

# NETTLEWORTH INFANT AND NURSERY SCHOOL

## BEHAVIOUR POLICY



*We nurture, we flourish, we achieve*



|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Related Policies/documents: | <p><b>Related Policies:</b> Touch, Anti-Bullying, Special Educational Needs, Inclusion / Exclusion Policy, Coping with Risky Behaviour (CRB), RSE, Equal Opportunities, Allegations of Abuse Against Teachers and Other Staff, Whole School Policy for Child Protection, Whole School Policy for Safeguarding, Attachment and Trauma Audit, Child on Child Abuse Policy</p> <p><b>Related Documents/Information:</b> KCSIE (2025), Outstanding Safeguarding Practice in Schools (2023), EEF Behaviour (August 2021), Restrictive interventions, including use of reasonable force, in schools (April 2026)</p> |
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| Approved/Ratified by:       | Staff and Governors at Nettleworth Infant and Nursery School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Our Vision

At Nettleworth Infant School and Nursery, we firmly believe that ***‘good behaviour is a necessary condition for learning’*** (Amanda Spielman Ofsted 2019). Our whole school culture is based on high expectations and a consistent and coherent approach to optimising behaviour. This can be defined as ***‘the way we do things around here’***. We recognise that ***‘behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and other aspects of learning’*** and ***‘better behaviour benefits everyone’*** (T. Bennett 2017)

Our school is a nurturing and inclusive place where all children, adults, parents and carers respect and support each other. We grow together in order to reach our full potential. Our children love to learn and our adults provide an inspiring environment where all children learn through play. We aim high for academic success and model excellent behaviour to encourage the children to be the best they can be.

***‘There is a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.’*** (Sir Kevan Collins EEF 2019) In order for our children to effectively learn and flourish, we recognise that ***teaching learning behaviour will reduce the need to manage misbehaviour*** (EEF 2019) and our Behaviour Policy is essential to this. This is all within a structured framework which is sensitive to the needs of each individual child. A lot of work is done throughout the school in improving a child’s self-image and being sensitive to the feelings of others.

We are especially mindful of pupils with SEND when considering what ‘good’ behaviour looks like in relation to our behaviour system and our Rainbow Rules. All staff recognise that an individualised inclusive approach alongside the notion of educational equity are essential.

## **Aims**

- \* To expect everyone to be polite and show respect to each other; treat everyone equally as we would like to be treated, regardless of race, sex, religion or culture.
- \* To try to help pupils develop self-control, social skills and take responsibility for their property; thus aiming to keep the school clean and tidy.
- \* To develop a sense of pride in our surroundings and ourselves
- \* To create a calm and safe environment.
- \* To encourage good behaviour through a consistent and positive approach; our aim is to marginalise bad behaviour by promoting good behaviour.
- \* To recognise and understand the process of mediation as a means of conflict resolution.
- \* To develop a strong moral code and promote personal and academic achievement.
- \* To recognise that bullying is persistent intimidation, in any form, and will not be tolerated.
- \* To keep parents involved and informed in good and bad behaviour.
- \* To create a culture of excellent behaviour using a clear vision of what good behaviour looks like.

## **Our Expectations**

### **Our Children:**

- \* Follow our Rainbow Rules.
- \* Strive to display our Superhero Learning Powers.

### **Our Criteria for good behaviour:**

1. Pupils walk quietly in school when moving around the building and when entering, during and leaving assembly, thus showing care and consideration for others.
2. Pupils are polite and courteous to other children, all members of staff, parents and any visitors in school. They are equally polite and courteous when on visits, which take them off site.
3. Pupils listen and concentrate in lessons.
4. Pupils show increasing confidence and ability in class; they remain on task and are able to persevere when they encounter difficulties.
5. Pupils are able to work together and support each other both in class and when playing together outside.
6. Pupils use resources appropriately and with care.
7. Pupils should treat all property with respect.
8. Pupils should show a willingness to listen and respect the views of others and should be able to express their own point of view without giving offence.
9. Pupils should develop a sense of responsibility for their own actions and be encouraged to act in an honest way.

We place the emphasis on encouraging and rewarding good behaviour and acknowledging genuine efforts to *change* behaviour for the better.

### **Our Parents/Carers:**

The role of parents is crucial in helping us to develop and maintain good behaviour.

- \* To be aware of, understand and support our behaviour policies and procedures.
- \* To encourage and reinforce the policy at home as appropriate
- \* To model the behaviour expected of our children.
- \* To support the school in developing their child's learning and social & emotional well-being.
- \* To ensure that their children come prepared to learn (with their book bag, in uniform and on time).

**Our Senior Leadership team:**

- \*To monitor and observe the consistency of application of the behaviour policy and procedures
- \* To routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- \*To model the behaviour expected of our staff and children
- \*To work with parents to ensure behaviour is well managed and supported in school
- \*To lead celebration assemblies weekly- acknowledging that good behaviour is expected and highly regarded at Nettleworth
- \*To provide a de-escalation space to support a child in need of supported regulation
- \*To provide staff induction, development and support – including regular training for staff on behaviour, our policy and procedures
- \*To facilitate pupil transition – including induction and re-induction into behaviour systems, rules, and routines
- \* To implement the child-on-child abuse policy, including measures to prevent child-on-child abuse and the response to incidents of such abuse
- \* Head Teachers and authorised school staff may use force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

**Our Staff and Other Adults in School:**

- \* To develop a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- \* To uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy
- \*To challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- \* To communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- \* To be aware of, understand and consistently apply our behaviour policies and procedures.
- \* To be aware of and fulfil our duty of care to enforce all safeguarding and behaviour procedures- including logging significant events on CPOMs
- \* To ensure that they are aware of the specific needs and requirements of the children in their care.
- \* To ensure the 'Rainbow Rules' are displayed within the classroom.
- \* To display a noise level indicator within the classroom to ensure all pupils are aware of the expected noise levels within the classroom environment.
- \* To use agreed call and response signals to gain the pupils attention within the classroom.
- \* To ensure fair treatment for all through realistic expectations.
- \* To ensure courteous and respectful contact with children
- \* To value achievement and effort by frequent verbal praise
- \* To use a variety of positive behaviour strategies and approaches to encourage improvements in behaviour.
- \* To make use of de-escalation skills/techniques and strategies for avoiding and defusing unnecessary confrontational situations.
- \* To create a 'safe' and calm space for individual children to retreat to.
- \* To help and encourage children make the 'right' choices
- \* To support children in recognising the consequences of their behaviour
- \* To involve and support parent / carers with their child's behaviour as required.

## Using a Quiet Voice Effectively

Using a calm, quiet voice in behaviour management helps de-escalate situations by projecting control, getting attention without yelling, and encouraging students to match your quiet energy. To implement this effectively, teach students explicit noise-level expectations with visual aids, use consistent call-and-response routines to regain attention. Practice the routine to build muscle memory and staff to serve as a role model by always using a calm and controlled demeanor.

### Benefits of a Quiet Voice

- **Grabs Attention:** A quiet voice can create a sense of intimacy or shared importance, making students lean in to hear and pay attention.
- **Projects Control:** Speaking calmly demonstrates emotional regulation, showing students you are in control of the situation, not the other way around
- **Manages Energy:** Instead of matching chaotic energy, a quiet voice can shift the room's atmosphere, encouraging students to quiet down and focus.
- **Non-Verbal Cue:** A controlled voice also allows you to use non-verbal cues more effectively, reinforcing your message.

### How to Use a Quiet Voice Effectively

1. **Set Clear Noise Levels:** Teach students different volume levels for various activities, such as "Level 0: Silent," "Level 1: Whisper," and "Level 2: Normal Conversation".
2. **Use Call-and-Response Routines:** Establish a predictable call-and-response routine where you say a phrase, and students respond in unison, instantly quieting the class.
3. **Employ Non-Verbal Cues:** Supplement your quiet voice with non-verbal signals like a raised hand, eye contact, or a hand gesture to get attention and reinforce expectations.
4. **Be a Role Model:** Consistently demonstrate the desired calm and quiet behaviour yourself, as students learn by watching and imitating.
5. **Provide Visual Aids:** Use visual aids such as a noise meter, colored cards, or the Bouncy Balls website to help students monitor and regulate their own noise levels.
6. **Create a Quiet Signal:** Develop a simple, consistent signal, like a hand gesture or a chime, to indicate that students need to lower their voices or be quiet.

**7. Practice, Practice, Practice:** Rehearse routines and signals with your students to ensure they understand and can respond instantly.

**8. Praise and Reinforce:** Acknowledge and praise students when they follow the quietness cues, reinforcing the desired behaviour.

### **How to Minimise Inappropriate Behaviour**

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. Staff will use a consistent **Emotion Coaching** approach to support children in managing and regulating their feelings and behaviours. The ability of a child to regulate their emotions is promoted through a repetitive, calm, consistent and empathetic approach. **Every moment and interaction can be an intervention.**

Four key strategies used sequentially will support staff in dealing with a child displaying behaviours that need support to be regulated. They are:

1. Recognise the child's feelings and empathise with them. E.g. 'I can see you are feeling really upset, I'm here.'
2. Labelling the feelings and validating them. E.g. 'It sounds like you might be feeling angry about that. I might feel angry if that had happened to me'
3. Setting limits on behaviour. E.g. if needed- 'we can't always get what we want, I know this is difficult'.
4. Problem solving. E.g. with the young pupil 'We can sort this out.'

The **Emotional Coaching approach** (Appendix 1) links strongly to the **THRIVE** (Appendix 2) and **Take Five** (Appendix 3) practice we use in school to develop resilience and strong social, emotional and positive mental health. Class teachers and practitioners in school will screen classes, groups and individual pupils to develop a specific action plan to support their developmental growth.

Conflicts in the classroom are less likely to occur, and can be managed more successfully if emotional coaching strategies are used consistently. Personalisation plans will be used to scaffold and support individual children struggling to self-regulate within the classroom environment.

Other strategies used successfully in school include:

- \* giving a child responsibility for certain tasks
- \* using a group (or member of a group) as a potential ally in a confrontation with a child
- \* avoiding publicly denigrating a child; avoid reacting to those provocations that can be ignored; avoid making constant negative evaluating comment on children; avoid unnecessary confrontations (manage situations, don't make them); avoid getting on the escalation spiral or if on it, get off it as soon as possible; avoid physical encounters with children whenever possible.
- \* Awareness of issues, which may be giving rise to stress and bad behaviour: e.g.: neglect, physical signs, lack of concentration or radical changes in behaviour.

## Avoiding Confrontation

| DO                                                                                   | DON'T                                                      |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|
| Intervene – non verbally early                                                       | Shout                                                      |
| Get close and talk quietly                                                           | Appear angry                                               |
| Appear calm and confident                                                            | Ask open questions (why.... or, are you...)                |
| Avoid an audience                                                                    | Make promises you cannot fulfil                            |
| Restate expectations                                                                 | Make personal comments                                     |
| Offer choices                                                                        | Back the pupil into a corner (literally or metaphorically) |
| Get someone else to take over if you think it's personal or more than you can manage |                                                            |

## Help to de-escalate conflict

| DO                                                                                | DON'T                          |
|-----------------------------------------------------------------------------------|--------------------------------|
| Sit down                                                                          | Take angry comments personally |
| Break eye contact                                                                 | Invade personal space          |
| Divert focus (humour not sarcasm) by suggesting a different activity – even work! | Insist on getting your own way |
| Encourage talk and be prepared to listen                                          |                                |
| Request rather than demand “will you...”                                          |                                |

## The Curriculum and Learning

Throughout Nettleworth Infant and Nursery School we promote positive behaviour through direct teaching of PSHE using SCARF (Safety, Caring, Achievement, Resilience, Friendship), through THRIVE in our teaching and learning approach and by encouraging a growth mindset. Together these flexible resources include an online planning and assessment tools, which can be used to promote positive behaviour, mental health, wellbeing, resilience and achievement. They provide a framework for building the essential foundations of effective Relationships Education and Health Education statutory requirements. It also provides a whole school approach to building the essential foundations for Personal, Social, Health and Economic education (PSHE) - crucial for children to achieve their best academically and socially.

The SCARF curriculum materials are closely linked to our school THRIVE Programme and our British Values and consist of themes, which are designed to fit within the pattern of the school year and with planning across the curriculum.

These are:

**Me and My Relationships:**

**Valuing Difference**

**Keeping Myself Safe**

**Rights and responsibilities**

**Being my best**

**Growing and changing**

SCARF reinforces our belief that children's emotional wellbeing and resilience is of vital importance and must be valued and nurtured.

## Our Superhero Learning Powers

We encourage our children to develop positive learning behaviours. These are introduced through our Superhero Learning Powers, which incorporate the Characteristics of Effective Learning (EYFS) and Building Learning Power (BLP), an approach created by Professor Guy Claxton.

### Key Principles of our Superhero Learning Powers

- It is a learning culture that encourages children and teachers to become resilient learners
- It allows children to take risks and approach difficulties in learning without fear of failure
- It allows the children to take small steps within learning
- It develops confidence
- It is not additional to teaching but should be grounded within everyday teaching and learning
- It gives clear labels for the children to use to develop an understanding of learning behaviours.

|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Team Work Ninjas</b></p> <p>They remind us that we can learn from each other as well as our teachers. They help us to think about when it might be better to work in a group or to work independently. They encourage us to respect others by listening carefully and empathising with them.</p>         |  <p><b>Professor Thinker</b></p> <p>She encourages us to be curious, to use our imagination, to ask lots of questions, and to make links in our learning. She also reminds us to make choices and to select the best methods we need to use and to explain our thinking about how we have worked things out.</p> |
|  <p><b>Captain Victory</b></p> <p>He reminds us that it is okay to make mistakes. He helps us to be resilient and to persevere with trying, no matter how long it takes! He encourages us to know what distracts us and to think carefully about how to avoid these.</p>                                      |  <p><b>Agent Reflective</b></p> <p>He reminds us to plan how to tackle each task using resources. He also encourages us to look back and reflect upon our learning and to think about what went well and how we could improve and change our plans if needed.</p>                                               |
|  <p><b>Commander Courageous</b></p> <p>She reminds us that sometimes learning can be hard, especially when we are learning something new. She wants us to know that being 'stuck' in the Learning Pit is all part of the learning process and we must be brave, have a go and take risks in our learning.</p> |                                                                                                                                                                                                                                                                                                                                                                                                     |

Our Superhero Learning Powers enable us to develop a common language and high expectations for learning across the school. The language is used in all classrooms, with all children. This helps everyone's understanding about learning to learn.

Once a week each class teacher nominates a child(ren) who has displayed our Superhero Learning Powers to receive a certificate and prize in our Friday Celebration Assembly.

### Nursery

Nursery (F1) will also nominate a Learning Superhero(es) from each Key Worker group to receive a certificate and prize at the end of each Friday Celebration session, as they do not yet attend assembly.

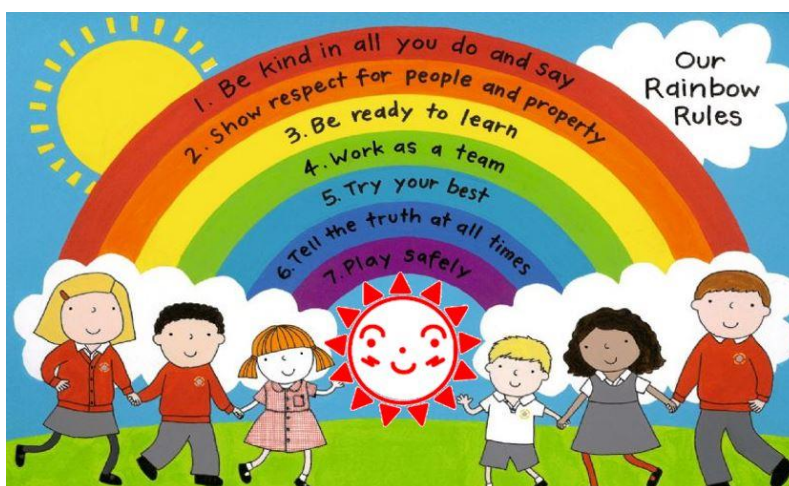
### School Behaviour Curriculum

'Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture'. (Behaviour in Schools Guidance 2022) Our routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Our emphasis is on positive behaviour management i.e. praise, encouragement, certificates and rewards to reinforce good behaviour.

### Our Rainbow Rules

The Rainbow Rules are made high profile through frequent reference in all aspects of school life. The Rainbow Rules are displayed in all classrooms and dining rooms. This is to ensure clarity of our expectations and a **CONSISTENT** approach to behaviour management is applied across school.

Each Friday, at least one child from each class will be chosen to have their names written in the **Golden Book** and their names will be read out in our celebration assembly. These children will also receive a certificate and a small prize of their choice.



### Zones of Regulation

During the Summer term 2026 staff will be launching the Zones of Regulation within school. The Zones of Regulation is a trusted, research-based framework that builds emotional regulation and behavioural skills for life. Grounded in cognitive behaviour science, it gives individuals and communities a common language for navigating emotions – and the practical strategies to do it well. A Zones of Regulation station will be set up in every classroom to ensure a consistent approach to regulation is evident across school.

| Rainbow Rules                        | Rewards                                                                                                                                                                                                                                                                                                                                                                                                                             | Sanctions                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be kind in all you do and say        | <ul style="list-style-type: none"> <li>• Visual recognition- e.g: smile, thumbs up</li> <li>• Verbal recognition/Praise</li> <li>• Certificate for following the Rainbow Rules</li> <li>• Class Dojo points awarding for following the Rainbow Rules</li> <li>• Recognition in Friday celebration assembly</li> <li>• Each class may also use own recognition system to support cohort needs e.g. table team-work points</li> </ul> | <ul style="list-style-type: none"> <li>• Visual warning (Look, shake of head, achieve joint attention) to refocus</li> <li>• Verbal reminder of the rainbow rule(s)</li> <li>• Name discretely written in class behaviour book and informal discussion with parents</li> <li>• Complete class task in another classroom (SLT)</li> <li>• Parents are notified.</li> </ul> |
| Show respect for people and property |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Be ready to learn                    |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Work as a team                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Try your best                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Tell the truth at all times          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |
| Play Safely                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |

## Sanctions

Although our emphasis is on positive behaviour management and rewards, we also encourage the children to take responsibility for their own choices and actions. We do this through the sanctions outlined below.

\* If staff observe undesirable behaviour, the child will be given a visual warning to help to re-focus their attention, then if needed a **verbal reminder**. This is to allow the child to self-regulate and to correct their behaviour.

\*If the undesirable behaviour continues, they will have their name added to the **class behaviour book** following a preliminary warning. This is shared with the parents/guardians.

\* If a child continues with behaviour which breaks our rainbow rules, they may spend **'Time Out'** out of the classroom. Removal should be used to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption or to enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Removing the pupil temporarily allows the pupil to regain calm in a safe space and to reflect upon their behaviour. They may complete their classroom task in there or back in their class. This may include working in another classroom led by a member of the senior leadership team.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. It is essential that staff 'restore and repair' following a sanction to ensure a child learns from their behaviour and is able to move forward positively and to avoid a sense of shame. These might include:

- a targeted discussion with the pupil, including explaining what was wrong, the impact of their actions and how they can avoid this in the future. This may also include advising them to apologise to the relevant person, if appropriate
- a phone call or face to face meeting with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's wider conduct with other school staff involved in supporting or supervising them- looking at preventative measures that can be put in place

- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- considering whether the support for behaviour management being provided remains appropriate-looking at ways to strengthen support for the pupils with key adults in school and home

### **Coping With Risky Behaviour (CRB)**

It is anticipated at Nettleworth School that all the above measures will ensure the behaviour of our children is safe and acceptable. However, there may be occasions when despite all the best efforts of staff there is no alternative than to intervene to ensure the safety of the child involved and the safety of others.

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of his/her staff to use reasonable force. In line with the British Institute for Learning Disability (BILD) expectations, schools are required to have a Behaviour Policy in place that references the possible use of physical interventions (for more detail see Nettleworth School Coping with Risky Behaviour Policy)

Coping with any risky behaviour at Nettleworth School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in risky behaviour.

Staff Training on coping with risky (CRB) behaviour will be delivered annually by a specialist(s) from Nottinghamshire County Council.

### **Behaviour Management Programmes**

Class teachers may initiate Behaviour Management Programmes when concern is expressed over individual pupils. The objective is to achieve a change of behaviour emphasising the positive by pupil negotiated targets, rewards and a system of recording progress over a fixed period. Recording incidents that cause concern may help in this process. All this information should be communicated to both pupil and parent.

For children whose behaviour is a cause for serious concern, time will be allocated with a specially trained THRIVE Teaching Assistant. This will help support the child, build self-esteem, use strategies to help modify their behaviour and try to overcome any underlying difficulties. These children will have been referred to the SENDCO, who may then refer them to other external agencies. These children may also be placed on the Special Needs Register, have a Support Plan or Behaviour Management Plan, or both. We will work closely with parents to tailor support for them.

## EMOTION COACHING

The ability of a child to regulate their emotions is promoted through a repetitive, calm, consistent and empathetic approach.

EVERY MOMENT &  
INTERACTION CAN BE  
AN INTERVENTION

**1. Recognise the child's feelings and empathise with them**

- Recognising, empathising, soothing to calm
- e.g. 'I can see you are upset; I'm here'.

**2. Labelling feelings and validating them**

- e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'

**3. Setting limits on behaviour**

- If needed
- e.g. 'We can't always get what we want'.

**4. Problem-Solving**

- With the young person 'We can sort this out'.
- e.g. 'We can sort this out'.

## What is the Thrive Approach?

The Thrive Approach is a dynamic developmental approach to working with children and young people that supports their emotional and social wellbeing as the foundation to

improve learning.

- The Thrive Approach is based on four areas of research: neuroscience, attachment, child development and creative play.
- Thrive was developed in 1994 by a multi-agency team of teacher, former Ofsted inspectors, social workers and therapists.
- Thrive is used in a variety of settings by many professionals around the world, supporting more than 330,000 children.

### What is Thrive based on?



# ABOUT TAKE FIVE AT SCHOOL WHOLE SCHOOL RESILIENCE BUILDING PROGRAMME

Take Five at School is a trauma-smart, universal, strength based, skill-set based in a range of resilience building skills and pedagogies including, breathing, grounding and awareness.



Our whole school resilience building is a carefully crafted, needs-based Programme. Over a period of 12 to 18 months, we train and support schools to sustainably embed the impactful Take Five practices, in both universal and targeted settings within every school.

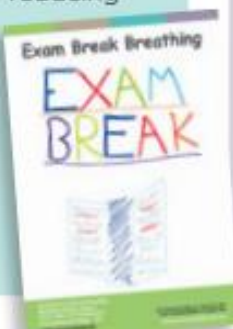
Our approach is suitable for Primary, Secondary, and Special Schools, and where developmentally appropriate, we empower the children to play a proactive part in leading practices and sustaining the programme.

## Achieving Academically

Helps create an environment in which pupils are able to **focus on learning** by reducing disruptive classroom behaviour

Helps pupils **concentrate more, and be more committed to their learning**

Provides a practical tools pupils can use **independently to manage exam stress**



## Resilience and Emotional Health and Wellbeing

Cultivates pupils' ability to be **resilient to setbacks, challenges and change** in their daily lives

Pupils feel **safer and more in control of themselves** through developing the capacity to **manage strong emotions**

Supports **emotional health and positive wellbeing**



## Behaviour and Attitudes

Supports pupils to **reflect** on their own behaviour

Provides practical **de-escalation and self-soothing tools**

Cultivates the ability to **respond** rather than react, which aids **better choice making and respect of**

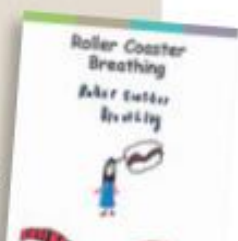


## Personal Development

Fosters pupils' personal capacity to be **resilient, responsible, confident and independent**

Supports broader development through **self and peer leadership**

Provides practical tools to help pupils have a **success-focused mind-set**



## Appendix 4: Exclusions

A decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion may be for a fixed term or permanently.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an **internal exclusion**.

### Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

### Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
- Arson
- Behaviour which poses a significant risk to the child's own safety. The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **General factors the school considers before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Anti-Bullying Policy and Equality Policy.
- Engage the specialist support of Mansfield Area Partnership.
- Explore the possibility of a managed move to another Nottinghamshire school. If a managed move cannot be agreed between schools, then the school is to use Fair Access to request a managed move.
- Explore a placement through fair access at an alternative educational provision to avoid exclusion.

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

For more information and guidance, please visit the Nottinghamshire County Council website:

<https://www.nottinghamshire.gov.uk/education/school-discipline-and-exclusions/permanent-exclusions-from-school>



