

Bolsover Church of England Junior School



Behaviour and Relational Policy

At Bolsover Church of England Junior School, we are committed to creating a safe, caring, and supportive environment that promotes the emotional wellbeing and development of every child, enabling them to flourish and experience 'life in all its fullness'.

Our school is invested in supporting the very best possible relational health between:

Parent and child
Child and child
Child and school staff
Parent and school staff
School staff
School staff and Senior Leads
School staff and external agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect:

Protect

- Increased 'safety cues' in all aspects of the school day, e.g., in primary schools, 'meet and greet' at the school entrance and in secondary schools at the classroom door.
- Staff trained in 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- A whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally-available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g., children who are continually triggered into alarm states in the main playground can access a calmer, smaller playground with an emotionally regulating adult).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g., from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally-regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff are treated as a priority to prevent burn-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin). Timetabled times for staff to use these spaces.

Reflect

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance'), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g., art/ play/ drama/music/sand-play/emotion worksheets/emotion cards.
- PSHE (Personal, social, and health education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A Behaviour Policy based not on punishment, sanctions and isolation, but one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations).

At Bolsover Church of England Junior School, we believe:

- in the importance of good manners
- in treating others with care and respect at all times, both in and outside of the classroom and throughout the school day.

Principles of our approach to behaviour

At Bolsover, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. **Unmet Needs:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need, for example the need to feel safe, hunger, positive self-esteem
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. **Relationships:** Within trusted relationships, children can learn, accept their emotions, develop a sense of belonging, and build the skills needed to succeed in school and beyond.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent/carer). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Bolsover, we recognise the importance of listening to our children and seeking their opinion. Therefore, our school behaviour approach has been created and agreed by staff and children collectively.

Our behaviour policy is built on points that support a calm, respectful, and safe learning environment:

- Consistent, calm adult behaviour – We follow the 'Connect before Correct' approach, ensuring relationships come first.
- First attention to best conduct – We actively recognise and praise behaviour that goes above and beyond.

- Relentless routines – Predictable, well-rehearsed routines help everyone feel secure and ready to learn.
- Scripting difficult interventions – Staff use consistent language to manage difficult situations with clarity and compassion.
- Restorative follow-up – We take time to repair and rebuild relationships, helping children learn from their actions. These principles work alongside our wider school values and ethos

Our practice is aligned with research and theory from the fields of behaviour, emotional support and attachment. These approaches are based around several core principles including: All behaviour is a form of communication. Emotions matter to learning.

To promote positive relationships and behaviour at Bolsover, everyone in our school community – children and adults – focus on three clear values to create a nurturing, supportive, and successful learning environment:

- Faith to believe
- Hope to try
- Love to shine

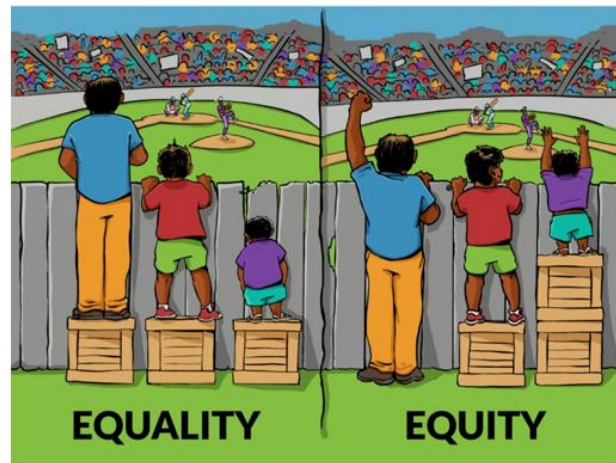
These values apply to everyone, children and adults, and help us to create a positive environment where every child can feel valued and succeed. All staff and children have agreed on what this looks like at different points in the school day (Appendix 1), and child-friendly posters are displayed throughout the school. These serve as reference points for teaching and managing behaviour. Our behaviour expectations align with our school vision and serve as a foundation for fostering a positive school culture. Each interaction with children is guided by these values, helping to create a space where all children feel safe, supported and ready to succeed. When discussing learning and behaviour with children, our values should be consistently referenced to create a positive climate and ethos for staff and children. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

Bolsover's behaviour expectations apply when pupils are:

- On the school premises, including before and after school hours
- In the immediate locality of the school in the time leading up to the start and from end of the school day
- Off site on educational visits
- Travelling to and from school but not accompanied by a responsible adult

- Wearing a school uniform and therefore representing our school.

We are committed to developing meaningful relationships between children, staff, and families. We aim to provide a safe and secure foundation where every child feels appreciated, respected, and supported. Through promoting trust, connection, and belonging, we create an inclusive environment that enables all children, including those with additional needs, to build positive relationships and flourish.



Teaching: We understand that our job as educators is to help all children develop the skills to make safe behaviour choices. Whilst we challenge and address errors in behaviour, we also teach our children how to behave respectfully.

Emotional Regulation: We understand that past experiences can affect a child's ability to regulate their emotions. Our trained staff respond with compassion and understanding, helping children feel safe and supported. By providing practical strategies and guidance, we empower children to manage their feelings more effectively and develop greater resilience.

Sensory Considerations: We recognise that sensory experiences can have a significant impact on a child's wellbeing, engagement, and behaviour. Our learning environments are thoughtfully designed to be sensory-friendly, taking into account factors such as lighting, noise levels, and visual stimulation. We also provide sensory breaks and dedicated calm spaces to support children in managing sensory input and maintaining emotional balance.

Social and Emotional Learning: We embed social and emotional learning throughout our curriculum, drawing on research from the Education Endowment Foundation (2021). Through planned Circle Time sessions, meaningful discussions, and positive adult role modelling, we foster the development of empathy, self-awareness, and healthy relationships. These experiences help children build the essential social and emotional skills that support their wellbeing, behaviour, and lifelong success.

Six stages of crisis

People are naturally state-dependent, meaning that our ability to think, learn, and respond is influenced by how we are feeling both emotionally and physically. When we are regulated and calm, we can process information effectively and make rational choices. In contrast, when we are anxious or overwhelmed, the brain prioritises safety and survival, making thoughtful decision-making more difficult. The model below demonstrates this concept.

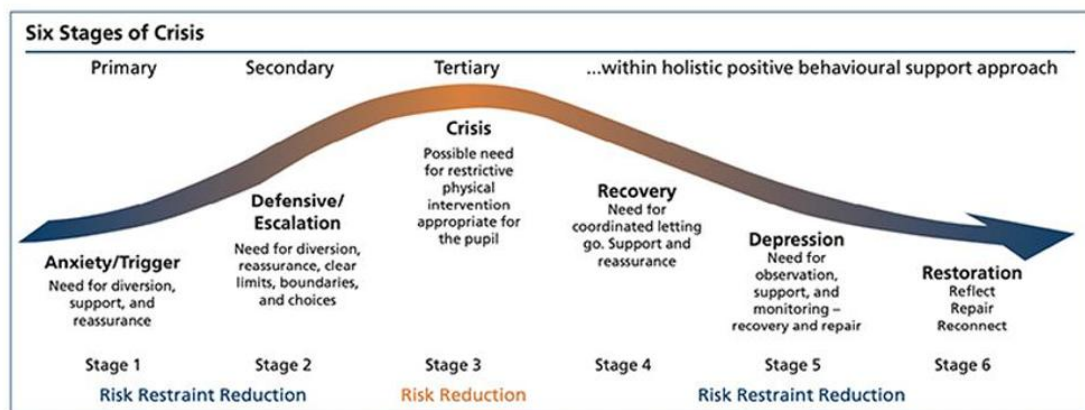


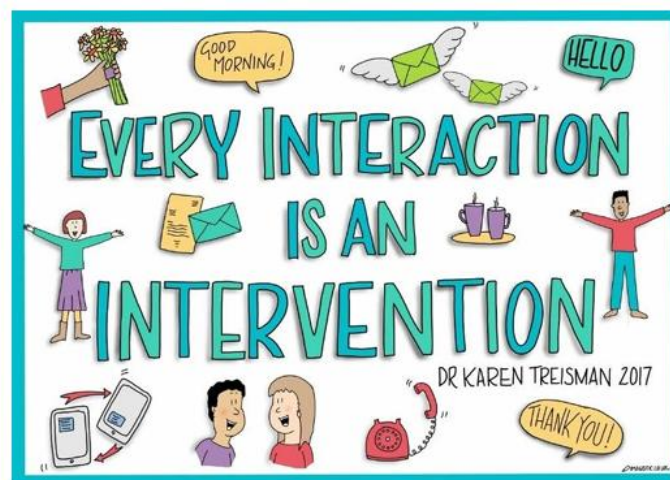
Figure 2: 6 stages of crisis

Dysregulation occurs when the brain responds to sensory or emotional experiences in a way that triggers a survival response, such as fight, flight, freeze, flock, or fawn. When a child is dysregulated, they may find it difficult to listen, process information, communicate effectively, or cope with the demands of the situation.

Regulate

One key part of our approach is that children need to feel regulated before they can effectively engage in relationships, and it is through positive relationships that learning, reasoning, and personal development can take place. When a child feels unsafe or dysregulated, their brain prioritises survival responses over higher-level thinking. If they do not feel connected to the adults supporting them, these protective responses may remain active, making it difficult for them to engage, learn, or process information. While we cannot always change the adverse experiences that children and families may face, such as poverty or other external challenges, we can provide a protective buffer by ensuring children feel

safe, valued, and understood. By building authentic, trusting relationships, we create the conditions in which children can regulate, thrive, and reach their full potential.



How all staff, in all schools, act:	With PACE: Playfulness, Acceptance, Curiosity and Empathy Calmly following the policy
All members of our school family will show respect for:	Themselves, other people, the school environment
All staff, every day:	Will promote a positive culture PIP and RIP (Praise in Public and Remind in Private) Provide early intervention to support children's behaviour (see step process) Teach how to behave
Senior leaders:	Will meet and greet around the school on a daily basis Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations.
Our key ways to recognise behaviour that is 'over and above':	Certificates Dojo messages and posts DDAT Newsletters
Support Beyond the Classroom:	To be used for change of face or to support the restorative conversation. Same year group team member, named TA, Key Stage Manager or another class teacher Inclusion Team Headteacher

Children and adults respond well to clear routines. Having clearly defined boundaries, expectations and routines helps to enable consistency. Children feel safe and secure when there is predictability.

The school's Behaviour Policy is underpinned by our values of Faith, Hope and Love, promoting positive relationships, self-discipline and mutual respect. Through these values, pupils are encouraged to believe in themselves and others (Faith), persevere and make positive choices even when faced with challenges (Hope), and treat everyone with kindness, respect and compassion (Love). These shared values help to create a safe, inclusive and supportive environment where positive behaviour is recognised, expected and nurtured, enabling every child to flourish academically, socially and emotionally.

Faith	Hope	Love
to believe	to try	to shine
Have confidence in yourself, persevere through challenges, and trust that with effort and support you can grow and succeed.	Approach learning and life with positivity, resilience, and the belief that every day brings new opportunities.	Treat everyone with kindness, respect, and compassion, showing care for yourself, others, and the world around you.

Relentless Routines

At Bolsover Church of England Junior School, we know that children thrive when they feel safe within a calm, predictable, and consistent environment. We are committed to providing this consistency through clear expectations, established routines, and shared language. One way we achieve this is through the use of spoken and visual reminders that are embedded throughout the school and used consistently by all staff known as the relentless routines (see Appendix 6).

Our school rules and relentless routines are displayed in every classroom and central learning environments and used in daily school language and conversation with children at every opportunity to praise and to also re direct where required e.g.: 'Thank you for walking down the corridor...'That's not what I meant when I said kind. Kind means...Being respectful looks like...'

Movement in and around school- all movement in and around school should be purposeful and noise levels should be kept to a minimum. Staff should see that all children are suitably supervised when moving around the school. When moving through the school in large groups/classes, children are to walk in single file. Staff should regularly remind children that 'calm walking means no talking.'

Coming into school- how the day starts sets the tone for the rest of the day. We firmly believe that all children should receive a warm welcome as they enter school. Senior leaders, members of the Inclusion Team and class teachers will be on the gates each morning to greet children and their parents as they arrive into school.

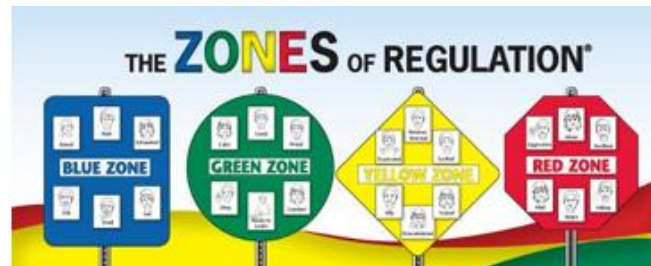
Breaktimes- our routines should be embedded during playtime and lunchtimes. It is important that staff involved in supervising playtimes and lunchtimes model positive play. The environment plays a key role in supporting and extending children's development and learning. Class teachers are responsible for ensuring that the playgrounds are well equipped with resources and activities that promote positive play. Staff should be positioned to safely oversee all areas of the playground/field so that there are no 'blind spots'. School staff will lead a daily SEMH Lunchtime Club for carefully prioritised children. The school's leaders of lunch club are responsible for ensuring that resources, including board games, are of good quality and plentiful. At playtimes, the escalated process within the classroom should be followed.

Lunchtime- our routines set out clear exceptions for behaviour during lunchtimes in the main school hall.

Good Manners at Mealtimes - what do these look like?		
On entry to the hall	During the meal	At the end of the meal
Walk into the hall quietly Collecting your food: join the queue from the back of the line Collect your tray and cutlery Hold your tray with two hands Wait for your food to be served on your tray Remember to say please and thank you Walk back to your allocated table place	Stay seated in your chair Use your quiet voice Use your cutlery Eat your dinner before your dessert Put your hand up if you want help from an adult Chew and swallow your food carefully	Wait to be called by an adult to empty your tray Scrape your leftover food into the bin Stack your tray Tidy away your cutlery

The Zones of Regulation at Bolsover

We use The Zones of Regulation as an approach to supporting the development of self-regulation in children. Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual, coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.



The zones can be likened to traffic signs:

Blue: Rest area where you should pull over when you're tired and need to recharge

Green: You're 'Good to go!'

Yellow: Slow down or take warning of how you're feeling

Red: Stop and regain control



A core belief of The Zones of Regulation is that all the Zones are okay and it's really important we reiterate this to our pupils. All of us routinely experience several of the Zones across a day.

Recognition, celebration and appreciation

Positive Approaches

At Bolsover, we believe that children learn, develop and behave best when expectations are clear and when positive behaviour is consistently recognised and encouraged. All children should have regular opportunities to experience success and understand that, when behaviour falls short of expectations, responses will be fair, consistent and proportionate.

Our approach is built on positive behaviour strategies, and this is reflected throughout our policy and practice. While instances of inappropriate behaviour are sometimes unavoidable, we recognise that children respond best when encouragement, praise and positive reinforcement are used as the primary means of promoting good behaviour. Sanctions remain an important part of our behaviour policy, but they are most effective when implemented within a culture where positive approaches are the norm.

At Bolsover, we place a strong emphasis on recognising and celebrating positive behaviour. Praise can be delivered in a variety of ways and our reward systems are reviewed regularly to ensure they remain meaningful and motivating. Children are acknowledged and celebrated when they demonstrate our values, meet expectations and make positive choices.

Where appropriate, low-level unwanted behaviour may be strategically ignored, provided it does not compromise safety or learning. Staff may then reinforce and praise positive behaviour demonstrated by other children, encouraging peers to follow suitable examples. Children are also encouraged to recognise and celebrate the positive actions of others.

Our school expectations and rules are established at the start of each academic year and are regularly revisited throughout the year. They are reinforced at the beginning of sessions where appropriate and are explicitly taught through the curriculum, ensuring that all children understand what positive behaviour looks like and why it matters.

At Bolsover Church of England Junior School, we believe that recognising and reinforcing positive behaviour is one of the most effective ways to support children's personal development. We are committed to ensuring that every child feels valued, encouraged, and celebrated for their achievements, efforts, and contributions to school life.

We work in partnership with parents and carers, recognising the important role they play in their child's learning and development. Through the communication platform Class Dojo, we share successes, celebrate achievements, and maintain strong home-school communication. By working together, we can support every child to flourish and experience *'life in all its fullness'*.

At Bolsover Church of England Junior School, we use recognition and praise to encourage positive habits, reinforce school routines, and promote effective learning behaviours. However, we do not rely solely on rewards to influence behaviour. Through strong relationships and our values-led approach, we encourage children to understand the importance of making positive choices for themselves and others, helping them to develop intrinsic motivation and a genuine sense of responsibility.

- Children collect Dojo points – these can be given out by any adult that works in school.
- Once the children earn 50 Dojos, they will receive a certificate and a message home.

- On achieving 100, 200, 300, 400 or 500 Dojo points, the children will be able to choose a dojo prize from the Headteacher's office as well as receive a certificate and a message home. The dojo prizes are ranked based on their dojo amount.
- Weekly 'Star of the Week' certificates' are given out during Rejoice assemblies at the end of the week.
- On achieving 'Star of the Term' an afternoon tea in school is provided.

When recognising habits, routines and learning behaviours, the member of staff should reinforce the wanted behaviour e.g. 'You can have a reward for holding the door open and showing good manners, thank you.' Once awarded, a reward can never be deducted.

In addition to this, each class will have a 'Recognition Board'. As a class, children and adults will decide on a specific area linked to our school rules that they would like to improve e.g. one voice if children keep talking over each other. The aim is to get everyone's name on the board by the end of the session/day/week (depending on the age of the class/context).

When staff see children demonstrating the behaviour well, they are to acknowledge this on the board. It is important that:

- children are recognised for effort, not achievement
- this is viewed as a collaborative strategy (it is not intended to shower praise on the individual)
- teaching staff pursue the behaviour they want by chasing it hard and reinforcing it enthusiastically there is a shared sense of team work and collective accomplishments.

Rejoice- Every Friday the school takes part in a celebration assembly where certificates are given out from members of staff.

At Bolsover, we understand that all behaviour is a form of communication. When a child reaches crisis point, it is vital to respond with empathy, care, and a focus on de-escalation. In moments of heightened emotion or crisis, children are not in a state where they can reflect or discuss their actions. At these times, it is essential that adults remain calm, avoid confrontation, and offer time and space so the child can begin to self-regulate.

We encourage the use of natural consequences, supported by a trusted adult, as a way to help children learn from their actions and make positive changes. These should always be fair, proportionate, and meaningful. Examples might include:

- Writing a letter or note of apology
- Repairing or tidying something that was damaged
- Completing missed learning during part of a playtime (never the full break)

At Bolsover, all staff receive Emotion Coaching training and we use this strategy to support our children to understand, regulate and reflect on their behaviour. We recognise that this is important for children to be able to internally regulate their emotions and behaviour, which is a vital life skill.

Steps of Emotion Coaching:

Step 1

- Recognising the child's feelings and empathising with them.

Step 2

- Label the feelings and validating them

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- Set limits on the behaviour (if needed)

Step 4

- Problem-solve with the child

The relationship between school staff, especially class teachers, is key to this approach working successfully. Our staff have positive relationships with the children and this is central to the pupils' personal, social and emotional development. Staff in our school are calm when dealing with any element of behaviour and ensure the needs of the child is met. We recognise that there are occasions when children need time to calm down and return to baseline before being in the right place emotionally before step 3 and 4 can begin.

Therefore, as a staff, we ensure we nurture and give the child the time needed to regulate before beginning to reflect on the incident together. Step 4 of this approach will involve restorative questions to guide the child to reflect on the incident and to work with an adult to think of an appropriate way to 'repair' what has happened. These questions are:

- What happened?
- What were you thinking about/ feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

At Bolsover, dedicated time is provided through PSHE and wider personal development activities to help children build positive relationships, understand their emotions, and develop the skills needed to make good choices. Children are encouraged to explore real-life scenarios, reflect on challenges that may arise in school, and consider different ways of responding to situations respectfully and constructively. These discussions help pupils develop empathy, resilience, and an understanding of the impact their actions have on others.

There are occasions when a child may require additional support to regulate their emotions or reflect on their behaviour. In these circumstances, staff will provide a calm, structured response that allows the child time and space to regain control and think about what has happened. Any conversations will be guided by our school expectations and values and will be carried out in a supportive and respectful manner. The focus is on helping children learn from their choices, repair relationships where necessary, and return successfully to learning.

Staged approach to Behaviour

Stage	Strategy	Approach
<i>Before each lesson, the adults will remind the children of the expectations and the school's values</i>		
1	A reminder of the expectations and rules	To the whole class, reminder of the rule that has been broken and thank the children who are following/demonstrating the rule. Thank the children after the reminder so they can return positively back to their task.
2	A verbal warning (x2)	1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed. 2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they can talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule(s) and return to class.
3	Reflection time in own class	Move from working space to a reflection area. Go through the restorative questions through conversation with the class teacher. 5 minutes reflection and then return to task.
4	Time out in a partner class	As above but in a partner class. *If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.
5	Reflection time	Reflection time (10 mins during Break or Lunch) Child completes the reflection activity with class teacher, followed up with restorative conversation. Class teacher to inform parents/carers of reflection time and reasons for this. If regulated, the child will return to class and back to step 1.
6	Reflection time with Key Stage Manager	Phone call to parents/carers by the class teacher. Incident recorded on CPOMS by the person who has witnessed/dealt with the incident. Restorative conversation led by Key Stage Manager with the child. Key Stage Manager to monitor behaviour over the remainder of the day/ week. Input possible from Inclusion Leader
7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session)	Phone call to parents/carers by the class teacher – record on CPOMS. Class teacher to work alongside Headteacher, Key Stage Manager, Inclusion Leader, and SEND Coordinator and parents/carers to review/ create an Individual Behaviour Plan. Key Stage Manager and Headteacher to monitor.

8	Behaviour continues to escalate after above actions.	Follow up meeting with family, SENDCo and member of the SLT – record on CPOMs by the person who has witnessed/dealt with the incident. Potential Internal suspension (up to one day the following day in school away from peers with the Headteacher/Deputy Headteacher). Parents/carers informed by the Headteacher. Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.
9	External agency support	Class Teacher: update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	Suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Local Trust Committee and DDAT. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff (for instance Inclusion Leader or SEND Coordinator). Child then readmitted into school. Inclusion Leader, SEND Coordinator and Headteacher to monitor.
11	Permanent exclusion	Determined by the Headteacher and Local Trust Committee in agreement with DDAT.

Reflection tasks

Reflection activities are specific to the age and stage of development of the pupil. They can include:

- discussion with the teacher
- social stories
- drawing activities
- reflection cards
- structured conversation sheets
- “blob” reflections

These are used to enable a more thorough reflection on the consequences of actions; the difference between emotions and behaviour; where responsibility for behaviour lies; and

how to repair the damage that has occurred through poor choices. The reflection tasks can be supported by the school's Inclusion Leader.

After any of the above steps, the staff must adopt unconditional positive regard so that the child knows that they can move forward. If a child has been referred to the HT/DHT more than twice in a half term, the class teacher will seek advice from the Key Stage Manager. Actions could include:

- home/school diary
- Dojo messages home
- peer buddy
- social group intervention
- pastoral referral

The class teacher will call the child's parents / carers to explain what has been agreed and why, outlining how they can support at home.

Things to remember following an incident:

1. Start every day as a new day
2. Sanctions will take place at the next available break time. If this is not possible due to the timing of the day, it will be rolled over to the next available day.

We endeavour to deal with the majority of behaviour incidents with prompt and pro-active support in relational way. The Anger Iceberg Model (see below) recognises that anger is often just the tip of the iceberg, and there are deeper emotions and needs that need to be addressed.

While the staged approach is the standard to managing most behaviours at Bolsover, it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone involved. A significant behaviour incident is any action by a child that: 'Substantially disrupts learning, poses a risk to the safety or wellbeing of children or staff, involves discriminatory or abusive language or conduct, results in harm or injury, or requires intervention beyond standard classroom management.' All significant behaviour incidents are recorded on CPOMs.



Beyond challenging behaviour

At times, a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above, for example serious verbal/physical abuse, racism, bullying (see also Anti-bullying policy which includes details of prevention of bullying), malicious allegations. In this case, the teacher will request the support of SLT or the Head Teacher straight away. SLT/the Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. Members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (see also Physical Intervention policy).

Beyond challenging behaviour will be logged on CPOMS.

Lunchtime Behaviour Procedures

The Bolsover rules apply at lunchtime just as they do at other times. Actions will vary from those in the classroom as the environment is different. Challenging behaviour at lunchtime:

<u>Resulting consequence</u>	
Step 1	Quiet word
Step 2	Two minutes time-out (stand with the TA/midday supervisor). Child then returns to play.
Step 3	If child continues to show challenging behaviour, the adult calls for (1)- class teacher (2)- SLT member, (3)- Headteacher They will speak to the child about their behaviour: - a- the reason for the behaviour - b- the impact of the behaviour on others - c- how can the child move forward when they return to the classroom/other area tomorrow (repair). Remain in the area for up to 5 minutes to ensure that the child is settled.
Step 4	If the behaviour continues to be challenging, the adult for the staff as above. The child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Worship Expectations

<u>Worship Conduct</u>	
Any child causing a disturbance once	Will be given a verbal warning
Second disturbance / warning	Another verbal warning given and the child to be move to sit near an adult – step 4 of the consequence chart.

Responding to pupils with SEND

At Bolsover, we recognise that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include: Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010) and using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

If a child has an Education, Health and Care Plan (EHCP), the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in

place. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time because of their SEND
- The child was likely to behave aggressively due to SEND If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have an unidentified SEND

At Bolsover, the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies, and a SEND Support Plan will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

Children with an Education, Health, and Care plan (EHCP)

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will contact the local authority to discuss the matter and may request an emergency review of the EHC plan. For further information please refer to our SEND Policy.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. Beyond challenging behaviour will be logged on the behaviour monitoring system, by a member of the Senior Leadership Team.

We recognise that children require different levels of support at different times. Our graduated model of support enables us to respond appropriately to individual needs, whether through targeted short-term interventions or more comprehensive support provided over an extended period.

ADD IN TIERED- SEE FRAZER

Support provided will be tailored to a child's unique needs and circumstances. The aim is always that children learn the skills they need to enable them to learn and thrive within the classroom. We are able to provide a range of packages including:

- Bespoke nurture support including soft starts, reflective activities and classroom support
- Proactive use of a "Foster Classroom" when the class teacher is absent
- Drawing and Talking therapy from our trained practitioner
- Lego therapy and other therapeutic approaches from our Inclusion leader and Teaching Assistants.
- Counselling
- Forest Schools
- Compass Changing Lives

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Bolsover is committed to a culture where restrictive interventions are rare, proportionate, and continually reduced through high-quality teaching, inclusion, relational practice and early intervention.

Physical intervention any situation in which physical contact with a pupil is necessary to manage their conduct to ensure their own or others safety – this includes reasonable force, e.g. to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, e.g. comforting a pupil in emotional distress.

Physical Intervention Risk assessment when staff consider that a pupil's actions might necessitate the use of physical intervention, a risk assessment must be completed using the format in Appendix 4 (NB: this is not to be confused with the behaviour risk assessment forms used within Derbyshire LA by the Behaviour Support Service).

Reasonable force the broad range of actions that may be used by teachers/pupil facing colleagues that involves a degree of physical contact with pupils. Force is usually used with the purpose to either to control and/or restrain.

Restraint means to physically intervene and hold back or to bring a pupil under control using approved holds (where this is reasonably practicable). It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Safe touch physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil, e.g. where a pupil is significantly distressed and in need of physical comfort.

Restrictive interventions

Restrictive interventions are any actions that prevent, restrict or subdue a pupil's movement, or limit their freedom, including both physical and non-physical interventions.

Within this policy, restrictive interventions include:

- reasonable force (physical intervention),
- restraint (with or without physical contact), and
- seclusion (as defined in statutory guidance).

Restrictive interventions are not disciplinary sanctions and must never be used as punishment.

Seclusion

Seclusion is a **non-disciplinary safety measure** involving keeping a pupil confined to a space away from others and preventing them from leaving, either through physical obstruction, blocking, or by making the pupil believe they will be punished if they try to leave.

Seclusion must:

- only be used to prevent immediate harm,
- never be used as a punishment,
- be time-limited and reviewed continuously,
- involve **constant supervision**, and
- end as soon as the risk of harm has reduced.

See DDAT Physical Intervention Policy for further details.

Behaviour plans

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours. The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead/SENDCo to agree actions and targets to be set, with a clear timeline e.g. referral to external agencies, pastoral support plan, SALT.
- Planning provision with appropriate external agencies

- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents/carers and the child.
- Risk Assessment if required where the use of restrictive interventions need to be considered as a last resort where behaviours could be considered harmful to the child and others.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident. Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Bolsover will commission Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers. Expectations for Behaviour in Alternative Provision Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Monitoring and Oversight

Bolsover Church of England Junior School retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high. Reintegration Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where

appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

Suspension and Permanent Exclusion

Suspensions and permanent exclusions are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions. Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion. In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Bolsover, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

Monitoring and evaluating behaviour

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via questionnaires throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

At Bolsover, we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Inclusion Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- DDAT support available
- Staff and INSET training
- External Agency support and advice (including the Educational Psychologist, Derbyshire Inclusion Support Services)

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe. For further information please see our Child Protection and Attendance Policies.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' policy.

Transition

At Bolsover, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

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

- Keeping Children Safe in Education 2026
- Behaviour in Schools: advice for Headteachers and school staff 2024
- Searching, Screening and confiscation
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance
- Use of reasonable force and other restrictive interventions guidance
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Arranging Alternative Provision – guide for Local Authorities and Schools

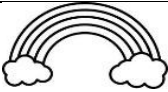
SEND: Staff must consider SEND when planning interventions and make reasonable adjustments.

Training: Staff likely to need interventions must receive accredited training.

Searching children: Authorised staff may use reasonable force where proportionate during searches for prohibited items.

Appendix 1

Our Behaviour Expectations

	 Faith	 Hope	 Love
The classroom	Persevere when the learning is challenging Reflecting on choices	Participating respectfully in independent, paired, group or whole class work	Walk Share equipment Chairs tucked under Seated sensibly
Worship	Listen carefully Looking at the person speaking	Participate Listening well	Leave worship silently
Activities in the hall	Following the instructions of the adult	Positive attitudes	All resources to be stored where adults allocate
Lunchtime in the hall	Including others in conversations	Helping others	Use manners
On the playground/field	Playing fairly Being honest Including others in games	Listen to others	Helping others to feel happy and included Look after and respect equipment
Moving around school	Relentless routine: Let's go using SLOW		

Appendix 2: The Bolsover Way- Guiding Principles for Positive Relationships

1. Be the adult you would have benefited from as a child. Every child deserves someone who believes in them.
2. Invest regularly in positive relationships and recognition.
3. Take time to understand your children and let them get to know you as well.
4. Look beyond the behaviour and consider the challenges the child may be facing.
5. Address the behaviour, not the child.
6. True accountability is demonstrated through positive change.
7. Recognise and celebrate positive choices more often than you correct mistakes.
8. Focus on developing strengths rather than dwelling on weaknesses.
9. Respond when emotions have settled and productive conversations can take place.
10. Children learn to show care and compassion when they experience it themselves.
11. A warm smile helps build positive connections and a sense of belonging.
12. Every challenge has a solution when we are willing to invest the time to find it.
13. Respect is built through positive relationships, consistency and trust.
14. A calm response encourages a calm outcome.
15. Listen to children's perspectives; they can often provide valuable insight.

Appendix 3- The Six Stages of Crisis

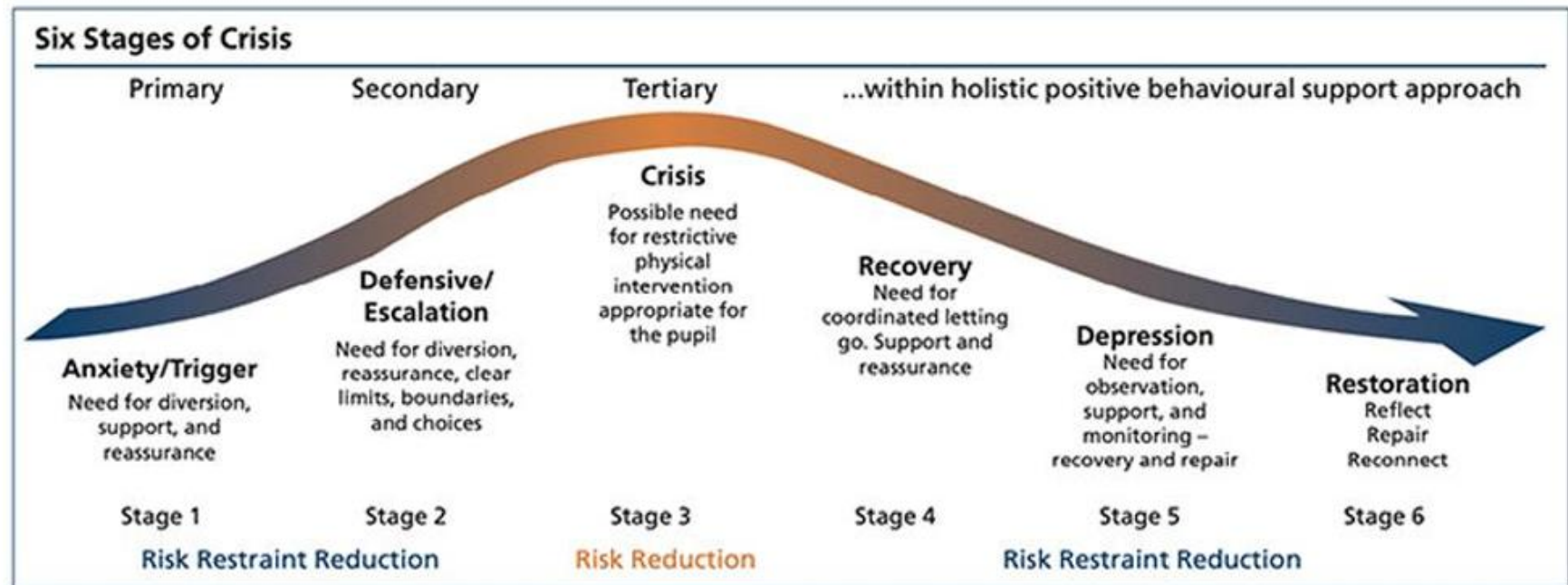


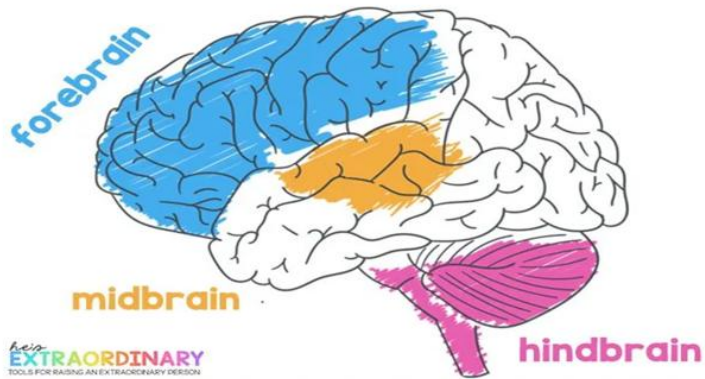
Figure 2: 6 stages of crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, , offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	• Listen to views of child • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – child's file • Appropriate professionals meet to discuss plan/risk assessment/care and control plan.

Appendix 5- Emotional Regulation and the Brain

EMOTIONAL REGULATION & THE BRAIN



forebrain

THE PREFRONTAL CORTEX - The thinking part of the brain. Controls executive functions, reasoning, problem solving, etc. When regulated your child's forebrain is engaged and ready to learn.

midbrain

THE LIMBIC SYSTEM - The feeling part of the brain where emotions are experienced. When engaged there is less connection with the forebrain. Your child will seem emotional, needy, demanding, uncooperative, nervous, etc. Help them regulate their emotions.

hindbrain

BRAIN STEM & AMYGDALA - The survival part of the brain. Controls fight or flight instinct. When engaged there is no connection to the forebrain. Your child may hit, bite, scream, spit, run away, shut down. They need to feel safe. You cannot teach or discipline right now.

Appendix 6
Our Relentless Routines

Situation	Expectation	Challenge
When greeting children and each other.	<i>Good morning/afternoon</i> <i>How are you?</i> <i>Are you having a good day?</i> Children are expected to respond in kind.	
When lining children up or walking them around school	<i>SLOW – Silent, Line Order, Organised, Walking</i> "Let's go using SLOW." "In this corridor we are SLOW." "Excellent lining up is SLOW."	<i>When challenging poor corridor behaviour</i> "Are you showing the SLOW approach?" "That doesn't look SLOW." "Can you show me what SLOW looks like?"
When collecting children from the end of playtime.	All adults to be outside on playground/field prompt to support with clap and look before, signal, pause, insist Adult to ensure all children are present outside with the adult (with the exceptional circumstances which have been communicated).	
Before entering back into the classroom	Entry reset "When we are back inside the classroom, we are to go to our seats, sit down and..."	
When referencing the learning	<i>Ready, Respectful, Safe</i> "Where are you at...?" "Are you...?" "RECENT" – bottom back of chair, tummy near table	<i>When challenging learning behaviours...</i> "You don't look ready to learn." "Keep persevering!"
	<i>"In this lesson you will need..."</i> Children are expected to show they are strengthened for brilliance.	
Encouraging good behaviour choices	<i>THINK</i> "Before you speak, THINK." "Is it True/Helpful/Informative/Necessary/Kind?"	<i>When challenging inappropriate communication...</i> "Was that true/helpful/informative/necessary/kind?"

	<i>"I would like/expect everyone to show faith/hope/love."</i> <i>Faith to believe- confidence in themselves and others</i> <i>Hope to try- resilience and perseverance</i> <i>Love to shine- kindness for themselves and others</i> Children are expected to show they are strengthened for brilliance.	<i>When challenging poor behaviour choices...</i> "You are not showing the brilliance I expect." "That was not showing respect/excellence."
To gain children's attention or signal a transition	<i>Signal, Pause, Insist</i> Adult raises their hand. Children then raise their hand. Once all children have a hand raised, the adult smiles and thanks the children. The adult then says, 'I am looking for eyes this way, voices off and equipment down. In louder environments, such as outdoors, clap & look is used before following the above routine.	<i>When some don't follow the routine...</i> The adult must model, potentially silently and non-verbally, when not ready. Occasionally the routine needs to be repeated – children will be reminded. Some children may need to repeat/refine this routine at other times.
To gain children's attention during learning time	Adult teaching says <i>'Hands free, eyes on me, no noise, in 3, 2, 1,'</i>	
When interacting with a child who is dysregulated	<i>"You look upset/angry."</i> <i>"I want to help/will find someone who can help."</i> Non-blaming language to be used. See additional poster.	<i>When challenging poor behaviour choices...</i> A consequence or intervention needs to take place. This needs to be at the right time with the right person.