates:

- ✓ ***You belong here.***
- ✓ ***You are safe here.***
- ✓ ***You can learn here.***

By following these principles, schools create spaces that nurture wellbeing, communication, and academic success for every pupil.

Five to Thrive

Source: *Five to thrive / Barnardo's Family Space* (barnardos.org.uk)

A child's brain is amazing!

Research shows that a positive relationship between you and a child supports their healthy brain development through all the different stages of their childhood.



Understanding brain development can be difficult; there is a great deal of complex evidence and research about healthy brain development. Five to Thrive works to unpick this and provides practitioners with evidence-based research and effective strategies for supporting a child's healthy development.



Five to Thrive approach

This is based on a set of five key activities that are the building blocks of healthy communication and brain development: Respond, Cuddle, Relax, Play, Talk

The Five to Thrive 5 key activities are:

Respond – Responding and assessing needs.

Cuddle / Engage – Connecting and engaging.

Relax – Self-regulating stress.

Play – Being playful/ activating the right side of the brain.

Talk – Creating a narrative/ activating the left side of the brain.

For young people and adults, the “Cuddle” activity becomes “Engage”.

The Five to Thrive activities build baby and toddler brains AND maintain healthy brains for:

- Pre-school children.
- School age children.
- Young people
- Adults

The Five to Thrive activities are important at all ages and stages of your child's life.

The science and research behind safe physical contact

Research shows clearly that healthy pro-social brain development requires access to safe physical contact as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe physical contact and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

Safe physical contact used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self —soothing neuronal pathways unless and until this safe emotional regulation has been experienced. Where children have had insufficient experience of safe physical contact and calming regulation, this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms.

Safe physical contact can be a critical means through which a child's emotions can be regulated, but it is a strategy that staff will use only under supervision and in line with policy and practice. Other means of calming, soothing and containing children's strong emotions can include:

- Slowing one's pace
- Prosody of voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc.) and then regulating it down
- Talking slowly firmly and quietly in an unhurried unflustered way
- Providing clear predictable consistently held boundaries

The developmentally appropriate (and therapeutic) use of safe physical contact is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and / or out of control. Not to reach out to the child in such circumstances could be re-traumatising and neurobiologically damaging, confirming or inviting anti-social behaviour patterns. Abstinence in the face of intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Moreover, safe physical intervention is appropriate if a child is;

- hurting himself/herself or others, (or is likely to hurt himself/herself and/or others) or
- damaging property, and/or
- Incensed and out of control, so that all verbal attempts to engage him/her have failed.

Such necessary interventions are fully in line with guidelines set out in the Department for Education [Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England](#) (DfE April 2024).

Further Key references

Bowlby, J. (1969) – *Attachment and Loss: Vol. 1*

Secure attachment provides a "safe base" for exploration; physical closeness and comfort are essential for emotional security.

Gerhardt, S. (2015) – *Why Love Matters*

Early nurturing experiences, including soothing touch, shape the brain's capacity for emotional regulation and resilience.

Field, T. (2014) – *Touch*

Touch reduces cortisol, lowers heart rate, and promotes calm—critical for stress regulation and social bonding. Touch is the first sense to develop and the last to fade; it remains the central means for soothing and communicating safety.

Uvnäs-Moberg, K. et al. (2015) – *The Oxytocin Factor*

Oxytocin released through warm, supportive touch lowers cortisol and creates a sense of trust and relaxation."

Porges, S. (2011) – *The Polyvagal Theory*

Gentle, safe contact activates the parasympathetic system via the vagus nerve, supporting calm and social engagement.

Cozolino, L. (2014) – *The Neuroscience of Human Relationships*

Interpersonal connection, including physical touch, strengthens neural networks for attachment and emotional regulation.

Perry, B. & Szalavitz, M. (2017) – *The Boy Who Was Raised as a Dog.*

Shows how relational and sensory experiences, including safe touch, support healing from trauma.

Trevarthen, C. (2005) – *Stepping Away from the Mirror.*

Discusses intersubjectivity and the role of touch in early social and emotional development.

DfE (2013) Use of reasonable force in schools – “There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.”

Behaviour reporting on CPOMS

CPOMS is the secure way we record both safeguarding concerns and behaviour incidents, including bullying and discrimination creating a chronological record of any behaviour incidents along with any actions taken. By recording on CPOMS patterns of behaviour can be monitored by leaders and clear record keeping maintained.

CPOMS entries must be factual and written for a professional audience. Please remember CPOMS entries can be requested within a Subject Access Request and provided as part of formal processes (PEX, tribunals, legal cases).

The following list should be used to frame a CPOMS entry:

- Time, location and any other important ‘scene setting’ information.
- What happened? What did those children involved do?
- What did you do in response?
- What happened as a result of your intervention?
- Details of post incident action / repair.
- Impact on others: quotes from other children
- Views of the child themselves – quote the child. This may indicate whether or not there was any ‘intention’.
- Adults can validate how an incident made *them* feel, this is their opinion, their feeling.
- Judgements about a child’s mental health state should be avoided, adults might say what they ‘perceived’ it to be or it ‘was my opinion that’ though only if relevant.
- Words which imply a diagnosis should be avoided (replace anxiety with worry)

It is also important to include any outcomes and any decision making around any incident so that a transparent record is kept and decisions are defensible.

Relational Policy Steps: One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respect, Safe** must be displayed in each learning space and referred to in conversations around behaviour.

Consistencies:

- Build relationships using **VRFs, PACE, Meet and Greet, End and Send** at the door and **check ins**.
- Refer to **Think Respect, Safe** as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms.

- Recognise **behaviour is a form of communication**.
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning** (behaviours for learning).
- Seek both **resolution and learning** when dealing with incidents. **Follow** up every time, **retain ownership** and engage in **restorative dialogue** with children to repair the rupture.
- **Always** remind children about the expectations.

	STEP	ACTION
Behaviour Steps ↑	5. TIME IN WELLBEING BASE (RECORDED ON ARBOR, PARENTS / CARERS INFORMED)	At this step the child will be referred to the wellbeing base outside the classroom. This can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Step 5 always concludes in repair with the adult where (or with whom) the rupture occurred.
	4. TIME IN WELLBEING SPACE (RECORDED ON ARBOR, PARENTS / CARERS INFORMED)	At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.
	3. FINAL REMINDER	A clear conversation and ' final reminder ' delivered privately to the child using the 30 second script to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP). Being aware of individual children's needs.
	2. REMINDER	Reminder of expectations 'Think, Respect, Safe' . Repeat reminder if necessary but usually no more than two.
	1. RELATE	Consistent high-quality teaching. Praise, read the room and redirect using PACE, VRFs and small acts of kindness.

Important Health, Safety and Welfare Considerations

Practices, linked to 3 Think, Respect Safe and adhered to on the grounds of health, safety and welfare.

Safe	Food and Drink Children may bring fruit or a healthy snack from home to eat at morning play. Other than fruit, or similar healthy snack and packed lunch, no food of any kind should be brought into school (unless on medical grounds) including sweets, cake for birthdays, biscuits and drinks unless permission from the headteacher is received. Children have regular access to water both indoor and outdoor. This is protective measure to protect children and staff with allergies.
Safe	Jewellery Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard/drawer for the duration of the lesson. This is a protective measure; rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.
Be ready	Am I wearing the correct PE Kit Appropriate clothing must be worn for all PE activity. Long hair must be tied back. Children should wear a white T shirt, black shorts or leggings, pumps (indoor) and trainers (outdoor) for every P.E. lesson. Hoodies may be worn for PE. This is a protective measure; it is dangerous to use apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers can result in trampled toes and damaged nails.
Be ready	Am I wearing the correct School Uniform Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.
Respect	Personal Property The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Positive Report Card (PRC)

Behaviour Policy: Positive Report Card (Target Setting)

Name:			Start Date:		
Target Aim 30 (Max)		Number Achieved		Target Met?	
Staff Mentor:					

Target:

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
(2) Playtime					
3					
(4) Lunchtime					
5					
6					

2. Cease PRC support

Child

Pupil View	Views of others
What am I doing well?	What do others think I am doing well?
What could I improve further?	What do others think I could improve further?

What could help me?	What do others think they could do to help me?
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Relational Support Plan (RSP)

PUPIL NAME: GROUP:		CLASS:	YEAR
Date of birth:	Medical conditions/needs:		
Date plan starts:	Staff working with the pupil:		
Date of next review:			
Skills and Talents:	Achievements:		
Likes:	Dislikes:		
Challenging behaviour (incidents triggering RSP) ○ What does it look like? ○ What are the triggers (if known)?	Targets What are we working towards? How do we get there?		
Aim of RSP ○	Summary of Recent Intervention and Support ○		

PUPIL NAME: GROUP:	CLASS:	YEAR
Support strategies (use prior knowledge) How do we diffuse the situation? Include: ○ What to do and what not to do ○ Phrases to use ○ Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident (use prior knowledge) How do we support 'Repair'?	

School View	Pupil View
Parent View	Other

Agreement: Parent name Parent signature Date	Staff name Staff signature Date
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RSP evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.
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Relational Support Plan (RSP) Interim Meeting

PUPIL NAME: GROUP:	CLASS:	YEAR
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Date of interim meeting:
Attendees:
Apologies:

Summary of discussion:
Progress towards targets and review of pastoral support:
Agree new targets and wellbeing support:

