



# **The Mead Infant and Nursery School**

## **Behaviour Policy**

School name: The Mead Infant and Nursery School

Approved by the Headteacher

Status & review cycle: Annually

Next review date: Autumn 2

2026

## **POLICY FOR THE MANAGEMENT OF BEHAVIOUR AT THE MEAD INFANT AND NURSERY SCHOOL**

The Mead Infant and Nursery School is committed to creating a safe and happy environment for all, where expectations of behaviour are high. The school provides a secure and positive environment within which staff seek to develop a learning environment where children can understand and express their feelings and respect those of others.

Everyone in our school community is expected to maintain the highest standards of conduct, to accept responsibility for their behaviour and encourage others to do the same. All those who work with the school - Governors, parents, the wider community, and the children - have a vital role to play. As members of the school community, all stakeholders should build positive relationships with each other and we expect everyone to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we expect at The Mead Infant and Nursery School.

Our policy reflects current and developing practice, with reference to "When the adults change, everything changes" by Paul Dix

**"The fair and consistent implementation of our Behaviour is everyone's responsibility."**

### **Aims**

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support children in taking responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for children during their school years and beyond. We aim to provide a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with consistent consequence systems. These will be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs, or vulnerabilities.

Our core beliefs:

- All children have the right to learn in a safe, calm and happy environment
- All behaviour is communication
- Behaviour can change and every child can be successful
- Positive targeted praise is more likely to change behaviour than blaming and punishing
- Children need to be provided with a model of good behaviour and explicitly taught what good behaviour looks like
- Children feel happy and safe when they know what expectations are, and reinforcing good behaviour helps them feel good about themselves
- Consistency and routines create a calm environment for all children to learn
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

This policy enables our school to:

- provide a safe, calm and consistent approach for the children to learn most effectively

- use a restorative approach when understanding and supporting behaviour
- ensure the children are polite, happy and considerate of others' feelings
- establish an environment where good behaviour is noticed, encouraged and rewarded and where staff set an excellent example
- encourage children to show respect towards each other, staff and other adults they may come across.
- ensure that children are helped to take responsibility for their actions
- ensure that all adults take responsibility for behaviour and follow up on any issues
- Work in partnership with families
- foster good citizenship and personal development
- ensure that all children have an equal and fair chance to success, and learn in an atmosphere of respect and dignity, regardless of race, religion, gender, sexual orientation or disability
- adopt an individualised approach where children cannot meet the demands of the restorative approach
- where relevant implement staff training and provide targeted pupil support should trends emerge

### **Legislation and Statutory Requirements**

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

[Behaviour in Schools: advice for headteachers and school staff](#)

[Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[SEND code of practice](#)

[Searching, screening and confiscation in schools](#)

### **Roles and Responsibilities**

#### **All leaders are expected to:**

- Support staff by implementing this policy and by setting standards of behaviour
- Ensure this policy is implemented consistently throughout the school and report to Governors, when requested, on its effectiveness
- Ensure the procedures to keep all children and adults safe are adhered to
- Be highly visible to children, staff and parents, and engaging with them when setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensure all staff have up-to-date regular training so that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the school's behaviour culture so that they understand our rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Record, monitor and review all behaviour data
- Take a whole child approach when understanding and supporting behaviour
- Ensure that the school's response to behaviour encompasses all relevant policies
- The behaviour lead monitors incidents and reports emerging trends to the SLT
- The Headteacher reports termly to Governors on behaviour including any emerging trends and actions taken

All staff are expected to:

- To implement the behaviour policy consistently and develop a positive behaviour culture
- To develop and maintain positive relationships with the children whilst also maintaining professional boundaries.
- Actively show “visible consistency with visible kindness” and direct children’s behaviour by referring to our school rules “Ready, Respect and Safe” and “The Mead Way”
- Implement our expectation of “Wonderful Walking” and a “Happy Hello and “Great Goodbye”
- Deliberately and persistently strive to catch children making the right choices
- To proactively build emotional currency with children
- To teach children explicitly about good behaviour choices and routines of the school
- To model positive and respectful behaviours
- To provide a personalised approach to the specific behavioural needs of children
- To record behaviour incidents on CPOMS and understand when to escalate concerns to SLT
- To ensure new children clearly understand the behaviour culture and understand our rules and routines
- Work in partnership with parents and carers to maintain good behaviour and keep them up to date regarding any behaviour incidences or concerns
- To work with the SENDCO, and external agencies, to ensure SEND and mental health needs are considered and supported when managing behaviour
- Be aware of their duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability

All children are expected to:

- To follow the three school’s rules ‘Ready, Respectful, Safe’, “The Mead Way” and “Putting things right”
- To show self-discipline and respect in school and in the community beyond the school gate
- Be open to learning from mistakes of themselves and others
- To take pride in their work and school
- To be active in challenging and preventing bullying and inappropriate behaviour
- To show respect to all members of the school community

Parents and Carers

At The Mead Infant and Nursery School, we are committed to working in partnership with parents and carers to maintain good behaviour.

- Respect and support the school’s expectations and the authority of the school staff
- Ensure that their children arrive on time, they are appropriately dressed, rested, equipped and ready to learn and they are collected at the end of the day promptly
- To celebrate children’s successes and achievements
- To communicate openly with school to ensure a whole child approach.
- To work in partnership with the school by attending meetings and supporting any school strategies in place to improve behaviour

We expect all Governors to:

- Understand the school's Behaviour Policy and actively support it, in particular role always modelling the expectations whilst in and out of school
- Ensure that the Behaviour Policy is followed by the school and bring to the attention of the Headteacher any measures that they consider the school should have regard to and provide guidance as appropriate

How we teach and encourage positive behaviour in school

- All staff model good behaviour to children and regularly remind them of the Mead's expectations and rules Ready Respectful and SAFE, The Mead Way and Putting things Right (appendix 1)
- Explicitly naming behaviours we want to see and teaching what these look like in practice
- Use specific praise and positive reinforcement
- Teach specific social skills such as sharing, turn taking, listening to each other, negotiation, how to address people politely
- Teach strategies for children to solve conflicts peacefully such as "What would Roo Doo" (appendix 2)
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- Using the zones or regulation enables children to recognise, understand and respond to a range of feelings. (appendix 3)
- Children are helped to challenge bullying, harassment, and name-calling
- Children are helped to understand the consequences of any unacceptable behaviour
- Promote equal opportunities and inclusion and instill a positive attitude to differences.

The Mead Infant and Nursery School has three simple rules that everyone in our school community is expected to uphold:

**"Be Ready, Be Respectful, Be Safe"**

The children are taught what these mean and what behaviours are expected.

These rules are explicitly taught and modelled by all members of our school community and are further explored and taught in class, assemblies and other school learning opportunities.

**Be ready**

- ✓ I am ready to learn
- ✓ I do good listening and sitting.
- ✓ I have chosen the correct resources to help me with my learning

**Be respectful**

- ✓ I listen to others and talk politely to adults and children
- ✓ I will look after my own, others and the school's property
- ✓ I am kind, helpful and care about others
- ✓ I greet everyone at school with a "Happy Hello" and say a "Great Goodbye"

### **Be safe**

- ✓ I listen and follow instructions from adults
- ✓ I do wonderful walking when I am moving through the school
- ✓ I follow our internet safety rules
- ✓ I play safely in the playgrounds

We expect all children to follow our behaviour expectations but recognise that children are at various stages of development and some children will need additional support to help them meet these expectations. We aim for all children to be successful.

In addition to the three rules listed above the school has adopted a system for developing positive learning behaviours. (Appendix 4) This enables staff to teach children about the metacognition of learning, how we learn, what makes learning effective and how we can improve attitudes to learning. The following learning behaviours are taught using the Winnie the Pooh Characters.

- Resilience - keep going and don't give up (Tigger)
- Resourceful - devise your own resolutions using varied resources (Eeyore)
- Reasoning - explaining your thinking and asking questions (Pooh)
- Reflective- recognising success and seeking improvement (Wise Owl)
- Responsible- caring for others and acting responsibly (Kanga)
- Playing and Exploring- taking risks (Piglet)
- Respect – respect for themselves and others and being a role model (Christopher Robin)

### **Children with SEND**

We aim to meet the needs of all children in the school, including those with SEND, so that everyone feels they belong, are safe and happy and achieve the best outcomes.

We strive for a calm environment which benefits children with SEND, enabling them to learn, whilst also having additional spaces, such as the "Green Room" and other break out rooms, to give them a calm and safe environment away from their classroom should they need it to regulate their emotions.

The class team with the support from the SENDCO will endeavour to identify patterns or triggers of behaviour and put in place support to prevent these, working with the parent and child together.

Our SENDCo works closely with staff following the graduated 'Assess, Plan, Do, Review' process to ensure support and interventions are effective, and ensure provision outlined in Education and Health Care plans are in place.

Reasonable adjustments may include adaptive teaching, seating plans, regular active/sensory/calming breaks, standing desks/wobble cushions, acoustic/sensory equipment, to avoid any disadvantage to SEND children (under the duty of the Equality Act 2010 and the Children and Families Act 2014).

Reasonable adjustments are also made when sanctioning behaviours, considering where the child may need to go and to whom to speak. When holding restorative conversations with children, we understand that some children with SEND find this particularly difficult and therefore we find alternative ways to support these children such as using small world figures and social stories

Whilst we make reasonable adjustments, we do maintain high expectations of all children's behaviour.

### **Strategies used to recognise and reward good behaviour**

All children need to be valued and feel good about themselves. We believe that positive recognition builds children's self-esteem and promotes a happy safe environment for our children to enable them to achieve the best outcomes.

#### **Positive Noticing**

Adults should notice children following the school's rules and expectations successfully and give immediate positive feedback, stating specifically what they liked about the child's behaviour. Children should also be encouraged to notice each other and celebrate each other's success

"Using Positive recognition means that you know how to make a child feel appreciated" Paul Dix  
When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour

#### **Recognition Boards**

These are present in every class and are visual way of recognising and rewarding positive behaviours. Classes may also have a specific behaviour focus linked to the rules of "Be Ready, Be Respectful and Be Safe"

#### **Postcards Home**

All staff can send post – cards home throughout the year to recognise special successes for individual children

#### **Gold Awards**

These are presented to children in assembly who have shown special effort or have gone over and above following the school's rules of "Be Ready, Be Respectful, Be Safe"

### **Sanctions**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

- Adults should always remain professional and calm while paying attention to our non-verbal signals and body language.
- Children are praised publicly and reprimanded in private.
- Conversations should follow a script, and behaviours should be discussed as the behaviours they are and not be personal to the child.

### **Restorative Conversations**

“Punishment doesn’t teach better behaviour, restorative conversations do.” — Paul Dix, *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*

Following incidents of unacceptable behaviour, it is imperative that the member of staff who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the child. This will help to ensure that the relationship between adult and children, or child and child, remains positive but also teaches the child to evaluate and reflect on their behaviour. We work with children to come to a solution, foster understanding of the impact of their behaviour and help them adjust their future behaviour accordingly.

#### Classroom stages of supporting low level behaviour

1. Reminder of behaviour expectations
2. Space and time to calm if needed
3. If behaviour continues, in private discussion with the appropriate member of staff/restorative conversation with other children if appropriate
4. Restorative activity if appropriate e.g., tidying up resources
5. Communication with parents

Any sanction should be proportional to the behaviour. All sanctions will take into account the emotional state of the child/children and allow time for emotional regulation. This may be outside of the classroom if appropriate.

Sanctions should always:

- make it clear that unacceptable behaviour affects others and how behaviour does not meet our expectation of being ready, respectful or safe
- avoid being applied to a whole group for the activities of individuals.
- be consistently applied by all staff to help to ensure that children always feel supported and secure.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

It is important for the children to recognise that unacceptable behaviours will result in a

consequence. Where possible, this consequence will take place on the same day, so that the child

can have a fresh start the next day. A playtime or lunchtime exclusion may be used if appropriate which will allow the child to reflect on their behaviour with a member of staff using a restorative approach.

For serious behaviour, a child may be removed from the classroom for a period of time.

This is to:

- maintain the safety of all children
- enable the class to continue their learning without further disruption
- to enable the child to regulate their behaviour in a calm safe space supported by an adult

The following levels provide a guideline for staff. All incidents will be fully investigated, and the outcome will take into account the context and needs of the children involved.

Stage 1 behaviour	Responses may include	Referral to
<ul style="list-style-type: none"> <li>• Low level disruption e.g. calling out, making noises, not following class routines, talking over the adults</li> <li>• Rudeness to adults/children</li> <li>• Distracting others</li> <li>• Disrespect of school property e.g. Graffiti in books, school resources</li> </ul>	<p>Discussion with teacher and pupil – this may be during break or lunch to allow quiet reflection</p> <p>Restorative conversation with other pupils if appropriate</p> <p>Appropriate restorative activity e.g. cleaning the resources / litter picking, sweeping up etc.</p>	<p>Class teacher Parent if appropriate</p>
Stage 2 behaviour		
<ul style="list-style-type: none"> <li>• Persistent classroom disruption including throwing classroom resources</li> <li>• Persistent rudeness</li> <li>• Persistent Defiance/rudeness/not following instructions</li> <li>• One off physical harm to another child provoked or unprovoked (possibly in context of playing a game which has escalated or a child wanting something that another child has)</li> <li>• Low level offensive language (first incident) e.g. low-level swearing</li> </ul>	<p>Space to cool off / calming time (In class / designated space)</p> <p>Discussion with teacher and pupil – this may be during break or lunch to allow quiet reflection</p> <p>Restorative conversation with other pupils if appropriate</p> <p>Appropriate restorative activity e.g. cleaning the hall / litter picking etc.</p> <p>Preventative strategies</p>	<p>Class teacher Parent SLT support/advice for staff if needed e.g. SENDco</p>

	to be put in place e.g. Sensory/emotional	
	regulation/zones of regulation toolbox Own space for child to calm/ strategies to lower anxiety at transition times  Phone call between teacher and parent/carer to discuss current behaviour and possible solutions	
	regulation/zones of regulation toolbox Own space for child to calm/ strategies to lower anxiety at transition times  Phone call between teacher and parent/carer to discuss current behaviour and possible solutions	

Stage 3 behaviour		
<ul style="list-style-type: none"> <li>• Verbal aggression to staff and children with intent</li> <li>• Attempt to leave school</li> <li>• Intentional damage to school property</li> <li>• Derogatory/abusive language / racist &amp; homophobic language with intent</li> <li>• Further incidents of physical aggression with intent to harm and injure</li> </ul>	<p>Space to cool off / calming time another designated space with another adult if appropriate)</p> <p>De-escalation/ positive behaviour support plan put in place if appropriate</p> <p>Up to one day internal exclusion if appropriate – work in another</p>	<p>SLT / SEND support</p> <p>All parents to be informed of incident</p> <p>If appropriate and agreed:</p> <p>External agencies E.g. STIPS behaviour support /Mental health support / Children’s services/outreach/ACT/ Inclusion officer</p>

	classroom/space	
<b>Stage 4 behaviour</b>		
<ul style="list-style-type: none"> <li>• Un provoked or intentional repeated physical violence to children or adults with intent to harm and injure</li> <li>• Confirmed bullying/racist/homophobic/sexual violence incidents (following investigation)</li> <li>• Intentional significant damage to property e.g. smashing a window</li> <li>• Possession of prohibited items. (Knives or weapons or illegal substances)</li> </ul>	<b>De-escalation plan</b>  Up to one-week internal exclusion if appropriate – work in another classroom/space  Possible suspension or fixed term exclusion (Refer to exclusions policy)  <i>All incidents will be fully investigated and the outcome, context and needs of the child will be taken into consideration</i>	<b>Headteacher</b>  SLT Governor BET Executive Lead  All parents to be informed of incident by HT or member of SLT  External agencies e.g. mind works/STIPS/ children’s services /ACT /Inclusion officer

**Bullying** (please read in conjunction with our [Anti-Bullying Policy](#))

Bullying is defined as behaviour from a group or an individual that is deliberately designed to be hurtful, either physically or emotionally, is repeated and targeted over a period of time, and is behaviour that makes it difficult for those being bullied to defend themselves because there is an imbalance of power. Bullying is learned behaviour and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sexual orientation, SEND, or because a child is adopted or has caring responsibilities.

We take bullying very seriously at The Mead Infant and Nursery School and recognise the serious implications it has on a child’s mental health and well-being, and consequently, their learning. Where a bullying allegation has been made by a parent, pupil or staff, SLT will carry out a thorough investigation, which may consist of a monitoring period. The parents of both victims and perpetrator will be informed of the outcome, consequences and next steps.

**Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences, family circumstances, special educational and/or mental health needs. As a school, we recognise that their behaviour is their way of communicating their emotions.

Where possible, we use our most skillful staff to build relationships with each individual child. These children may have bespoke Behaviour Support and de-escalation plans in place that detail additional support, strategies, and expectations.

**The Use of Reasonable Force**

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only, please refer to our [Restrictive Physical Intervention Policy](#)

All incidents of extreme behaviour are recorded on CPOMS

### **Physical Attacks on Adults**

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and must use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the use of Restrictive Physical Intervention policy. Staff who protect themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are proportionate and in line with our policy. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. Whilst incidences of violence towards staff are unacceptable, we are a nurturing school that cares for each child. Children who hurt adults may do this for several reasons and it is important that the adults understand the needs and the context surrounding the child.

### **Support for victims**

When dealing with behaviour, it is important to remember that the needs of both the perpetrator and the victim need to be met.

This will include:

- Contacting the parents of the victim
- Discussion with pupils to ensure the correct support is provided
- A restorative conversation with the perpetrator if appropriate
- Additional support such as ELSA and other reasonable adjustments made to ensure that pupils feel safe.

### **Suspensions and Exclusions**

Please read in conjunction with our suspensions and exclusions policy

The school will only suspend or exclude a child where it is absolutely necessary, and where all other possible disciplinary sanctions as detailed in the school's Behaviour Policy have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a child, this list is not exhaustive:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a child
- Verbal abuse or threatening behaviour against an adult
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, for example, racist, homophobic, bi-phobic, transphobic or ableist abuse

Children can be suspended on a fixed-period basis for up to forty-five school days within a year or

permanently excluded.

When suspending or excluding a child, the Headteacher will inform;

- the parents initially by phone followed up with a letter giving details of the reasons
- for the decision,
- the local governance committee,
- the child's social worker or virtual school if appropriate
- the local authority

Reintegration meetings are a vital part of the reintegration process and provide parents/carers, the child and key school staff with an opportunity to reflect on what has happened, repair relationships and plan for going forwards successfully. For any complaint about an exclusion, parents must go directly to the Governing body and not use the standard complaints policy.

### **Confiscation, searches, and screening**

Screening and confiscation are conducted in line with the DfE's latest guidance on [Searching, screening and confiscation in schools](#).

#### **Confiscation:**

Any prohibited items found in a child's possession will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to the child(ren) and interferes with the learning of them or others. These items may be returned to children after discussion with senior leaders or parents, if appropriate.

#### **Power to search**

SLT or a nominated adult can search school bags without permission if they suspect a child is carrying a prohibited item. This will be done with another adult present. SLT or a nominated adult can also ask children to empty pockets or remove their shoes, jumper, or coat if they suspect that a pupil is carrying a prohibited item. This will be done with another adult present. Parents will be notified if either of the above have taken place.

In exceptional circumstances where staff believe a child is concealing an object that could cause serious harm to themselves or others, under the instruction of the headteacher, they will contact parents immediately whilst two members of staff closely supervise the child until parents arrive. Senior staff would then work with the parent of the child involved to come to a safe resolution.

#### **Behaviour outside of school premises**

Where unacceptable behaviour is reported or witnessed outside of school regarding The Mead children, including online bullying, the school has the power to sanction pupils in line with the behaviour and on-line safety policy.

This includes:

- when travelling to or from school
- when wearing school uniform

- when in some other way identifiable as a child at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another child
- that could adversely affect the reputation of the school
- when taking part in any school-organised or school-related activity.

At The Mead, children are taught about e-safety rules including online bullying and how to keep themselves safe. We will share with parents and issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It poses a threat or causes harm to members of staff
- It could have repercussions for the orderly running of the school

### **Behaviour interventions**

In line with the restorative approach, the school is committed to working with parents and child to support the behaviour and reduce the likelihood of suspension or fixed term exclusion.

This includes:

- Frequency and open engagement with parents
- Behaviour support and de-escalation plans
- SENDCO graduated response (Assess, plan, do, review) including EHCP applications where appropriate
- Referral to external agencies e.g. STIPS, Mind Works
- Collaboration with Designated Safeguarding Leads to consider Early help referral if appropriate

### **Safeguarding**

At The Mead Infant and Nursery School, we recognise that changes in behaviour may be an indicator of a safeguarding concern. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

[Safeguarding and Child Protection Policy](#)

### **Malicious Allegations**

The school takes malicious allegations against adults very seriously and these would always be investigated thoroughly, and action taken as deemed appropriate.

### **Complaints**

When there are parental concerns regarding behaviour, the school will follow the Complaints policy. We encourage a meeting or phone call between school and parents to discuss any concerns openly.

## **Links with other policies**

Safeguarding Policy

Statement of Procedures for dealing with allegations of abuse against staff

Code of Conduct

Whistleblowing

Well- Being Policy

Intimate care Policy

Administration of medicines

Medical Conditions policy

Allegations against staff

Anti-bullying

Equality Policy

E-Safety, including staff use of mobile phones

Parental Concerns/Complaints

Restrictive Physical Intervention Policy

Curriculum Policy

PSHE

Relationships and Sex Education, which includes the new statutory guidance 2019

Suspensions and Exclusions Policy

Appendix 1





# The Mead Way



show me 5



- 1 Eyes looking
- 2 Ears listening
- 3 Body still
- 4 Voice is off
- 5 You are ready

**Lining up**

S Standing still

H Hands by your side

I In your space

N No talking

E Eyes forward

Wonderful Walking

- 1 Walk in silence
- 2 We use soldier arms
- 3 We walk sensibly
- 4 We face the direction we are walking

We take part



No hands up, we are ready to answer

We listen to the adult

We listen to each other



If we need the adult we can use this sign

If we have something important to say or a question to ask we can use this sign



Ask

Happy Hello, Great Goodbye



We say good morning

We say goodbye or good afternoon



We look at the person when we speak

We smile



## Supporting our Rules



# Ready

# Safe

# Respect

## Learning to put things right

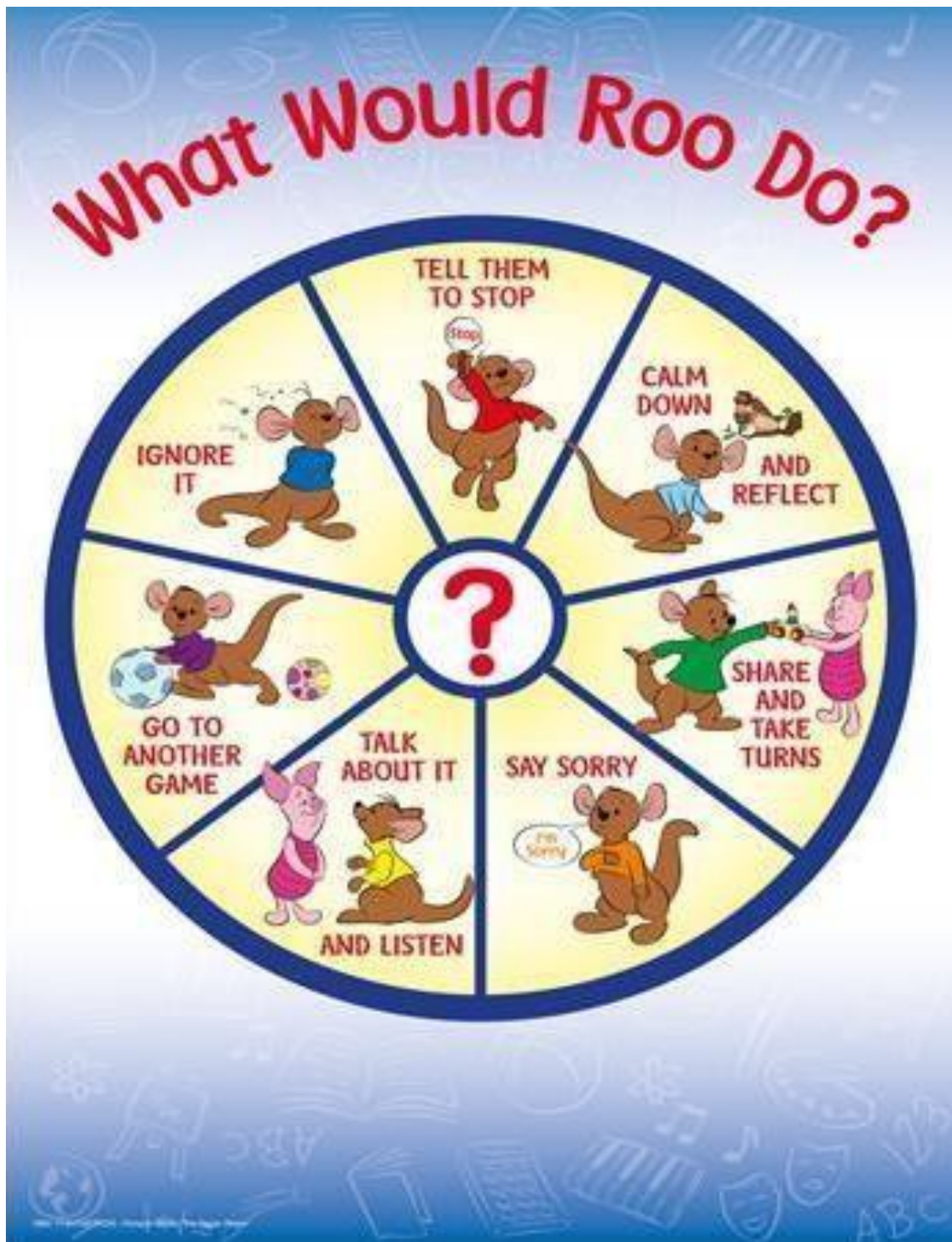
Make time to...

Calm and talk




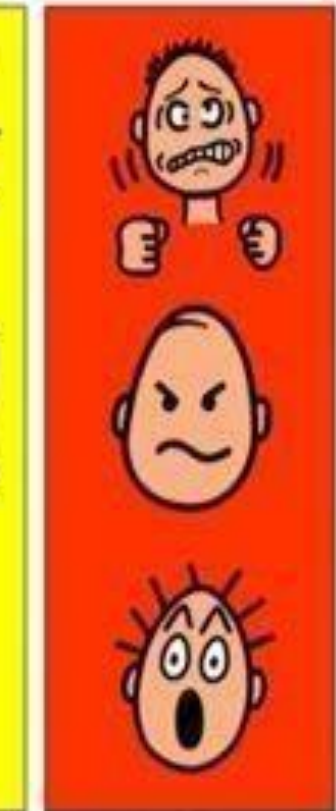
Clean up, fix up

Make up







Catch up or practice



## The Zones of Regulation

			
<p><b>Blue Zone</b></p> <p>sad      tired sick      moving tired      slowly</p>	<p><b>Green Zone</b></p> <p>happy calm feeling ok focused ready to learn</p>	<p><b>Yellow Zone</b></p> <p>frustrated worried silly/wiggly excited loss of some control</p>	<p><b>Red Zone</b></p> <p>mad/angry terrified yelling/hitting elated out of control</p>

## Appendix 4

	<p><b>Resilient (KS1)</b> <b>Motivation (EYFS)</b> Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.</p>		<p><b>Responsible (KS1)</b> Kanga is responsible because she cares for Baby Roo and carries him around in her pouch. Kanga also always listens well so that she knows exactly what to do, to look after Baby Roo.</p>
	<p><b>Resourceful (KS1)</b> <b>Thinking (EYFS)</b> Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had a balloon to mend.</p>		<p><b>Reflective (KS1)</b> Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl.</p>
	<p><b>Reasoning (KS1)</b> Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions. He once got stuck in a hole and had to choose the best method to get out.</p>		<p><b>Playing and exploring Engagement (EYFS)</b> Piglet is Pooh's best friend. He loves to explore and play. He tries to be brave and is always willing to have a go.</p>

Christopher Robin, who always shows respect to others and respect for himself and his body.



