

ST ANNE'S INFANTS' SCHOOL
POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY



AIMS, BELIEFS AND EXPECTATIONS

This policy is intended to ensure **shared understanding and consistency of practice across the school** in relation to supporting children in developing the skills and knowledge necessary to make positive and appropriate behaviour choices which assist them and others in forming positive relationships and learning effectively.

This policy should enhance learning by

- clarifying the school's aims and expectations with regard to promoting and establishing positive relationships
- ensuring all stakeholders understand the way in which the school seeks to create a nurturing environment for children to learn in, where staff interact positively with children, respecting their rights
- ensuring appropriate provision and inclusion within school for those children who require support to 'Be Ready' for learning and / or developing appropriate emotional and social responses
- clarifying how staff, families and external agencies can work inclusively and collaboratively to enable positive relationships to be built between all stakeholders

Beliefs and Attitudes

At St Anne's Infants' School, we recognise our role in enabling children to become responsible, respectful and empowered members of their community. We strive to enable children to 'Reach for the Stars' by creating a safe, nurturing environment in which they can develop resilience, self-esteem and self-belief. In doing so, we aim for our children to maximise their learning opportunities, be well-prepared for the next stage of their lives and make a positive contribution to society.

The staff at St Anne's Infants' School believe:

- every child has the right to feel valued and respected
- it is everyone's right to feel safe and secure within school
- behaviour is communication and is often a person's response to their emotional being
- children respond well to positive reinforcement
- children learn best in an ordered environment where boundaries are clear and consistent
- everyone needs help to manage emotions and behaviour at some point
- where behaviour requires support, a range of strategies to assist children in regulating, and responding appropriately and safely should be drawn upon
- in the importance of reflection to continually improve practice in the best interests of every child

Expectations

We expect children, staff, governors, volunteers and visitors to behave in a safe, positive and respectful manner in line with our Equalities and Safeguarding Policies. Any incident that arises will be responded to swiftly according to school procedures.

ROLES AND RESPONSIBILITIES

Governors

- support the Headteacher in setting down guidelines of the standards of behaviour within the school
- monitor the effectiveness of the school policy and review the need for its development
- advise the Headteacher about particular matters regarding behaviour e.g. suspension

Headteacher

- issues fixed-term suspensions for serious / repeated incidences of unacceptable behaviour or very serious acts of unacceptable behaviour
- may permanently exclude a child if it is deemed to be in the child's best interests (see Exclusions)

Headteacher or, by agreement, Deputy Headteacher

- supports staff by implementing the policy consistently throughout the school and setting the standards of behaviour
- reports to governors at regular intervals on the effectiveness of the policy
- ensures the health, safety and welfare of all children and adults in the school
- maintains a record of all reported serious incidences of unacceptable behaviour

All staff

- work together to create a positive learning environment where children can flourish
- will interact positively with children both verbally and non-verbally, including tone of voice
- have consistently high expectations of the children's interactions and relationships with others, explicitly teaching and reinforcing what this looks like in practice
- have consistently high expectations of the children's behaviour around school, explicitly teaching and reinforcing what this looks like in practice
- encourage positive behaviour in all aspects of the school and promote self-esteem in each child
- model respect and consideration to all individuals, regardless of their culture, beliefs or additional needs
- are proactive in noticing children displaying positive behaviour and explicit when praising them
- will not tolerate bullying of any kind, including child on child abuse. See the school's anti-bullying policy for further information

All staff working directly with children

- respond to behaviour choices consistently using the school's behaviour strategy (see below)
- support children in overcoming difficulties with friends by using conflict-resolution strategies (see Appendix B)
- use Zones of Regulation language to support children in identifying emotions and regulating (<https://www.stannesinfants.co.uk/zones-of-regulation/>)
- record / log behaviour incidences whenever appropriate using the school's Management Information System (see below)
- keep parents informed of their child's social and emotional development, including positive and negative behaviour and relationships, where appropriate to role
- seek advice and support from the Pastoral Team as necessary

School Meals Supervisory Assistants

In addition to following the school behaviour policy, the SMSAs will follow the procedures below to respond to unacceptable behaviour choices:

1. Nearest SMSA to address any unacceptable behaviour.
2. If unacceptable behaviour continues or it is more serious in nature, inform the child's class SMSA so they can speak to the child
3. Where another child is involved, conflict resolution strategies need to be used to ensure restorative conversations are held (see Appendix B)
4. All SMSAs are responsible for ensuring unacceptable behaviour is logged on the school's online system either by themselves or another member of staff, and class teachers are informed of any relevant information in a timely manner

If a child is making repeated unacceptable behaviour choices, SMSAs should take responsibility for seeking support from the class teacher or Pastoral Team.

Parents / Carers

We believe parents / carers play a crucial role in shaping attitudes which result in their children making able to regulate their emotions safely and appropriately, both in and out of school. The school works collaboratively with parents with the aim of children receiving consistent messages and expectations about how to do this. We seek to build a supportive dialogue between the home and school and inform parents promptly if we have concerns about their child's welfare or behaviour.

The school expects parents to:

- be aware of the school's behaviour system and rules
- co-operate with the school
- support their child's learning
- support the school's decision when applying any consequences to deal with any specific incident
- talk to their child in a clear but calm manner about any specific incident

If parents have a concern about the way their child has been treated they should initially contact the class teacher. If the concern persists, they should contact the Deputy Headteacher or Headteacher. If the matter is still unresolved, they should refer to the School's Complaints Policy.

Children

It is the responsibility of children to follow the school rules at all times, with all adults and children in school.

- Be safe
- Be kind
- Be ready

PROMOTING POSITIVE BEHAVIOUR WITHIN SCHOOL

As a staff we aim to support our children in developing the following behaviours:

- respecting, caring for and supporting others
- valuing similarities and differences between people
- understanding the needs and feelings of others
- working alongside and collaboratively with others
- awareness of their own and others safety
- the ability to recognise strengths, efforts and achievements in themselves and others
- an eagerness to learn, persevere and challenge themselves
- willingness to take risks, make mistakes and seize learning opportunities
- active participation in learning
- active listening to others
- ability to sustain attention and stay on task
- understanding and following of the class and school rules
- following instructions in a timely manner
- independence in organisation and learning
- self-awareness, self-monitoring and the ability to reflect on their actions

We do this through our school ethos '**Reach for the Stars,**' which is underpinned by our **Star Values:**
At St Anne's Infants' we shine because we are...

Self-believers
Team players
Adventurous
Resilient
Successful

A number of other strategies are used on a daily basis to minimise low level disruption and enable children to make appropriate choices through the day and in different contexts. These include:

- Embedded and consistently communicated rules and high expectations
- Structured daily routine supported by visuals
- Consistent routines for transitions throughout the day
- Specific and explicit feedback on successes
- Celebration of engagement in school life
- Positive recognition for children who meet behaviour expectations and follow the school rules
- Developing an understanding of individuals' needs and how they can be best met
- Allowing time to explore reasons for unacceptable behaviour and supporting children to reflect on how to regulate and re-engage
- Scaffolded learning and targeted questioning
- Use of a variety of learning strategies (visual, auditory, kinaesthetic)
- Seating plans
- Classroom furniture arranged to facilitate independent learning, peer learning and adult movement around the room
- Classroom reflection area and zones of regulation display
- Setting volume levels and time limits for maintaining them within the classroom
- Easily accessible materials for children
- Monitoring and supervision at playtimes
- Teaching and leading games and activities at playtimes
- Modelling positive learning and social behaviours
- Encouraging pupil-to-pupil interaction, support and responsibility
- Recognising positive and safe play
- Differentiating monitoring and supervision for vulnerable children at playtimes, based on shared information

The explicit and implicit teaching of the Personal, Social and Health Education curriculum, along with the way we support Social, Moral, Spiritual and Cultural development and promote British Values, all play a key role in how we develop children's ability to behave positively and establish meaningful relationships. We seek to establish partnership with families through induction and the Home-School Agreement and aim to build on this through regular exchange of information, nurture and support. Additionally, we strive to work with and support children when behaviour and bullying issues either inside or outside of school affect relationships and learning in school.

Positive Consequences

The Star Values and School Rules form a central part of the positive ethos within school. They embed our practice and are the foundations of children's experiences. The rules and values are displayed prominently throughout the school and within each classroom. They are referenced regularly and are part of the everyday language of the classroom, hall and playground. They are also a fundamental focus for praise and recognition.

We ensure the children know when they have 'shone' by meeting one of the Star Values or the School Rules and that they receive a positive consequence for this.

Examples of positive consequences:

- Specific, positive praise in any area of school e.g. in class, in communal areas, in assembly
- Receiving a 'star in the jar' (see below)
- Weekly acknowledgements in celebration assembly linked to the current school focus
- Sharing good work with another class or member of staff
- Sharing successes with adults at home via My Child At School App, face to face, email or telephone

Whilst the Star Values and School Rules are a predominant focus of praise and positive recognition, there is flexibility for class teachers to also respond to specific individual needs, in liaison with the Inclusion Lead where appropriate.

Star in the Jar

Children are encouraged to work collaboratively as a team by 'Reaching for the Stars' in order to receive a counter for their class. This helps develop self-esteem, a sense of belonging and teamwork through demonstrating the value of each individual's contribution. All staff throughout the school are equipped with counters that are awarded to children who have been seen to demonstrate positive choices, particularly the Star Values or School Rules. The counters are accumulated in pots within each class. When the jar is full, the class is rewarded with a treat which is voted for each time the jar is empty.

Celebration Assembly

Celebration assemblies are held weekly on a Friday for Key Stage 1. Reception celebrate in the same way in their classes until Term 5 when they join celebration assembly as part of their preparation for transition. Celebration assembly provides an opportunity for children's achievements to be publicly recognised; the school recognises all of the children's efforts to 'reach for the stars' each week. Two children in each class are specifically recognised for having demonstrated

- one of the star values
- the school rules

Celebration assembly also offers a time for out of school achievements to be recognised.

UNACCEPTABLE BEHAVIOUR WITHIN SCHOOL

The following behaviour is not acceptable within school and our behaviour pathway will be followed to support the children in stopping any of these unwanted behaviours (see below for our behaviour pathway)

- unsafe play
- unkind words / name calling
- bullying of any kind
- prejudice-based behaviour
- child on child abuse harm
- spitting
- intentional swearing
- physical aggression towards people or property
- disruption to the learning of others
- defiance or rudeness to others

Pathway to support unwanted behaviour

It is inevitable that some children will, at some time, display unacceptable behaviour. As a school, we believe the child should be supported, through use of the Zones of Regulation, to identify their emotions, triggers and strategies to regulate their behaviour so as not to negatively impact their self-image or escalate their emotions and actions. Support is given on the following scale:

1. Zones of regulation cards are used to show that a child may be operating in a zone which is not appropriate for the task in hand and supportive, regulatory strategies are offered. For most classroom-based learning, children are most likely to fulfil their learning potential if they are in the green zone; calm and focussed.
2. Give time in class reflection area for the child to self-regulate using supportive strategies. A familiar adult will take the time to support the child in returning to learning, using the Zones of Regulation (<https://www.stannesinfants.co.uk/zones-of-regulation/>)

3. A familiar adult will take the child to a quiet space to co-regulate with the child, using the Zones of Regulation.
4. A member of the Pastoral Team will provide a change of face and provide support to the child in regulating their emotions.

A restorative conversation will take place to support the child and staff in reflecting on what happened and why, along with potential strategies that can be implemented. This conversation needs to take place the child is fully regulated and thus able to reflect; this may not be until the next day. See Appendix C

Where behaviour has resulted in the loss of learning time, learning tasks may be completed during breaktime. However, a child must never lose the entirety of their breaktime and for some, breaktime is a key strategy in supporting regulation; in this case, learning tasks can be sent home for completion.

Unacceptable behaviour is logged on the school's Management Information System. However, they are not shared with adults at home via the My Child At School App until it is agreed between staff and parents/carers on an individual basis e.g. where unwanted behaviour is frequently occurring.

If any child is in immediate danger, staff should respond swiftly by removing the audience and ensuring safety for the majority of children. If an additional member of staff is in class, they should stay with the dysregulated child to provide support to de-escalate. If necessary, a senior member of staff can be called upon using a red 'emergency' card.

Reflection area

Each classroom has a reflection area where children can have time to identify the zone they are in, regulate their emotions and consider what has led to their unacceptable behaviour. The area is resourced with equipment that supports the children in reflecting and regulating. The calming resources should only be accessed when advised or directed by an adult unless previously agreed with a child.

Monitoring behaviour patterns

All significant, repeated or out of character behaviours should be recorded on the school's Management Information System. In order to monitor patterns of behaviour and build an overview of the child, all records should accurately record time, location and details of the behaviours including any known triggers. The Management Information System is regularly monitored by senior leaders and is cross-referenced with other information such as attendance, safeguarding and communication logs. Any patterns that occur may result in an Individual Behaviour Plan being put in place in conjunction with parents / carers. Where necessary, a risk assessment and/or Positive Handling Plan may be written for a child.

ADDITIONAL SUPPORT FOR BEHAVIOUR

There may be times when a child finds it difficult to manage their emotions, reactions and choices and is unable to respond positively to our whole school behaviour strategy. At this point the Inclusion Team will become involved. It is important for staff and family to focus on what the child might be communicating through their behaviour and explore any underlying reasons for it. All staff involved will work together to support the child, their family and each other. We recognise that children respond differently to different strategies and approaches, therefore it may be necessary to use a variety of interventions before finding successful ones and regularly review their impact.

As a school we have three levels of key interventions for escalating behaviours. One or more of these strategies may be used, as appropriate to the individual child:

Level 1:

- Class teacher reviews strategies for promoting positive behaviour above and ensures that they are in place

- Class teacher reflects on the child's learning style and needs and considers whether any adaptations need to be made
- Class teacher talks to child and family to share and gather information
- Class teacher talks to all staff involved, including SMSAs and After-School Club to gather information
- Class teacher raises the profile of the child with wider staff to share information and adopt a consistent approach towards the child
- Experiment with sensory breaks/resources
- Use of visual prompts or individual Zones of Regulation charts
- Use of clear, consistent language and breaking down instructions into small steps
- Find sensitive and/or child-specific ways of praising positive behaviour or providing feedback
- Create a safe space within the classroom or allocating a safe space outside of the classroom if necessary
- Class circle times
- Social stories
- Early intervention in the form of [Hamish and Milo](#) or emotion coaching

Level 2:

- Analysis of behaviour incidents to identify patterns or triggers
- Observations or use of ABC charts to assess trigger points (both inside and outside; structured and unstructured times)
- Complete a sensory audit
- Create a one-page profile in conjunction with the child, and family where appropriate
- Identifying adults who have a positive relationship with the child to provide support
- Where de-escalation is required, plan for opportunities to 'offer a change of face'
- Use of calm and sensory spaces with adult supervision
- Intervention in the form of [Hamish and Milo](#) or emotion coaching
- Establish a home-school communication book
- Pastoral Lead liaising with the family and staff involved
- Signposting parents/carers to relevant parenting courses to support their child's emotions and behaviour

Level 3:

- Writing and implementing Individual Behaviour Plans, Positive Handling Plans and/or risk assessments which specify individualised distraction and diffusion techniques along with helpful and unhelpful strategies particular to the child – these will be shared with parents / carers
- Regular meetings between family and school to set and review targets
- Training opportunities for staff directly involved with the child
- Multi-professional meetings, with or without the family, to agree the best support for the child and, if need be, the family e.g. referral to Team Around the School, Families in Focus, Primary Inclusion Surgery or the school's Primary Mental Health Specialist
- Employing additional staff – ensuring as far as possible that this extra support is not 1:1 throughout the entire day
- Careful consideration of where this child is best placed – consideration of an alternative class or provision
- Involvement in small group provision at lunchtime
- Referral for therapeutic support
- Involvement of CAMHS where threshold is met
- Reduced hours, reviewed and agreed with parents regularly to support the return back to full time hours as quickly as possible

Writing an Individual Behaviour Plan

For some children, safely and appropriately regulate their emotions can prove challenging for a number of reasons and they will need additional support and strategies to learn how to do this. An Individual Behaviour Plan (IBP, see Appendix D) can be drawn up, in collaboration with the family, for children who regularly display behaviour that challenges to the extent that it severely impacts on daily life. An IBP can be developed and used at

any age. The sooner challenging behaviour can be understood and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them. Everyone who is involved with the child should adhere to the IBP for maximum impact.

Restrictive Physical Intervention and Reasonable Force

For the purposes of this policy, **Restrictive Physical Intervention (RPI)** means to prevent, restrict, or subdue movement of the body, or part of the body, of a child. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain children.

Reasonable force is a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among children at the school, whether during a teaching session or otherwise

Adults are skilled and confident in using the safest and least intrusive approaches to keep children safe, uphold their rights and dignity, and support their long-term wellbeing. Staff prioritise building trusting, attuned relationships and work proactively to recognise early signs of distress, identify triggers, and use supportive strategies to prevent escalation. If a situation arises where a child becomes distressed, staff will use de-escalation techniques such as calming, diffusing and distraction wherever possible.

There may be rare occasions when these strategies are not effective and a child's behaviour presents a risk of harm to themselves or others. In such circumstances, staff may need to use restrictive physical intervention as a last resort. Any physical intervention will only be used when it is **reasonable, proportionate and necessary**, and always in the **best interests of the child**. A number of staff are trained in accredited positive handling approaches, including Team Teach.

All incidents involving physical intervention or intervention that required reasonable force, will be recorded promptly and in detail on the school's Management Information System (Bromcom), and will include the child's voice. Each incident will be reported to and reviewed by the Designated Safeguarding Lead to reflect on the circumstances, understand the child's needs, and identify how they can be further supported; a risk assessment or support plan will be developed or updated to reduce the likelihood of future interventions being required.

Parents will be informed of incidents of RPI or where Reasonable Force was used, as soon as practicable after the incident but on the same day. Initial communication with parents will be made verbally, and this will be supported by a subsequent written letter (See Appendix E)..

The school will record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The school may also record additional details to support the evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

The **Governing Body** has strategic oversight of the school's approach to behaviour, safeguarding and the use of restrictive physical intervention. Governors ensure that the school complies with statutory guidance, that staff receive appropriate training, and that policies are regularly reviewed and implemented consistently. They monitor patterns and frequency of incidents, seek assurance that interventions are used only as a last resort, and ensure that children's rights, welfare and dignity remain central to all decision-making.

In the event of RPI or supported withdrawal, the school will support:

- **The child** (emotionally, physically, and through follow-up conversations)
- **The staff involved** (debriefing, supervision, training needs)

Where RPI or support to withdrawal has been required, further information for parents and carers is available from the Headteacher.

SUPPORTED WITHDRAWAL

For the purposes of this policy, supported withdrawal is defined as strictly a non-disciplinary safety measure for managing acute emotional/behavioural dysregulation or imminent risk of harm. It is never be used for punishment.

Children may sometimes benefit from spending time in a quieter or less stimulating area to help them regulate their emotions. Supported withdrawal approaches are voluntary, supportive and never restrictive. A child is always free to leave, and an adult remains present or nearby to offer comfort, co-regulation and reassurance. Spaces in the school, such as reflection areas in classrooms, the sensory room and leadership office, are used to help children feel safe, calm and ready to re-engage, not as a punishment or consequence; our focus is on understanding a child's needs, reducing triggers, and ensuring that all responses uphold their rights, dignity and emotional wellbeing.

All incidents involving supported withdrawal that required reasonable force, will be recorded promptly and in detail on the school's Management Information System (Bromcom), and will include the child's voice. Each incident will be reported to and reviewed by the Designated Safeguarding Lead to reflect on the circumstances, understand the child's needs, and identify how they can be further supported; a risk assessment or support plan will be developed or updated to reduce the likelihood of future interventions being required.

An incident involving the use of supported withdrawal must be recorded and reported to parents on the same day. Initial communication with parents will be made verbally, and this will be supported by a subsequent written letter (See Appendix F).

The school will record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

SUSPENSION

Government guidance states that

‘Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.’

Very serious or persistent breaches of the behaviour policy may result in a pupil being suspended from school. The use of suspension reflects the importance of good behaviour for the education and welfare of all children. However, as a school we recognise that suspensions are not always in the best interests of the child. Consequently, suspension is only used as a final measure, after exhausting all other possibilities. Every effort is made to identify children at risk of suspension and put in place strategies to address problematic behaviour. We aim to identify whether there are any causal factors for the behaviour and intervene early in order to reduce the need for subsequent suspensions

In considering whether to suspend a pupil, the Headteacher weighs up the seriousness, or persistence, of the pupil’s behaviour, together with the impact of not suspending the pupil on the school as a whole and the integrity of its behaviour policy. Only the Headteacher (or acting Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. Permanent exclusion is a serious decision and is reserved for when a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

If the Headteacher suspends a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any suspension appeals on behalf of the governing body. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, any representation by parents and the local authority, and whether the pupil should be reinstated. If the governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The school will take reasonable steps to set and mark work for children during the first five days of a suspension and it is the governing bodies’ duty to arrange alternative provision from the sixth day of a fixed period suspension. This includes consecutive fixed period suspensions totalling more than five days.

On the pupil’s return to school, a meeting will be held with the parents/carers, the pupil and any other relevant members of staff to discuss the strategy for reintegrating the pupil following a fixed term suspension and for managing their future behaviour.

If deemed appropriate, a less extreme form of suspension may also be considered. For example, a lunchtime suspension could be enforced or a learning suspension, where a pupil learns away from the class, may be appropriate. Parents and governors would be informed but the school does not need to formally report these types of suspensions. Parents/carers may be asked to support their child during these times if it is felt to be of benefit to the child.

This policy should be read in conjunction with:

Anti-bullying policy

Equalities Duties Plan
Safeguarding and child protection policy
Special Educational Needs policy
Handling children safely policy
PSHE curriculum
SMSC and British Values statement

Date agreed: September 2025

Review date: September 2026

Lead: Headteacher

St Anne's School Rules

1. Be safe






2. Be kind




3. Be ready



Conflict Resolution

-  **What happened?** (both children)
Repeat back what each child has said.
-  **Tell me what was in your head/what were you thinking when you...how were you feeling?** (to child who has caused the conflict)
Repeat back what child has said.
-  **How do you feel?** (to other child)
Repeat back what child has said.

Repeat back whole scenario.
-  **What do you want to happen now?** (to both)
What could you do next time you feel? (to the child who caused the conflict)

If a child is angry or upset, he may not understand as well as he normally would.























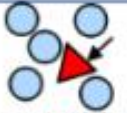
Keep language short and simple to ensure the child understands.

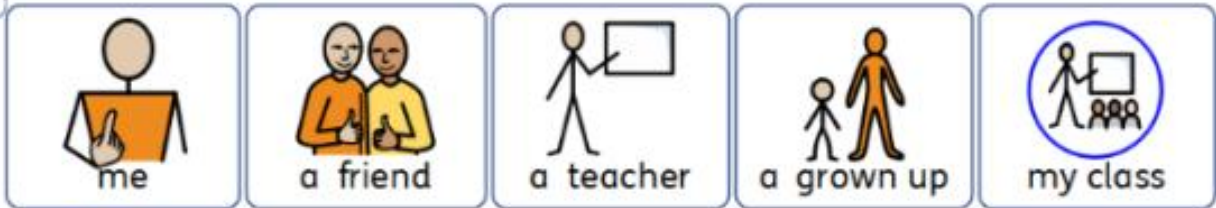
Avoid saying 'don't', say what the child should do – this is easier to understand.

If a child says 'don't know' or 'can't remember', don't assume they are being defiant. It may be that they don't understand what you are saying or they can't articulate what happened. In this case, tell the child clearly what happened and how their behaviour affected others.

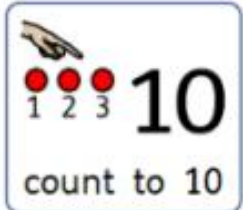
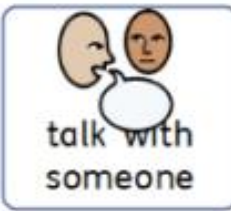
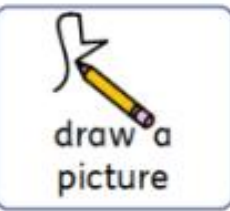
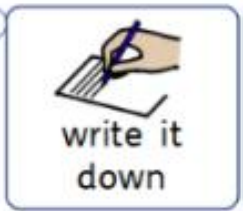
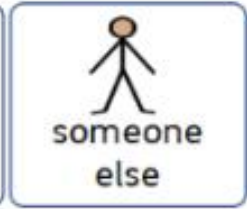
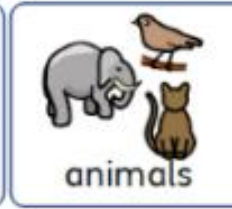
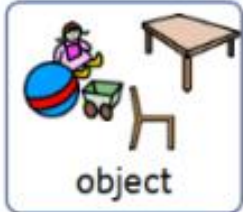
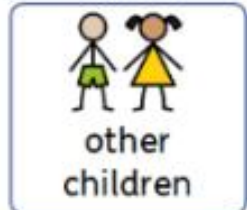
Many children of the age we are working with will find it difficult to answer 'why?' they did something – avoid asking them to justify their actions.

APPENDIX C: Restorative Conversation Visuals

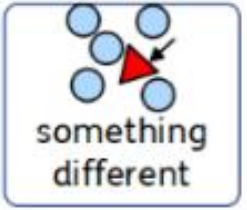
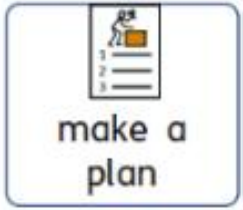
 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 hurt myself	 what happened?			 wasn't respectful
 said bad words				 wasn't ready
 didn't listen	 threw something	 ran off	 ripped my work	 something different
 confused	 tired	 ill	 sad	 upset
 worried	 What was I thinking and feeling?			 angry
 excited				 scored
	 fizzy	 fidgety	 distracted	 something different

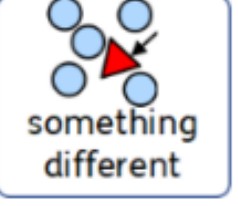
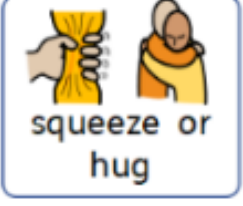
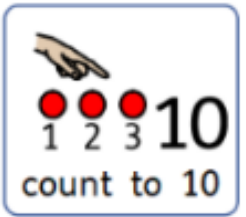
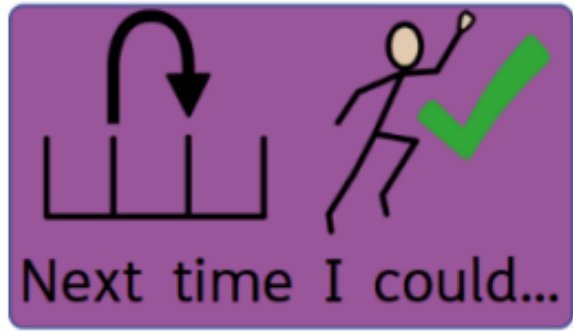
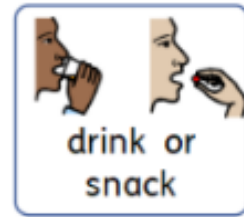
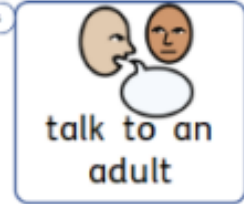
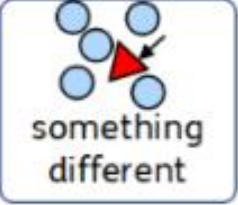
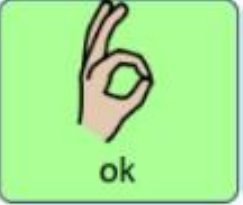
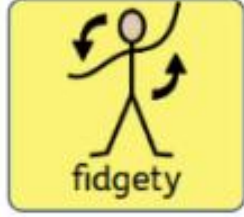


who or what has been affected?



what needs to happen?





APPENDIX D: Individual Behaviour Plan Template (created on Insight)

Strengths and interests			
Write a comment...			
Observed behaviours			
Write a comment...			
Known triggers			
Write a comment...			
Warning signs			
Write a comment...			
What might the child be communicating?			
Write a comment...			
Targets Add Target			
Target	In-class strategies and provision	Provisions	Review
No targets added yet.			
Supportive actions to be taken by parents / carers			
Write a comment...			
How and how often do parents / carers wish to be updated about behaviour?			
Write a comment...			

APPENDIX E: LETTER TO PARENTS RE RPI

Dear Parent / Carer

I am writing to inform you that today staff needed to use Restrictive Physical Intervention (RPI) to keep **Child's name** and others safe. This action was taken only as a last resort when other de-escalation strategies had not been effective and there was an immediate risk of harm.

Child's name was supported throughout by trained staff, and the intervention was reasonable, proportionate and necessary in line with national guidance and the school's Positive Relationships and Behaviour policy and Safeguarding Policies. As required, the incident has been recorded in detail on the school's secure information system, including **Child's name's** views about what happened.

The Designated Safeguarding Lead, Mrs Fillingham, will now review the incident to understand the context, consider any underlying needs, and identify how we can get further support for **child's name**. We will also update any relevant risk assessments or support plans to reduce the likelihood of future interventions being required.

We would like to discuss the incident with you and begin to work together on next steps. I have included possible dates below, I hope that we can find a mutually acceptable time.

Thank you for your continued support in helping us to keep all the children safe and cared for.

Kind regards,

APPENDIX E: LETTER TO PARENTS RE SUPPORT WITHDRAWAL

Dear Parent/Carer,

I hope you and your family are well. I am writing to let you know that today we supported **NAME** by offering a short period of **supported withdrawal**. This means **NAME** spent some time in a quieter space with an adult, away from the main classroom, to help them feel calm, safe and ready to re-engage in their learning.

Supported withdrawal is a positive, nurturing strategy we use in our infant school when a child becomes overwhelmed, upset or dysregulated. It is **not a consequence or punishment**, and **NAME** was **never prevented from leaving** the space. An adult stayed with them or remained close by throughout, offering comfort, reassurance and co-regulation.

NAME was able to return to their learning once they felt settled again. We have recorded the incident in our secure system so that we can reflect on what may have contributed to their distress and consider how best to support them going forward. We will continue to monitor and adjust any support plans to **NAME** feel confident and successful in school.

We value working closely with you and would be very happy to talk through what happened and discuss any next steps together. Please contact the school office if you would like to arrange a time to speak with a member of staff.

Thank you for your continued support. **NAME** wellbeing and happiness remain at the heart of everything we do.

Warm regards,

