

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



RELATIONAL POLICY

Governors' Committee Responsible:	Data and Outcomes
Policy Originator:	Sally Beardsley/ Trudy McMahon/ Helena Young
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At William Lilley Infant and Nursery School we aim for everyone, adults and children alike, to feel happy, safe and secure. This relational policy is created in-line with the Governing board statement of behaviour principals as identified in **APPENDIX 1**.

OUR AIMS

Our relational school policy is underpinned by our whole school vision, identifying the importance of nurturing and successful relationships within this:

We are a nurturing, inspirational family who are determined to succeed.

We want children to learn essential life skills:

- Caring for each other
- Ability to self-regulate and manage their emotions effectively
- Feel valued
- Taking pride in ourselves, our friends and our environment
- The ability to build and maintain friendships
- Self-confidence, self-worth, self-control
- Responsibility
- Co-operation with others
- Compromise
- Good manners
- Respecting ourselves and others
- To treat others how you want to be treated
- Know the difference between right and wrong

These essential life skills are underpinned by the 'Fundamental British Values' which are established throughout our relational policy:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs or those without a faith.

Our relational policy reflects our whole school ethos which focuses upon positive, effective relationships. As a school positive behaviour is praised constantly and children are aware of behaviour choices which are unacceptable. Consistency within and across the school is the key to supporting positive and effective behaviour choices.

BEHAVIOUR EXPECTATIONS

Within our relational policy we aim to successfully teach and train our children and commit to adhering to the following definition of discipline:

The word DISCIPLINE means "to Teach or Train". DISCIPLINE is defined as a training or moulding of the mind and character to bring about desired behaviours. DISCIPLINE refers to working in accordance with certain recognised rules, regulations and customs, whether they are written or implicit in character.

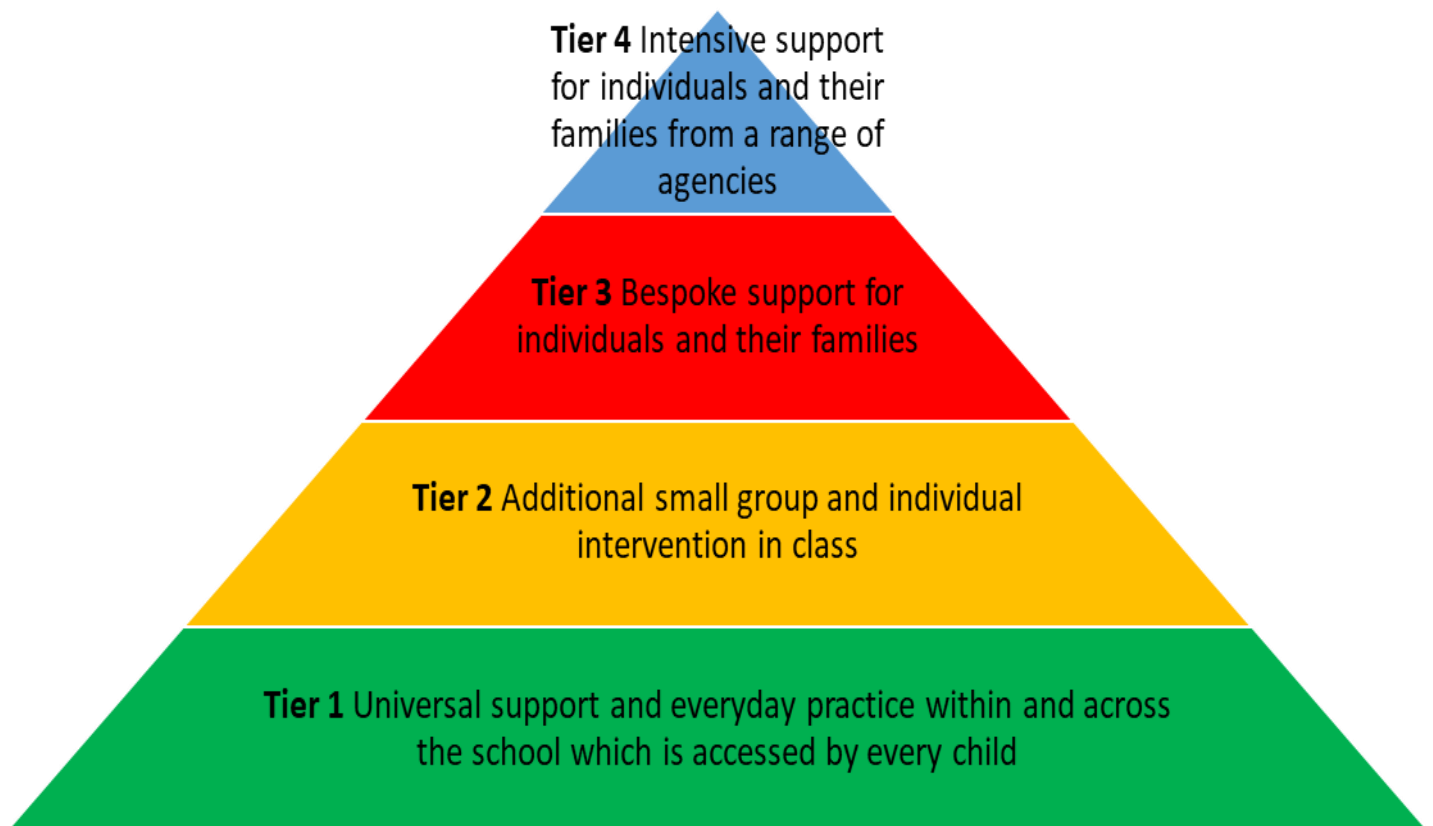


In order to ensure children understand what we mean by appropriate behaviour, we have a set of rules that have been agreed and understood by everyone. These reflect what can make ourselves and others proud. When children adhere to these rules, they receive a 'proud' point. The 'proud' expectations outline the behaviours that demonstrate our aims and also incorporate health and safety measures.

P olite
R espectful
O rganised
U nderstanding
D etermined

BEHAVIOUR SUPPORT STRATEGIES

At William Lilley, we encourage positive behaviour both within and beyond the classroom. All adults build firm relationships which reinforce behaviour expectations and this consistent approach focus' upon learning behaviours and supports the development of the 'whole child'. We work hard to build positive, caring and effective relationships with each child and their families. We acknowledge that all behaviour is communication and strive to understand a pupils' context in supporting them to be successful, confident, enthusiastic and eager learners. The support we offer individuals can be demonstrated through a tiered approach:



TIER 1 – UNIVERSAL SUPPORT

REWARDS AND RECOGNITION

- PROUD rules

Praise and recognition of children making appropriate choices, successful regulation (and co-regulation) and achievement is acknowledged through individual 'proud' rules (and simplified 'Betty Bee' rules throughout nursery). These are displayed online through the 'class dojo' app. Each class has a 'proud' record, which is displayed on the interactive boards within the classroom. These are used by all adults throughout the day and children's achievements are recorded through individual and collective points. The classes are encouraged to work together to increase their points for a collective treat, which has been chosen by the children in the class. Individual awards are also reported to parents via the dojo app which can be accessed by logging onto;



To reinforce positive relationships and regulation strategies we have a 20 minute 'proud' time session on a Friday afternoon. This is an opportunity for children to connect, allowing them to play and work together with activities of their choosing.

- We utilise a range of positive strategies to recognise good behavioural choices. These include:
 - Specific praise
 - Weekly PROUD child award
 - Stickers
 - Certificates
 - Notes home
 - Head teachers awards
 - Further awards to recognise achievement
 - Clean And Tidy (CAT) class award
 - 'Playground pals' children who tour the playground looking for good behaviour choices and rewarding with stickers

EMOTION COACHING

Emotion coaching is the strategy that we use at school to support childrens' behaviour. It helps children to understand the different emotions they experience, why they occur and how to handle them.

The principles of Emotion Coaching are rooted in psychological research and evidence. It has been proved to be a successful approach for all children, including those suffering from attachment and trauma difficulties. Emotion Coaching gives the adults at school, steps to respond to children's emotions 'in the moment', which helps children develop emotional regulation skills over time.

The adults coach children about emotions by comforting them, listening and understanding their thoughts and feelings and helping them understand themselves. The benefits of emotion coaching include:

- An improvement in learning skills
- An improvement in social skills



- Children experience fewer negative feelings
- Children have better physical health
- Children are less prone to acts of violence

At William Lilley we use a 5-step emotion coaching strategy:

1 AIM –

Notice the child's behaviour and tune in to the emotion beneath

Can you tell me what happened?

2 CALM –

Connect with the child and recognize emotional times as opportunities for teaching

How have you been thinking/feeling since it happened?

3 FEEL –

Listen empathetically and validate the child's feelings

I understand what it's like to feel like that. It's OK to feel like that.

4 CHOOSE –

Help the child to verbally label their emotions

What were you thinking/feeling at the time?

5 SOLVE –

Set limits on a child's behavior whilst helping them to problem solve and decide the consequence

Who do you think has been affected by your actions? How were they affected?

What could you do now to help make things right?

At step 4, the children may be asked to use the Calm Corner. Each classroom/area has a Calm Corner with visual guides to support the child to self or co-regulate and consider their emotions. These include a child friendly version of the 5 steps of emotion coaching, breathing technique posters, timers and emotion naming resources.

For children that require further support in the Calm Corner, a box of resources is provided by an adult, for the child to use. These include mindfulness colouring, fiddle toys, talking dice, self-esteem activities, a worry monster and cushions.

Our approach considers the needs of the individual and their personality style. For this reason, we have considered how different personalities may respond to the emotion coaching approach and given suggestions on how to adapt consequences and emotion coaching vocabulary to their needs. These can be seen within **APPENDIX 2**.

Further details on Emotion Coaching can be seen within by accessing:

www.youtube.com > William Lilley Infant and Nursery School > Playlists > Emotion Coaching

TEACHING AND LEARNING

At William Lilley we pride ourselves on developing the whole child. We want the children to be aware of the world they live in and be able to function within it. Teaching and developing social and emotional skills play a big part in this.



We provide many opportunities to encourage children to develop social, emotional, moral and cultural development. These include:

- SCARF (Safety, Caring, Achievement, Resilience, Friendship). This is a program designed especially to develop the social and emotional skills of pupils and is implemented through class circle times, games and the infants have whole school assemblies too.
- Personal, Health, Social, Emotional Development. This underpins all of the learning and development of the children throughout the school. This journey starts in Nursery, where children are taught how to work together, how to share, how to help each other and self-care. In Nursery, next steps in learning are targeted and adults specifically intervene to support their individual next steps. In Reception this is built on as the activities which target an individuals' learning and development incorporate personal, health, social and emotional development. Moving into year 1 and year 2, children continue to build on their skills to develop independence, self-confidence, self-control and negotiation skills.
- Relationship and Sex education. Within this, children learn about healthy relationships, they learn about the values of respect, love and care. They develop a self-respect and empathy for others and help to manage their relationships with confidence and sensitivity.
- Promoting independence and responsibility, routed in firm relationships
 - Relationships are key within the school and we build on our whole school 'family' through teaching children key skills to support positive relationships, this starts from the onset in nursery when the curriculum focus' upon the prime areas of learning.
 - Our whole school vision promoted independence for individuals and supports children to build confidence in their abilities through playground interventions including playground watch, buddy bus stop, support to engage in physical activity during lunchtime, playground activities.
 - Our responsibility program – including 'mini me' (mini MDSA), playground pals, library monitors and school council.
- Focus on wellbeing strategies including:
 - Peer massage
 - Yoga
 - Mindfulness
 - Physical activities which link to wellbeing are embedded throughout each day
 - Calm breathing techniques
- Growth-mindset principles underpin all learning and help children to secure their learning behaviours. Through these, children learn to become independent, confident, resilient and determined learners. This is shown through the 'steps to success' which are an integral part of all lessons and children assess their learning behaviours against these throughout lessons.
- Enrichment and extra-curricular activities including baking, gardening. This helps children to have a sense of achievement and develop 'life' skills which help with self-regulation.
- Nurture and nurturing activities are embedded across the overarching whole school curriculum. This is a priority within the school vision and children and their family needs are recognised, understood and bespoke support is given by every member of the staff team. Our 'family' approach ensures this nurture is provided for all members of the family in our support of children, whether through simple encouragement of adults and their children or more specific support within further tiers.

PARENTAL ENGAGEMENT

When a child enters William Lilley, their whole family enter an extended family. We pride ourselves in developing firm relationships with the whole family. This allows us to ensure we are working together to develop positive behaviour



choices. Being a small, community-based school, we work hard from the onset in developing firm and effective relationships with the whole family so that we can work together effectively for the benefit of each individual child. This includes home-visits, regular engagement activities, parents' evenings and events as well as always being available for families.

We expect all parents/carers to work in partnership with school, celebrating achievements, praising good behaviour and supporting us when sanctions are issued. In this way children understand that we all work together to ensure they are happy, well-behaved and respectful at home and at school. If necessary we will try to support parents with managing their child's regulation at home.

When a child starts school, we have a home-school agreement which is signed by parents, children and the school to acknowledge this relationship in supporting each individual child. This is also presented in the home-school diary.

Having knowledge of each family supports in our knowledge of the children. We regularly share this knowledge in order to meet the bespoke needs of individuals throughout the school day; from lunchtime, playtimes and within class and group sessions.

UNACCEPTABLE BEHAVIOUR AND CONSEQUENCES

We acknowledge that as children are learning to regulate and make appropriate choices, sometimes inappropriate choices happen. We also recognise that each child is an individual, their ability to regulate can also vary and will be dependent upon a wide range of factors. Whilst we utilise the tiered system for support to mould individuals, there are clear boundaries and consequences for inappropriate behaviour and choices.

When a child makes an inappropriate choice or are struggling to regulate, we follow the five-step emotion coaching approach. Within this, children are supported to regulate. At all points, reference is made to the behaviour exhibited not the child themselves. In this way children are empowered to identify how they could make a different choice in the future. Within the five-step approach when children have become more regulated, then consequences are considered. There are a wide variety of consequences that are considered with the children through a problem-solving approach. Staff working with children will consider the context of the concern and problem solve with the child to relate them to an appropriate consequence. Consequences may be Natural or Logical:

Natural consequences	Logical consequences
<p>Natural consequences are the logical outcome without considerable intervention for example:</p> <ul style="list-style-type: none"> • If you are unkind to people you won't make friends • If you don't wear a coat outside you will get cold • If you don't practice a new skill you will struggle to do it 	<p>Logical consequences allow a person to 'fix' what they have done wrong for example:</p> <ul style="list-style-type: none"> • If you knock something over, you pick it up • If you are playing unsafely, you should take a break until you are calm <p>For logical consequences, we follow the following criteria:</p> <ul style="list-style-type: none"> • Related to the behaviour • Respectful in how it is communicated • Reasonable for the child's context

The list of potential consequences is extensive and will relate to the individual, their age and development, the circumstances and context. Potential consequences include:

- Apologies – verbal and created



- Time out/time in – moving a child away from a situation to reflect and calm
- Time away from an activity such as playtime
- Time away from the immediate environment
- Natural consequences
- Logical consequences
- Discussion and support from a senior leader
- Communication with parents to ensure support for an individual

The purpose of consequences is to help children to learn how to moderate their behaviour and make appropriate choices.

However, in order for children to recognise their actions we share the behaviour step that they have met. These are communicated verbally with the child and shared with their parents/carers to ensure a consistent approach to supporting children.

The stages are as follows:

Stage 1

The pupil has encountered some barriers which may have prevented engagement for all or part of the day. They may have fallen out with their peers, have appeared withdrawn, disengaged, showed frustration etc.

Stage 2

The pupil has struggled to engage in the day and has made little/ no progress. They may have run around, thrown things, caused damage, lashed out (not assaulted), shouted/ swore etc.

Stage 3

These refer to crisis incidents and when the pupil has lost control (e.g. harming others/ self/ property).

We also monitor these in order to identify any emerging concerns which may need further intervention and support.

TIER 2 ADDITIONAL IN CLASS INTERVENTION

It is important to remember that sometimes children will need additional support to help them self-regulate and manage their behaviour. We recognise all behaviour as communication and work hard to help children communicate and work through any difficulties they may have.

We utilise a range of strategies to support children at this time. This may include behaviour support plans and targets. If a child has shown continued dysregulation or behaviour in which the health and safety of themselves or others is put at risk, then this will be carefully reviewed and an individual positive behaviour/regulation plan will be instigated with the child and their family. This highlights individual need within the RESPONSE strategy and may include staff supporting a child through physical intervention or restrictive practice techniques. Further details can be found in the 'physical intervention and restrictive practice policy'.



Least restrictive **RESPONSE**®



Base line Behaviour



Nottinghamshire
County Council

(West, Stirling, & Mc Hugh, 2004)

If a child has made a significantly inappropriate choice, then their parent will be contacted immediately by a senior member of staff. The senior member of staff and the parents will consider the next steps, which may include sending the child home to carefully refocus their attention on appropriate behaviour.

A number of strategies are used for children at tier 2, these are intended to provide support, guidance and help to teach children to manage their emotions and include:

- ELSA (Emotional Literacy Support Assistant) support
- Sensory room sessions may be introduced, helping children to reduce stress and anxiety
- TacPac as a calming massage
- Small group interventions including talking tables, friendship groups, nurture activities
- Boxall profiling in which individual targets are identified and supported through individual or group work
- Playtime and lunchtime support and group intervention
- Social stories may be created to help children to make appropriate choices
- Talking tables are used in EYFS to help children develop their communication skills in order to be able to communicate their needs more effectively
- Individual Education Plans may be introduced to offer bespoke individual intervention and support
- Further intervention support may be offered through activities which have been carefully designed to support the individual, this may be provided using Pupil Premium funding
- Additional resources used with individuals and groups including 'feelings box' or engagement with specific books and text

At this point, families may have discussions with the class teacher or senior leaders. Resources and plans will be shared and developed collaboratively.

TIER 3 BESPOKE SUPPORT FOR INDIVIDUALS AND THEIR FAMILIES



If a child is displaying persistent and extreme dysregulated behaviour, we will invite families into school to discuss our concerns. This often would lead to further work and support with the child and their families in helping to manage and improve the situation for a child.

In cases of persistent, extreme dysregulated behaviour we have access to a range of services these include:

- SBAP (South Broxtowe School Behaviour and Attendance Partnership)

This service support to prevent behaviour issues escalating. In these situations, further support could be offered such as 'play therapy' or a family support worker. If after involvement of SBAP persistent behaviour remains unacceptable a fixed term exclusion from school may be issued.

- Individual programs of support

Staff receive training to support children's emotional, regulation and behavioural needs. This may include attachment and trauma, mental health and wellbeing. This may be through a series of work to manage anger or strategies to choose the correct behavioural response in a situation. Often careful assessment may be completed, as identified in our Mental Health Policy and individual programs of support will be offered.

Our 'open-door' approach means that there is always someone available to offer a family advice, guidance, signposting and support.

- Individual Behaviour Plans

Children who are struggling to regulate their behaviour and are displaying persistently inappropriate behaviour will have an individual behaviour plan. Staff who work closely with the child alongside their family will create a plan which identify triggers, strategies which support, rewards and consequences. This also may refer to the use of our positive handling policy. This will be shared with the child and all adults will work together to support in the implementation.

- Parenting support programs

We have access to a range of different parenting support programs, some of which have been available from within the school and some from the local Children's Centre and Health care professionals, others which help to support children's relationships. As a school we may signpost parents to these in order to help them manage behaviour at home.

TIER 4 INTENSIVE SUPPORT FOR INDIVIDUALS AND THEIR FAMILIES FROM A RANGE OF AGENCIES

We recognise that there are occasions when a child's circumstances are such that they require a multi-agency approach to support. The child may have experienced trauma or have insecure attachment needs. In these circumstances, support continues within the school but there may also be a range of other professionals who can offer bespoke, targeted to support for the whole family.

- Early Help Assessment Framework

We may create an 'EHAF' together with the family. This highlights the challenges that a family may face and identifies shared actions to work on. Often further agencies will become involved at the EHAF level; such as the Healthy Families Team, Speech Therapists, Women's Aid, Family Support workers, Children's Centre's etc. The form is sent to the Early Help unit where such referrals and support may be offered.



- **Family Hubs**

Our local family hub can provide bespoke support for individual children and their families. If families visit their GP they may be referred to this team, but school can also provide a referral. Support may include managing feelings, toileting and dietary needs, managing bereavement to name but a few.

- **Neurodevelopmental behaviour pathway**

This service is available via referral from school and/or the Healthy families team through the completion of a 'Getting to Know Me' form. The neurodevelopmental behaviour pathway service have regular drop-in sessions, intervention and parenting support as well as assessment for any children who are presenting signs of ADHD or ASD.

- **MASH (Multi-Agency Support Hub)**

A MASH referral would be made by the school if there is concern that the child is at risk of harm and may require social care intervention. The MASH department would offer a range of support from a range of agencies as well as child protection.

We will make every effort to support children and parents to improve behaviour. However, if unacceptable behaviour persists this becomes a matter for a fixed term exclusion from school. Following any fixed term exclusions, on re-entry to school every effort will be made to work in partnership with parents to help the child improve their behaviour. However, if the child's behaviour remains a danger to themselves and others a permanent exclusion will be considered. This must be approved by the Governing Body.





This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

"We are a nurturing, inspirational family who are determined to succeed"

Nurturing: We recognise that behaviours arise in response to the child's own emotional or psychological difficulties, and the approach to behaviour management will be informed by this understanding, particularly in the case of repeated incidents of poor behaviour. Positive relationships, resulting in good behaviour should be the consistent expectation and it should be seen as intrinsically rewarding. Parents / carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents / carers and all school staff with respect to children's behaviour should be outlined in the Behaviour Policy.

Inspirational: Staff will focus on modelling the expected standards of behaviour through explicit positive praise of children behaving in the desired manner rather than a focus on correcting minor examples of children behaving in an undesired manner. There is an expectation that the school will see behaviour challenges as a means of communication of children and will utilise support available to advise, inspire and support the positive behaviour of children.

Family: All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. The Behaviour Policy should set out expected standards of behaviour, based explicitly on the shared values agreed by the whole school community. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). The school will communicate closely with a families, in the spirit of collaboration to discover solutions together for individual children who may need to overcome their own behavioural challenges.

Determined: Governors are committed to maintaining the good standards of behaviour at William Lilley of which all are proud. Behaviour strategies should focus on positive reinforcement and support. Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. The school will always work on the assumption that a child with repeated behavioural difficulties can change and will change with the right support in place.

Succeed: The Governors believe that high standards of behaviour lie at the heart of a successful school that enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without undue interruption or harassment. When correction of behaviour is required, it will be done in the spirit of ensuring this is a learning opportunity for the child and their peers.



APPENDIX 2 – EXAMPLE ADAPTATIONS FOR DIFFERENT PERSONALITY TYPES

1. Title
Advocates for a different perspective.
2. Behaviours presented
<p>Wants to do everything their way, fidgeting, dominates whole class conversations</p> <p>Loud and talkative, talks about their options and decisions, refuses to follow first initial instruction</p>
3. Strategies to use
<p>Use direct and simple vocabulary Have a choice once task is completed You can do A or B</p> <p>Use now... and next... It's ok to feel how you feel but it's not ok to e.g. call out. Next time, you could keep everyone happy by...</p>
4. Consequences
<p>Not completing their choice. Time for reflection.</p>

1. Title
Energetic, enthusiastic, on the go
2. Behaviours presented
<p>Constantly seeking adult attention, constant talking or asking questions, tests boundaries</p> <p>Moving around the carpet, sometimes unfocused, shouting out, struggles to sit still</p>
3. Strategies to use
<p>Co-regulate when calm with adult Intervention by adult to help with situation as it occurs Calming down strategies Reward charts Carpet space near adult 2 carpet spaces to move between Using energy for something physical</p> <p>I understand you might not want to do this now, but if you just do this part then you can ...</p> <p>I understand that you are feeling frustrated because you want to tell me your answer, I will listen to you but you have to wait your turn Let's use some energy up by ... Let's take a breath, take a break, sit down, and pause for a minute...</p>
4. Consequences
<p>Time in Calming strategies Occasionally time out</p>



1. Title
Enjoys communicating, articulate
2. Behaviours presented
Talks on carpet, shouts out, interrupts adults, gets very close when talking, holds adults face to get attention, has to finish his sentence, song or story.
3. Strategies to use
<p>I know that you have got a lot to say, when would be good a time to tell me?</p> <p>Listening rules.</p> <p>Circle time – validating opinions.</p>
4. Consequences
<p>Time in during continuous provision.</p> <p>Reflection time to consider other's points of view</p>

1. Title
Knows what they want, outspoken
2. Behaviours presented
<p>Cry, defiant if doesn't want to do something, emotional, hits out at others if they don't do what she wants.</p> <p>Demands time 1:1 with adult or friend.</p>
3. Strategies to use
<p>I can see you are frustrated/upset, I'm here to help you.</p> <p>Let's take a breath, and pause for a minute.</p> <p>Can you explain to me what you want?</p> <p>It is okay to feel ... It will pass, and you will feel better again soon.</p>
4. Consequences
<p>Time in</p> <p>Reflection time to consider actions</p>



1. Title
Seeks justice, respects the rules
2. Behaviours presented
<p>Upset with others when they do not follow the rules.</p> <p>Interested in others.</p> <p>Tells adults when others are behaving in a negative way, even when own behaviour is not exemplar.</p>
3. Strategies to use
<p>I understand your feelings.</p> <p>I understand that you are feeling... I would feel if that happened to me.</p> <p>What will you learn from this?</p> <p>Co-regulation and discussion about feelings</p>
4. Consequences
<p>Time in.</p> <p>Reflection time</p>

1. Title
Has strong preferences
2. Behaviours presented
<p>Over confident.</p> <p>Over friendly.</p> <p>Controls others.</p> <p>Respects the rules.</p> <p>Anxious if others break the rules.</p> <p>Very sensitive to others emotions.</p>
3. Strategies to use
<p>Let's take a pause for a minute.</p> <p>It's okay to feel how you feel, but it's not to...</p>
4. Consequences
<p>Reflection time with an adult (time in)</p>



1. Title
Natural Leader & holds strong beliefs
2. Behaviours presented
<p>Dominating games, taking more turns than others, struggles to share, wants to be the best at everything, used to having it all their way</p> <p>Sad expression on face, blocking ears, huffing, shouting or screaming, throwing objects, storming off, refusing to listen to reason, crying</p>
3. Strategies to use & solutions
<p>Agreed place to go to for calming/self-regulation Co-regulate when calm with adult Intervention by adult to help with situation as it occurs Calming down strategies Reward charts</p> <p>I understand that you are feeling frustrated because ... It seems you are unhappy, but I want to hear from you how you are feeling It's ok to feel how you feel, but it's not ok to... If you sort it out by being in charge of ... then everyone will feel better Next time you could keep everyone happy by ...</p>
4. Consequences
<p>Time in Reflection time</p>

1. Title
Cautious, careful, protective
2. Behaviours presented
Withdrawn, lacks confidence, needs reassurance, will not engage independently, fearful, shuts down, scared, follows others
3. Strategies to use
<p>Needs a high level of co-regulation, opportunity to co-regulate, time-in, calming strategies alongside others, distraction and re-focus, reassurance</p> <p>I understand how you are feeling, I would feel like that too Let's take a breath/break and pause for a minute</p>
4. Consequences
<p>Will be upset as aware of natural consequences Reflection time with an adult Time-in (Time out from a situation will not be supportive)</p>



1. Title
Expressive and passionate
2. Behaviours presented
<p>Always keen to comment/ react to a situation, caring to others, limited social awareness/ can't always understand boundaries, curious about the activity in the classroom</p> <p>Behaviour</p> <p>Huffing, stamping, crying, cross face/ frustration, refusal to participate, biting, flipping of lid, screaming and shouting</p>
3. Strategies to use
<p>Co-regulate with an adult</p> <p>Self-regulation at a calm space</p> <p>It's okay for you to feel X but you cannot X</p> <p>Remember in school we use kind hands</p> <p>Support with regulation and discussion of what we can do when feeling X (deep breath, calm space, talking to a grown up)</p>
4. Consequences
<p>Reflection time to support regulation</p> <p>Time out (if hurt another child)</p>

1. Title
Holds strong beliefs, bold, determined
2. Behaviours presented
<p>Knows what they want, argumentative, answers back, self-assured, has an answer for everything, sulks, storms off, emotionally switches off.</p>
3. Strategies to use
<p>Need to have agreed place for calming/regulation</p> <p>This child needs an adult to listen and take on board their perspective</p> <p>Allow child to lead the discussion e.g., I understand your feelings, can you explain?, What do you want/feel/think</p> <p>Encourage to look at different perspectives and impact of these</p>
4. Consequences
<p>Reflection time to allow to consider different perspectives</p> <p>Enable child to listen to others</p>



1. Title
Multitasks, pays attention to many things
2. Behaviours presented
<p>Difficulty in paying attention limited listening Easily distracted</p>
3. Strategies to use
<p>Praise for good listening, focused attention, good concentration Spotlight child, in Teacher's immediate vision Careful choice of talk partner/peers during group work</p> <p>I know that you find it tricky to pay attention.... What might help you to stay focused? I really like the way you are looking/listening/concentrating.....</p>
4. Consequences
Calm corner time

1. Title
Persistent, tenacious and steadfast
2. Behaviours presented
<p>Low self-esteem, struggles with direct instruction, needs to feel in control and seeks connection</p> <p>Refusal to follow an instruction/engage with learning, interested in what's going on in the classroom, struggles to engage with situations that are not on their own terms, head on the table, smirking</p>
3. Strategies to use
<p>Don't ask directly about the situation. Explain that you know "I've noticed/ I can see" Give time and explain that you will return in X minutes "I enjoy having fun with my friends too and it can be really tricky if someone is trying to talk to you" "It's okay to feel excited but we have these rules..."</p>
4. Consequences
<p>Talking about how it affects the peers Reflection time Move away from peers Removal from space</p>



1. Title (solution focused vocabulary)
Prefers order and predictability
2. Behaviours presented
Dysregulates when there is less order, needs structure and routine, transitions are difficult,
3. Strategies to use
Pre-empting, now and next, visual timetable, verbal warnings for what happened next, using calm area, giving structure, explaining what is happening next
I can see that you are upset/angry/frustrated What would be helpful to you? It's ok What do you do next time?
4. Consequences
Having reflection time Revisit visual timetable Reflection time and coaching with an adult Calming time

1. Title
Seeks connection
2. Behaviours presented
Dominating games and activities, physical with other children rather than using words to express themselves, wants to be the best at everything, used to having it his own way.
Angry expression, hides away in the corner of the room, throwing objects/ destroys school property, storms out of the room, refuses to listen to reason
3. Strategies to use
Agreed place to go for calming/ self-regulation Co- regulate when calm with an adult Intervention by adult to help with situation as it occurs Move away from peers when at crisis point Calming strategies are in place.
I've noticed... Use now... and next... It's ok to feel how you feel but it's not ok to... Next time, you could keep everyone happy by... What would be helpful right now...
4. Consequences
Time in. Time out. Time for reflection.



1. Title
Spontaneous, instinctive
2. Behaviours presented
Walk off, refuse to listen, cry, stamp feet
3. Strategies to use
<p>Provide a space to calm down/self-regulation</p> <p>Co-regulate with an adult</p> <p>Hug from an adult</p> <p>Validate feelings</p> <p>Reward chart</p> <p>I can see that you are upset/angry/frustrated</p> <p>You are good and kind.</p> <p>It's ok</p> <p>What could you do next time?</p> <p>Reinforcement of rules</p> <p>Coregulation with adult</p> <p>Self-regulation in calm space</p>
4. Consequences
<p>Time in</p> <p>Reflection time</p>

