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# Behaviour for Learning and Living Well



Summer 2018



*At West Earlham Infant and Nursery school we –*

*Do all the good we can*

*By all the means we can*

*In all the ways we can*

*At all the times we can*

*To all the people we can*

*As long as we ever can*

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**West Earlham Infant and Nursery School**  
**Creating an Emotionally Literate School**  
**Learn Well-Live Well**

**The basic premise is that behaviour has meaning - whether it is provocative and reactive, or withdrawn and silent. Understanding the communication implicit in behaviour can protect the teacher from being adversely affected by pupils feelings and defensive patterns, and can thus enhance practice and pupil achievement' Heather Geddes 2012**

## **1. Introduction and Aims**

At our school we place a strong emphasis on emotional literacy and we believe that everyone has the right to feel safe, secure and valued. We also understand that different approaches are needed to suit different ages and stages of development. Our policy and practice is underpinned with the understanding that behaviour is a manifestation of feelings, emotions and experiences and those feelings should be of utmost consideration. Throughout this policy there is an acknowledgment that children bring a wide variety of behavior patterns based on their experiences, differences in home values, personalities, attitude and parenting approaches. This policy is underpinned by our shared values of community, honesty, hope, joy and trust.

This policy, in accordance with guidance and with reference to statutory duties as described in '**Behaviour and discipline in schools; Advice for head teachers and school staff**' (DfE Jan 2016) will set out how we aim to:

- promote good behaviour,
- promote self-discipline and respect
- prevent bullying;
- ensure that children participate in learning in a way that is appropriate for their age and stage
- regulate the conduct of children

### **a. The aims of this policy are**

The aims of this policy are:

- to communicate our vision to support our children and each other
- to create a place where everyone feels nurtured and respected
- to enable children to learn to self-regulate their desires, feelings and emotions
- to develop professionally appropriate warm trusting relationships between adults and children, staff and families and between professionals
- for adults to consistently model emotionally literacy in their interactions with children and with each other
- to encourage consistency and inevitability of responses to individual children
- to promote self-esteem, self-regulation and positive relationships
- to ensure that the school's expectations and strategies are widely known, understood and consistently practiced
- to ensure that the needs and experience of the child are central in all decision making and planning, whilst keeping children and staff safe.

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- to encourage the involvement of both home and school in the implementation of this policy
  - to promote good learning behaviours, behaviours for safety and emotional literacy so children learn well to live well

### **b. Rules around School**

To ensure children feel safe and secure we have a set of whole school aims which are consistently applied across the main school. When children begin in Reception they will start to learn about them and be given support to recognise the desired behavior, though the child's stage of development will be taken into account.

In our school we have **four** simple rules:

- Be kind
- Show Respect
- Be safe
- Keep trying

The aims are discussed fully through PHSE assemblies, are underpinned by work in class using materials from SEAL (Social and Emotional Aspects of Learning) and explored more fully through emotionally literate curriculum and through PSED in the EYFS.

Classes may devise agreed rules and procedures to make clear to the children how they can achieve acceptable standards of behaviour in all school areas at all times. They should be kept to a necessary minimum, appropriate for the age and stage and follow these principles:

- be positively stated, telling the children what to do rather than what not to do i.e. 'walking feet' and communicated appropriately
- Everyone involved should be actively encouraged to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school community has responsibilities towards the whole

Breach of school rules should be managed consistently for individual children and with an inevitable response. An inevitable response helps a child know that if they persistently breach rules they know what to expect i.e. if you run in the corridor, you will practice walking at playtime.

## **2. How we manage behaviour**

### **a. When things are good**

We emphasize and reinforce positive behaviours by noticing and giving specific praise for the appropriate behaviour. We believe that reinforcing expected behaviours and recognizing over and above expectations can have a motivational role, helping children to see that good behaviour is valued. The commonest reward is **specific** praise, informal and formal, public and private, to individuals and groups.

Children should be encouraged to be aware of their 'behavioural success' and to develop the idea of 'intrinsic motivation' – doing the right thing because it feels good without there being a physical or external reward. Studies have shown intrinsic motivation has a long lasting effect on

attitude and learning. Children who are 'always good' should be noticed, as should those who are working hard to improve their behaviour and attitude.

To develop children's intrinsic motivation we use a 'recognition board' and 'family postcards'. These are used to be explicit about desired conduct behaviour and behaviour for learning. The recognition board is prominently displayed in each classroom.

We aim to maximise opportunities for intrinsic motivation.

Some examples are:

- showing work to another teacher/member of staff
- doing 'special' job for staff
- special time in class
- structured choosing/ board/card games
- praise from head teacher
- taking photo
- time to pursue own interest
- extra library/play/games time
- celebration note/postcard to share with family
- self selected activities

### b. Three Behaviour Stages

For the majority of the school we use the 3 behaviour stages to indicate appropriateness of behaviour.

The 3 behaviour stage model is detailed below

Stage	Stage 1: This stage is where every child should be	Stage 2: Inevitable response	Stage 3: Inclusions/Management intervention
Types of Behaviours that might be displayed	Following of school aims	Disruption, non-compliance, unsafe behaviour	Continual and regular disruption, verbal and/or physically aggressive harm, highly emotional behaviour
Action taken by staff	Positive praise/reminders of expectation, use of behaviour scripts, recognition of emotions.	Norfolk steps de-escalation Consequence and restorative action linked to behaviour	Norfolk Step up intervention by trained staff, restorative actions, discussion with families

When behavior is frequently at stage2 or 3 an inclusion plan may be considered (please see page 12)

### c. When things go wrong...

We always aim to use restorative principles. This is so that the 'perpetrator' understands the harm they have caused the 'victim'. It encourages them to own their behaviour and to repair harm.

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## The restorative script.....



We intervene early to prevent children's behaviour escalating. We endeavor to use a range of strategies appropriate for the child's emotional state and stage of development. Initially it will involve acknowledging a feeling and naming the emotion. Further strategies may include using a safe space in the classroom or school, using timers or time out, verbal reminders about expected behaviour, visiting an adult, requesting advice from a colleague or Norfolk steps.

When dealing with escalating behaviour staff should always be clear, concise and calm.

Staff take ownership of the situation and plan inevitable responses. This is so children will know what will happen if behaviour happens again. We expect children to repair the harm they have caused (see consequences Pg6)

Children under three years: When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are learning to regulate their own emotions and require sensitive adults to help them do this. We focus on ensuring a child's attachment figure in the setting; their key person is building a strong relationship to provide security for the child.

### **d. Reframing**

a. This is an invaluable tool. It helps:

- show the speaker you are listening
- give the speaker a chance to clarify things
- Provides an opportunity to use positive rather than negative descriptions

Negative Description	Positive Description
Demanding	Has high standards
Loud	Enthusiastic
Argumentative	Strong Opinions
Nosy	Curious
Explosive	Dramatic
Distracted	Interested in lots of things

An example of reframing behaviour:

When a child is very demanding about wanting something this can be reframed as “Joe, I can see you really want to improve your model. How can I help you do that while Amir finishes using the scissors?”

#### e. Consequences

Although rewards are central to the encouragement of good behaviour, realistically there have to be times when there is a need for consequences. This should help the child identify what went wrong and how to make it better. This helps protect the security and stability of the school community.

A consequence is repairing harm using restorative approaches; using consequences enables adults to teach children that they will ultimately be responsible for their own behaviour. Using consequences also gives a clear support to the school community that deliberate negative behaviour will be challenged but supported so that harm is repaired. Individual staff who address the behaviour must take ownership of this.

The use of consequences should be characterized by certain features but predominantly by encouraging the child to restore respect and trust with those where harm has been/may have been caused and know that there will be an inevitable response.

It must be clear how the consequence is linked to the behaviour i.e. drawing on walls may have a consequence of cleaning and washing the damage

It must be made clear what changes in behaviour are required to avoid future consequences. They must be inevitable and upheld.

Group ‘punishment’ should be avoided as it breeds resentment.

There should be a clear distinction between minor and major offences.

Children should understand that the consequence is linked to their behaviour and it is not about ‘personalities’; talk about the harm/behaviour not the child i.e. ‘When the stone hit Carla she felt hurt and frightened. Let’s help her to feel better’.

Families of all children concerned are informed when more serious consequences are applied as quickly as is practical.

Restorative approaches are modelled and explained to families. They should be encouraged to use them at home.

If children’s behaviour is so unsafe that it poses a risk to themselves or others the school has the right to physically intervene as per the Restive Physical Intervention Policy.

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When staff are unsure about the most effective type of consequence or how to restore trust they should seek advice from another colleague, Inclusion team deputy head, or the Head teacher.

**f. When things are more challenging...**

When a child is repeatedly exhibiting behaviour (Stage3) which may be described as anti-social, continually disruptive to learning or aggressive. We recognise this can have an emotional impact on us and 'press our buttons'. Adult's emotional literacy is key and staff must recognise when they themselves are feeling 'swamped' and ask for help. Teachers **MUST NOT** recommend visits to GP's for children without first discussing with a member of the leadership team or Special Educational Needs Co-coordinator.

Teachers/members of staff **must**:

- Talk calmly with the child in an appropriate place and time
- Meet with the family regularly to develop a partnership approach and record this on Record of Family meeting
- Identify triggers that cause behaviour to escalate
- Reflect on provision, make adaptations and trial a range of strategies to engage and support
- Use a personalised approach to prevent escalation i.e. managing transition times
- Create a 'special' time to support the child i.e. during lunch times - share activities, games
- Emphasise and acknowledge positive behaviours
- Ensure the child can develop an emotional connection - your opinions matter to them
- Consider whether an Inclusion Plan would prevent further escalation. (See inclusion Pg12)

**g. Exclusions and detentions**

As a school we are proactive and will do all we can to enable children to succeed. However there are times when a situation occurs and exclusion may be the only option available to keep the child safe, and ensure the education and welfare of other children and staff. This would be used as a last resort and in response to serious or persistent breaches of our Behaviour Policy.

Behaviours that put children at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent loss to the learning of others

There are times when, following an incident, an exclusion is given. As part of the child's return to school, a plan/timetable will be developed and adaptations made to meet an individual's need. There are times when the school needs time to plan and adapt to meet an individual's needs. We work closely with families to reduce the risk of future or permanent exclusions.

The school does not enter into informal arrangements, such as sending children home early. However there may be times that adapting place and time of collection or drop off supports the child. This should be agreed as part of their personalised plan/timetable.

Planning to support the needs of individual children is the responsibility of the class teacher

For all fixed term and permanent exclusions DfE guidance and Norfolk County Council Policy guidelines will be followed.

Children who are presenting behaviours that may put them or others at risk may be withdrawn from participating in school trips, visits and clubs on and off the school site. This is assessed on an individual basis. A full risk assessment will take place. The school, will do all it can to ensure that

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children are able to participate fully, however when this is deemed inappropriate because of the risk an alternative curriculum will be offered. Withdrawing a child from a school trip is always based upon risk and never as a sanction. Families will be fully informed of this decision and will be asked to sign a form to acknowledge that they understand this. Children are expected to attend school if they are withdrawn from a school trip.

**In-School Exclusion:** Should children be displaying high levels of aggression, are at risk of absconding or are causing persistent loss of learning to themselves or others, and the 3 behaviour stages has not being effective, an in-school exclusion may be put into place. This is where children are educated away from their main class but remain in school. In-school exclusions are supported, tracked and monitored by the Inclusion Team. When in school exclusions are used the class teacher provides appropriate work for the child. During this time some therapeutic and/or restorative activities may also take place. In-school exclusions are not long term solutions for children. Families will be informed of all in-school exclusions and we will work closely with them to reduce the risk of future in-school exclusions or fixed term/permanent exclusions.

**Behaviour outside of school:** Pupils can be excluded for behaviour outside of school, in line with this policy. We expect pupils to behave well outside school as well as inside school. A pupil's behaviour should be orderly and respectful of the people and the environment around them. We do not accept behaviour that would pose a threat to another pupil or member of the public or behaviour which adversely affects the reputation of the school. The school may investigate instances of poor behaviour out of school and may impose a sanction that could include exclusion. As a school we have a responsibility to ensure that children finish assigned work on time. Furthermore we have the power to impose detentions either during lunchtime or outside of schools hours for children who have not achieved this. In this we would be both proportionate in the length of time we expect children to remain in school to complete this work and would ensure that this was reasonable for the circumstances in which it occurred. Parents and carers would be informed prior to collection that children were required to remain in school either to complete work not finished in the school day or not meeting the required standard. Parental consent is not required for this; however we would aim for this to be planned in partnership.

Decisions to apply consequences and sanctions can only be made by a paid member of school staff. Any sanction must not breach any other legislation in respect of disability, special educational needs, and other equalities and human rights. It must be reasonable and proportionate in all circumstances.

The consequences and sanctions must have due regard for disabled pupils by taking their disability into consideration. This may mean that the consequence or sanction is very different to non-disabled pupils. A child with a disability must never receive a sanction if their inability to carry out an instruction or task is linked to their disability.

Due regard must be given to the duty to safeguard children. If applying a consequence or sanction could put a child at risk of harm, advice from MASH should be sought.

## **h. Bullying**

At West Earlham Infant and Nursery School we regard any type of bullying as totally unacceptable

We define bullying as deliberate, physical or emotionally hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being



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bullied finds it difficult to defend his/her self. Bullying can often be categorised by an imbalance of power.

For children under five we recognise that hurtful behaviour is often momentary, spontaneous and often without recognition of the feelings of the person who they have hurt. It is not helpful to label this behaviour as bullying when the child is not yet at a stage of cognitive development where he or she is able to carry out planned and premeditated actions intended to cause distress to another.

At West Earlham Infant and Nursery School children must feel free from bullying in the following areas; cyber-bullying, prejudice based including related to Special Educational Needs, Sexual Orientation, sex, Race, Religion and belief, gender reassignment and disability.

We have a specific Anti-bullying policy which should be referred to if it is believed bullying is part of or wholly responsible for behaviour issues.

i. If a child makes a malicious accusation against school staff, this will be managed by the head teacher. We would expect the child and family of the child to retract the accusation and to meet with the member of staff (victim) to explain how they will restore trust. Should the child and family refuse or fail to do this in a satisfactory manner the head teacher will seek advice from legal advisors and recommend the member of staff refer to their professional body.

### **3. How we promote a positive behaviour culture**

#### **4. An Emotionally Literate School**

##### **a. An Emotionally Literate Curriculum**

It follows that lessons should have clear objectives, as appropriate, be understood by the children, and should be adapted to meet the needs of children of different abilities. Feedback to children should be used as a supportive activity.

We teach children emotional literacy through:

- the everyday interactions with adults
- the routines and rituals of the school/classroom i.e. Being greeted on entering school/class, assemblies, special responsibilities
- circle/discussion times
- regular PHSE/SEAL lessons in KS1
- themes that provide challenge and explore differing responses i.e. Danger, Extreme Sport, Lost and Found, Travel, Jobs, Changes
- routinely planning reading of stories which explore feelings and emotions
- through games, role play and drama
- providing thought provoking visual displays that foster the use of specific emotional vocabulary
- use of 'feelings wall' to identify and name feelings
- individualised plans for specific children to support emotional development i.e. paired games, turn taking
- Naming and validating feelings and emotions

Alongside the above the school has skilled and experienced Emotional Literacy Support Assistants (ELSA) and Play Therapist who work with small groups and in 1:1 sessions to support specific children in their emotional literacy journey.

##### **b. High five**

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As part of children's learning we recognise the need for them to be taught to stay safe and to ask for help. In the first half term children complete a 'High 5' sheet whereby they name 2 adults in school with whom they can talk about concerns and worries. Class teachers keep a class list of the named adults and this is shared so that named adults are aware if they are on a child's High 5 list.

## 5. What we expect from adults

### a. What we expect from adults

As adults we must:

- foster a classroom community where children feel they belong and welcomed
- set high expectations and communicate them clearly
- consistently model emotionally literate behaviours
- create a positive climate with realistic and high expectations
- emphasise the importance of being valued as an individual within the group
- promote through example: honesty, trust, courage, kindness, compassion, respect, courtesy, risk taking and positive management of emotions
- ensure children feel nurtured and families supported
- provide a caring, engaging and effective learning environment that enables children to experience appropriate challenge, joy and optimism and to appreciate beauty
- encourage relationships based on kindness, empathy, respect and understanding of the needs of others
- show that we will never let children down
- ensure fair treatment for all regardless of age, gender, ethnicity, religious beliefs, race, ability and disability
- show appreciation of the specific skills children use and the different contribution individuals make, encouraging participation for all
- give due regard to specific barriers to learning that may have impact on behaviour and plan accordingly
- respond and behave calmly and consistently, always trying to maintain a positive outlook
- take individual ownership when managing behaviour incidents, however minor
- act professionally at all times, not allowing personal issues to affect our conduct and responses to children
- be able to take responsibility for talking to children if we get things wrong.

### b. Classroom Management and organisation

Staff must always be welcoming. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they are valued. Relationships between adults and children, strategies for encouraging good conduct and behaviour for learning, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence, personal initiative and a sense of belonging. Furniture should be arranged to provide an environment conducive to learning behaviour, whilst meeting individual needs. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays and marking should help develop

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self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, enquiry and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which enable children to learn and play by knowing when to co-operate with others and when to work independently. Praise should be used to reinforce good attitudes to learning. When help with conduct is required the adult should aim to have a discussion with the child without peers listening; to avoid the child feeling humiliated. Staff can ask for guidance to develop strategies from the Inclusion Team and the school leaders.

### **c. Sections 5 and 7 of the Teachers' Standards (June 2013)**

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Following this, in consultation with the inclusion team, head teacher, Special Educational Needs Co-coordinator (SENDCO) and family of the child, the class teacher should write an Inclusion Plan (IP). These plans recognise the difficulty the child is having adhering to the schools behaviour policy and that their behaviour cannot be modified successfully using the 3 behaviour stages system. The plan will identify triggers, set out clear achievable targets; how the school and home will support the child to achieve behavioural success and when the plan should be reviewed. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the head teacher and SENDCO. It must be shared and applied consistently, be written with very specific details including inevitable responses.

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Staff must pay due regard to any safeguarding concerns about the child prior to reporting to families

## 6. The Inclusion Team

### a. The Inclusion Team

In our school we place a very strong emphasis on nurturing children. To support us in the planning to meet the needs of children who have additional behavioural needs, we have a specialised Inclusion Team. Their role is to:

- support class teachers to develop inclusive classrooms
- support staff in taking ownership of behaviour management and following consistently the 3 behaviour stages
- to work in classes to support children in developing good conduct
- provide a listening ear to staff who are finding behaviour challenging
- support class teachers in forming/reviewing Inclusion plans
- to help in minimising risk of harm
- carry out planned interventions with individuals and small groups i.e. Drawing and talking, small games and activities, individualised plans
- to support children to take ownership of their behaviours
- to support teachers in discussions with families
- support for the teacher/staff member if a child has reached crisis point
- reintegration for children
- support for children to access special events and/or on and off site visits
- support the safeguarding team by working with vulnerable children
- Carry out Norfolk Steps training for staff

The Inclusion Team are accountable to the leadership team and report to them about how they are being used to help children access their full entitlement. They should not be used routinely to withdraw children but may be used as such until the teacher has drawn up an Inclusion Plan.

### b. The Inclusion Plan

An inclusion plan is a detailed plan for any child whose behaviour needs are not met by adapting normal practice. They are to help adults devise a plan that aims to prevent behavior escalating, so adults and children will know what will happen if it does. It is individualized to the needs and behaviour of the child.

The process of writing an inclusion plan is the responsibility of the class teacher with support from the Inclusion Team. It is a valuable process as, in thinking very carefully about the needs of an individual child; practitioners often improve their inclusive practices for all children. It is a key part in being a reflective practitioner.

The aim of inclusion plan is to support a child to access learning and participation in their classroom. It contains the following:

- Identification of special interests in and out of schools
- Likes and dislikes of the child
- Known triggers that lead to escalation to crisis
- Special plans/adaptations to avoid triggers
- Inevitable responses to triggers
- Review dates
- The views of the child

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- The role of the family

The process can be supported by neutral observations, Boxall Profile, discussions with colleagues and meeting with families.

## 7. Working in Partnership with families

### a. Working in Partnership with Families

We give high priority to clear communication within the school and to a positive partnership with families since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Discussions with families should be held in a private way. If appropriate, the children themselves should be asked to explain to their parent/carer what the concern may be. Early warning of concerns should be communicated to the head teacher/deputy so that strategies can be discussed and agreed before more formal steps are required.

Likewise, it is important that positive behaviour is also shared with families, as we recognise that emotional engagement has long lasting positive effects.

A positive partnership with families is crucial to building trust, developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of productive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

### b. Home School Agreement

a. The school will communicate policy and expectations to families and careers. The school invites all parents and children to sign a 'Home and School Agreement' which sets out clearly an informal contract for joint expectations. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation and contribute to planning for improvement. Family support will be sought in devising a plan of action within this policy, and further action will be discussed with the parents/careers.

## 8. Extended School Arrangements

### a. Extended school arrangements

a. The principles of this policy also relate to extended school provision i.e. after school clubs and holiday clubs or events extending beyond the school day. Should an incident take place during extended schools times, the manager/visit leaders will make a dynamic risk assessment as to the appropriate action. If, in consultation with colleagues, the manager/visit leader feels the child's conduct is putting themselves or others at risk their place may be withdrawn with immediate effect. The right to attend special events and clubs is a privilege which can be withdrawn by senior leaders.

### Related Policy Documents

- Anti-Bullying Policy

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- Dealing with Allegations Against Staff
  - Equality Scheme;
  - Home School Agreement
  - Learning and Teaching Policy
  - Personal, Social, Health, Economic and Citizenship Policy
  - Positive Touch Policy
  - Restrictive Physical Interventions Policy

#### **Related School Documents**

- Inclusion Plan
- Individual Risk Assessments
- Individual Behaviour Log
- Three behaviour stages
- Achieving Positive behaviour at West Earlham Infant School Nursery.

#### **Terminology Key:**

**Emotional Literacy:** term used to describe the ability to understand and express feelings

**PSED:** Personal, social and emotional development

**EYFS:** Early Years Foundation Stage

**Behavior scripts:** key phrases and words used across school to support children in managing behavior

**Norfolk steps:** Management tool for behavior with clear strategies for 9intervention and escalation

**Restorative action and principles:** focuses on maintaining relationships and emphasis the repair of harm and accountability of actions.

**MASH:** Multi agency Safeguarding hub

**PSHE:** Personal social and emotional literacy

**KS1:** Key Stage1

**Boxall Profile:** assessment tool for social emotional behavior difficulties

This policy was last reviewed and approved by the Governing Body in **July 2018**. The date of the next formal review will be **July 2019** and every year thereafter. This policy has been reviewed in line with the 2010 Equality Act and the Public Sector Equality Act along with our Single Equality Scheme. Due regards has been given to equality.

Furthermore this policy has been written in line with the following documentation:

- *'Behaviour and Discipline in Schools' - Advice for head teachers and school staff' January 2016*
- *Getting the simple things right ; Charlie Taylors behaviour checklist - DFE - 2011*
- *Attachment in the Classroom - Heather Geddes - 2012*
- *Paul Dix 'When adults change, everything changes' Independent Thinking Press - 2017*

Policy approved by the Full Governing Body of West Earlham Infant and Nursery School; in consultation with staff, children and families.