



HARBINGER PRIMARY SCHOOL

Behaviour and Relationships Policy

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Next Review: March 2027

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1. Aims

At Harbinger Primary School, we set and encourage high expectations of behaviour for all children and communicate this clearly to parents. We work closely with families and strive to be relentlessly positive in our approach.

We aim to nurture an ethos of **'togetherness'** by informing parents at the earliest opportunity of successes and concerns. This will enable children to participate and engage fully at school, home and in the local community, and become responsible citizens.

This policy aims to:

- Provide a **consistent** approach to behaviour management
- Outline how pupils are **expected** to behave (our 'behaviour curriculum')
- Outline what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and consequences
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Restrictive Interventions including use of reasonable force in schools](#) (April 2026)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice.](#)

- [Mobile phones in school](#) (2026)

3. School Values

Our agreed school values are:

- **Learning:** An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations.
- **Well-being:** An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success.

- **Togetherness:** An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities.

4. Expectations (our 'Behaviour Curriculum')

Our values of **learning**, **well-being** and **togetherness** underpin everything we do so that children can thrive in primary school and beyond. Each of our values encompass characteristics of effective learning and these principles are reinforced in our practice.

In conjunction with our values, we aim to encourage and develop a growth mindset in all the adults and children who are part of our school community (see 'Mindset' by Carol Dweck, 2006). To this end, we use language that promotes the idea that time and effort are key to learning and that everyone is capable of improvement.

At Harbinger, we expect children should....		
Learning	Well-being	Togetherness
<ul style="list-style-type: none"> • attend well - coming to school every day and on time • take responsibility for their learning behaviour • take risks and learn from mistakes • take pride in learning • show resilience - keep on trying if they encounter difficulties • concentrate • be active learners by asking and answering questions • challenge themselves to do their best • show interest work well with others 	<ul style="list-style-type: none"> • show respect to others and themselves • ask for help if things go wrong • be honest • show empathy and compassion • be aware of, and use more, positive body language • notice others and make them feel appreciated • know their own value • make good choices to keep healthy and safe • be positive role models for others 	<ul style="list-style-type: none"> • show kindness to all • understand, accept and celebrate differences • treat everyone fairly • support and include others • be honest and trustworthy • play safely and welcome others • speak politely • build positive relationships • work well with others in effective partnerships
Children will then learn well, feel well and value being together		

5. Encouraging Positive Learning Behaviours

At the beginning of each school year, children and their class teachers establish the rules and standard of the expected behaviour in class and around the school. They consider the school values, and these are always promoted throughout the school day - during lessons, playtimes, assemblies and circle times.

Every week, we will focus upon a different school value. Classes will consider a learning behaviour from the list and highlight this during the school day. This behaviour target will be on display in each classroom and children will be aware of why they have this target and how they can demonstrate positive steps towards improving this learning behaviour.

Positive behaviour will be acknowledged with:

- A smile/thumbs up
- Genuine praise that is specific to the behaviour/attitude demonstrated by the child
- Being nominated to share examples of their best work/behaviour in sharing assemblies/newsletter/social media
- Communication with parents
- Dojo points



ClassDojo

- School Values Cup/League – weekly challenge for classes to earn the most Dojos for demonstrating our school values



6. Managing Behaviour

When pupils present challenging behaviour, we try to understand **why** they behave in the way they do and deal with behaviours in ways that are sensitive to the individual. We understand that children are trying to communicate a need. Acknowledging a pupil's feelings makes them less likely to seek negative attention. When managing a child's behaviour, we are sensitive to a child's previous experiences and take this into account.

6.1 Adverse Childhood Experiences

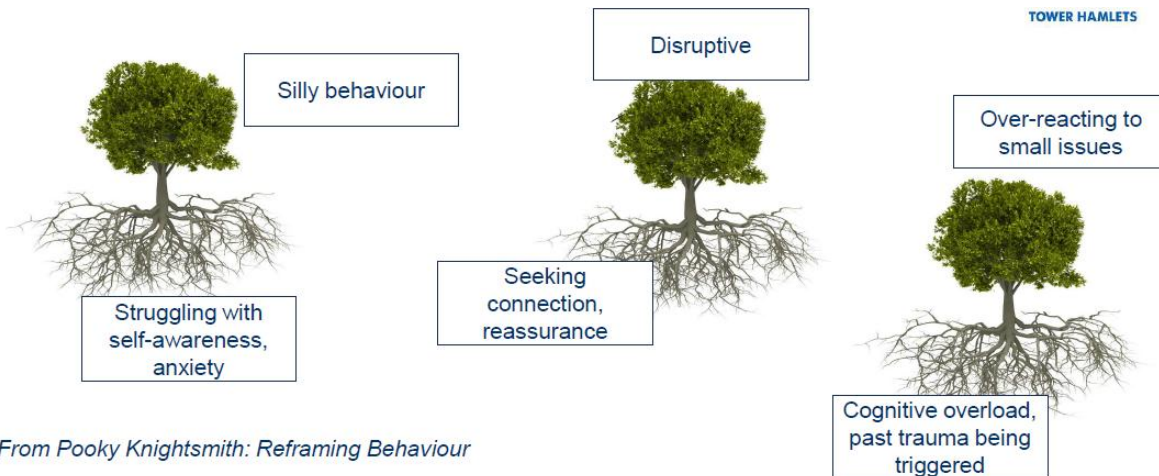
Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

As a Trauma Informed School, we recognise the impact that Adverse Childhood Experiences may have on a child’s ability to recognise and manage different emotions, their capacity to make and keep healthy friendships and other relationships and manage behaviour in school.

Distressed behaviour can be communicating needs a child cannot express. Common unmet needs include:

- Predictability
- Connection
- Sensory comfort
- Success
- Belonging
- Emotional safety

Behaviour should be reframed:



From Pooky Knightsmith: Reframing Behaviour

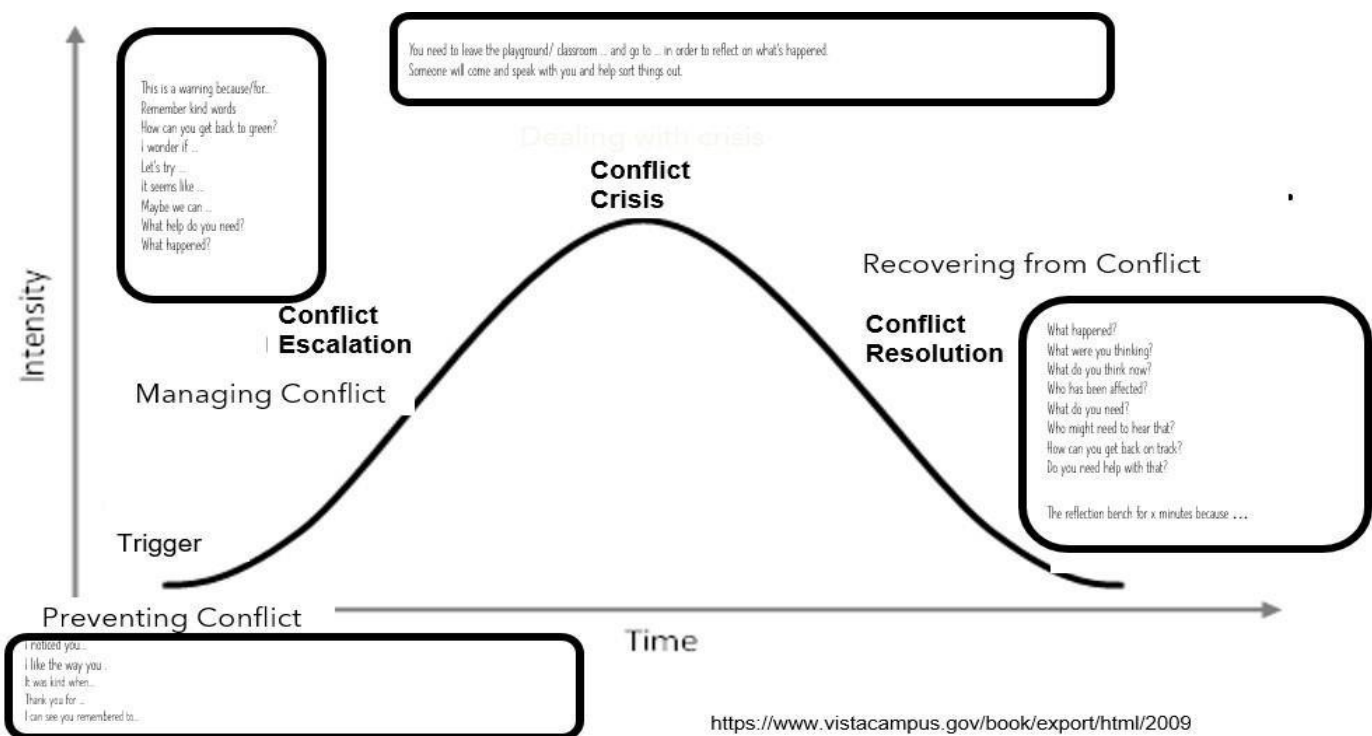
Children who have had adverse childhood experiences are often in a state of heightened alert and, in some cases, behaviours can escalate quickly.

Trauma teaches the body to react fast, not because the child is choosing to misbehave, but because their nervous system is trying to protect them. The nervous system is trained to scan for danger, even in safe environments. This means small triggers can appear as big threats. When the brain senses real, or perceived, danger, children can enter a state of fight, flight or freeze. When they are in this state their thinking brain (logic and reasoning) goes offline.

We believe children behave best when they are consulted, involved, respected and motivated. Therefore, we try to enable children to better understand themselves and to then develop strategies which will help them to make positive choices regarding their learning and social behaviour and attitudes. We aim to achieve this by building on their own intrinsic motivation, in preference to using punishments, threats or short-term rewards. However, within this, we ensure that pupils understand that there are natural consequences to their actions and behaviour.

6.2 De-escalation

- Use a consistent range of language/strategies to de-escalate situations (See below and Appendices 1 and 2 from training [De escalation training handout.pdf](#)).
- First 60 seconds are crucial!



6.2 Reducing Language and Using Scripts

When children are dysregulated, their ability to process language decreases.

Some children may need a complete non-verbal approach when they are in crisis.

For some children, this can increase unpredictability. For these children, narrating what you are doing reduces unpredictability using fewer words.

Communication key tips in crisis



- Use a low, calm voice
- Keep your pace slow
- Matter-of-fact language
- State facts, not feelings
- Reduced language – if using language at all.



- Asking permission
- Explaining your reasoning
- Rushing
- Using a questioning tone.

Staged approaches

Stage	Behaviours	Response	Aim	Adult intervention
Stage 1 (Everyday behaviours that go against the expected class norm)	<ul style="list-style-type: none"> • Calling out • Interrupting others • Making distracting noises • Swinging on chairs • Leaving a seating area without permission • Distracting others • Disengagement • Not following instructions • Not sharing equipment/game • Dominating a game/not listening to others • Accessing the building without permission 	<ul style="list-style-type: none"> • Everyday behaviour management responses, including proximal praise • 1st reminder may be given • Refer back to class charter or ‘what makes good’ • Show photos/visuals of preferred behaviours • Eye contact • Tactically ignore • Adult has a private, supportive conversation with child • EYFS and those who require visual cues to be shown flashcards • Re-engage child in a more positive activity 	Child back on task	<ul style="list-style-type: none"> • Class teacher/TA in class • Staff on lunchtime duty
No change or escalation				
Stage 2 (Less serious but disruptive behaviours)	<ul style="list-style-type: none"> • Persistent Stage 1 behaviours • Refusal to work • Deliberate disruption of lessons • Non-directed swearing • Playground conflict 	<ul style="list-style-type: none"> • 2nd reminder may be given • Faces lanyard for those who need visual reminders • Reflection time in class calm corner, including fidget opportunity to regulate 	Child back on task	<ul style="list-style-type: none"> • Class teacher/TA in class • Staff on lunchtime duty

		<ul style="list-style-type: none"> • Reflection with an adult at break time (child should not miss their whole break time) 		
No change or escalation				
Stage 3	<ul style="list-style-type: none"> • Persistent Stage 2 behaviours • Leaving class without permission • Repeated refusal to do set tasks • Deliberate repeated rudeness/disrespect to adults • Deliberate/hurtful language/directed swearing at another child or adult • Leaving class without permission • Deliberately throwing object with the intention of harming or breaking them • Inappropriate touching • Playground incident 	<ul style="list-style-type: none"> • Class teacher makes informal contact with parents to discuss behaviour • Reflection time in a different class calm corner – Class Teacher to be informed of reason • Reflection with an adult at break time (child should not miss their whole break time) • Class Teacher and SLT talks to child about their behaviour using restorative approaches • Incident recorded on CPOMs, Behaviour Team alerted • If in playground, member of staff handling incident must report to the Class Teacher • In some circumstances, SLT will contact parents for meeting • Depending on the circumstances surrounding a 'Stage 3' incident, child's behaviour to be monitored by SLT using a 	<p>Child resolves problem and repairs harm</p> <p>Child back on task</p>	<ul style="list-style-type: none"> • Class teacher • SLT

		<p>'report' system. If a child's behaviour quickly improves, they will no longer need to use a 'report'. A copy of the chart will be sent home weekly</p> <ul style="list-style-type: none"> • A pupil profile will be created/updated with child, adults, and parents to respond to any triggers • A child may have to return to class at lunchtime to complete unfinished work as a natural consequence. If this is the case, it must be a constructive use of time and not for the whole break/ lunchtime. This should be for individual children only, and not for whole classes. 		
No change or escalation				
Stage 4	<ul style="list-style-type: none"> • Intentional physical harm • Spitting at someone • Any form of behaviour which causes humiliation, pain, fear or intimidation • Bullying (refer to anti-bullying policy) • Fighting and any aggressive behaviour • Racist, sexist, homophobic or discriminatory behaviour • Vandalism 	<ul style="list-style-type: none"> • SLT contact parents and external agencies (if appropriate) for a formal meeting • Incident logged on CPOMS • Tower Hamlets BASS referral form, where necessary • A pupil profile will be created/updated with child, adults, and parents to respond to any triggers 	Investigate and respond	<ul style="list-style-type: none"> • Deputy Headteacher • Headteacher • SENDCO • External Agencies

	<ul style="list-style-type: none"> • Theft • Possession of any prohibited items. 	<ul style="list-style-type: none"> • Class teacher and SLT talks to child about their behaviour using restorative approaches <p>Dependant on severity of incident:</p> <ul style="list-style-type: none"> • Internal exclusion • Fixed-term exclusion • Permanent exclusion 		
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All children will return to 'Stage 1' at the start of the day, after break and after lunch.

*If a pupil is not able to return to class, the behaviour will be managed by the Local Authority guidance on the use of pupil exclusion.

7. Restorative Approaches

At Harbinger, we believe that it is essential to empower children to learn from the challenges they encounter. We also recognise that challenging behaviour can sometimes damage relationships. Therefore, our response must include actions to repair any harm caused. By using restorative approaches, we help children understand the impact of their behaviour, take responsibility, and engage in meaningful actions to mend relationships. When children grasp how their actions affect those around them, they are more likely to learn from their experiences and less likely to repeat the same challenging behaviour.

We hope that by using this restorative approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches help children to develop respect, responsibility, honesty and emotional intelligence. See below for further details of the approach.

The Restorative Principles are:

1. **Relationships matter**
2. **Difference is an asset**
3. **Be more curious than judgmental**
4. **Be more collaborative than competitive**
5. **Be both supportive and challenging**
6. **Be responsible for what is yours**
7. **Enable and allow others to be responsible for what's theirs**
8. **Listen to understand**
9. **Ask more than tell**
10. **If anything isn't clear, ask**
11. **Be kind**

7.1 Restorative Approaches in Early Years

In Early Years, staff have an agreed process that they follow when conflict arises. This is based on HighScope's six steps to conflict resolution (Evans 2002). It uses sustained shared thinking to engage the children in problem solving and to support them to find their own solutions to disputes. It was developed by EYU staff members to use in conjunction with the "I" statements and where appropriate as a means to teach children how they can use the "I" statement.































The 6 steps and notes on how to implement are in Appendix 3.

7.2 Restorative Approaches in KS1 and KS2

If there are any issues or conflict between children (or even adults), they are dealt with in a restorative way.

Some children need more support to engage with a restorative conversation and the emotional literacy needed to resolve a problem. We support children who are ready to engage with a restorative conversation by offering visual cues to structure their thoughts and feelings with the following scaffold. This is available in all classrooms and in SLT offices.



 worried	 fidgety	 confused	 angry	 sad
 annoyed	 What were you thinking or feeling?			 silly
 scared	What were you thinking or feeling?			 embarrassed
 nervous	 bored	 furious	 lonely	 something different
 me	 a friend	 a teacher	 my class	 my mum
 my dad	 Who has been affected?			 other children
 my family	Who has been affected?			 my siblings
 people in the community	 animals	 everyone	 another adult	 someone else

 make a card	 write a letter	 Talk to someone	 say sorry	 fix something
 have thinking time	 What needs to happen to put things right?			 tidy up
 make a change				 clean something
 make a plan	 practice	 finish my work	 hug	 something different
 move away	 ask for a break	 go to my calm space	 ask for help	 get a fiddle toy
 tell someone how I feel	 Next time I will...			 count to 10
 play with someone else				 be respectful
 make a good choice	 take deep breath	 listen carefully	 remember rules	 something different

 sad	 sorry	 guilty	 annoyed	 embarrassed
 worried	 How do you feel now?			 nervous
 hungry				 tired
 unsure	 calm	 better	 okay	 something different

8. Specialist Classes

The specialist classes use strategies such as the 'ABC' observations (Action, Behaviour and Consequence) and also create behaviour support plans, where necessary.

We also seek advice from external agencies such as Phoenix School and the LBTH BASS team.

9. Biting

As a school, we understand that biting, unfortunately, can happen in a school setting and we are aware that it can be a concern for both parents and staff.

Biting can often be painful and frightening for the child who has been bitten and also a frightening and confusing time for the child who bites. There are many potential reasons and circumstances that could cause a child to bite. This is a part of some children's development and can be triggered when they do not yet have the vocabulary to communicate their emotions or needs. Some children have additional sensory needs and such behaviour is part of their communication. We consistently follow our Behaviour and Relationships Policy to promote positive behaviour at all times, however, we recognise that biting can be harmful to other children and staff.

Any instance of biting will be dealt with immediately and recorded in line with this policy.

Staff will respond promptly to ensure the safety and well-being of all pupils involved, providing first aid where needed and addressing the behaviour directly with the child in an age-appropriate manner.

All parents/carers will be informed on the same day.

When biting incidents occur, potential consequences will depend on factors such as the age of the child, whether the child has additional needs and the context of the biting incident.

Repeated incidents may result in a behaviour support plan, social stories, increased supervision, adapted and targeted interventions and further actions to ensure a safe environment for all.

10. Recording

The school has a responsibility to record behavioural incidents.

- **Verbal feedback from playtimes/lunchtimes:**-Teachers/TAs/Midday Meals Supervisors/SLT who are on duty speak to the Class Teacher.
- **Support Staff:** Report behaviour concerns to Class Teachers.
- **CPOMs:** A member of SLT or Class Teacher log repeated stage 2 and every stage 3 behaviour incident here. 'Alert' the Behaviour Team.
- **Behaviour incidents** can be monitored by year groups/protected characteristics.

11. Providing Further Support

As stated in the *EEF 'Improving Behaviour in Schools' 2019 report*, universal behaviour systems are unlikely to meet the needs of all pupils. Therefore, for more challenging behaviour, the approach should be adapted to individual needs. Some children (including those who may have SEND) require further support with behaviour and we need to anticipate likely triggers and put things in place to prevent behaviour incidents, e.g.

- Planning short movement breaks
- Adjusting seating arrangements
- Giving responsibilities
- Staff training
- Pupil profiles created with the child, parents and school staff (see Appendix 4)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Teachers can make referrals for children to access our in-house Social, Emotional and Mental Health (SEMH) interventions with our Learning Mentor and/or Nurture Groups, led by Nurture Mentors.

Where necessary, support and advice will also be sought from specialist teachers, Educational Psychologists, medical practitioners and/or other external agencies, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The approach to bullying at Harbinger Primary School is described in more depth in our Anti-Bullying Policy.

13. Discriminatory Behaviour

Our aim is to ensure a safe, respectful, and inclusive environment where every individual is valued and treated with dignity. In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Harbinger Primary School works to proactively prevent discriminatory behaviour by creating a culture of respect, inclusion and awareness. The school actively teaches pupils about respect, differences, protected characteristics and the impact of discriminatory language or actions.

The school engages in work with Tower Hamlets 'Towards an Anti-Racist Curriculum' and has developed a 'First Aid Conversation' prompt to guide conversations (see Appendix 5).

14. Roles and Responsibilities

14.1 The Governing Body

The Governing Body is responsible for reviewing this Behaviour Policy in conjunction with the Executive Headteacher and Head of School and monitor the policy's effectiveness, holding both to account for its implementation.

14.2 The Headteacher and Deputy Headteacher

Both are responsible for reviewing this Behaviour Policy in conjunction with the Governors, giving due consideration to the school's values. The Headteacher will also approve this policy.

The Headteacher and Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour and will monitor how staff implement this policy to ensure positive behaviour strategies and consequences are applied consistently.

14.3 Staff

Staff are responsible for:

- Implementing the Behaviour and Relationships Policy consistently e.g. following the staged approaches, when necessary
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Reporting and recording behaviour incidents so that they can be accurately logged CPOMS
- Provide accessible calm corners

In order to manage behaviour and promote these values, all staff should:

- Know, teach and follow the school's Behaviour and Relationship's Policy
- Foster a safe environment in all areas of the school
- Provide a broad, challenging and fun adaptive curriculum to inspire all children
- Explicitly teach children about emotional intelligence and develop our own understanding of it
- Mediate and problem-solve using agreed strategies
- Be clear about our expectations for our pupils and make them explicit
- Praise, reward and encourage
- Know and consider all children's individual needs
- Support other staff in managing behaviour as needed

The Senior Leadership Team will support staff in responding to behaviour incidents. They will provide support and training in the use of "I" statements, restorative approaches and positive handling.

14.4 Parents and Carers

Parents are expected to:

- Model positive behaviour
- Support their child in following the behavioural expectations at Harbinger
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings at the school when asked
- Supervise home internet activity so that children can be safe online

15. Positive Handling inc. Restrictive Interventions

On occasion, staff may have to physically intervene to keep a child and or others safe from harm. Staff will do so in accordance with the school's Positive Handling Policy. More information can be found there.

The school will record and report incidents involving reasonable force, seclusion and restraint (including non-force restraint), with records completed the same day on CPOMS.

A record will be kept of all incidents and parents informed.

Any physical intervention must be carried out swiftly and calmly, so the pupil does not become more stressed.

Language must be kept to a minimum.

Selected members of staff have been 'Team Teach' trained.

16. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and teachers hold transition meetings.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17. Prohibiting the use of Mobile Phones During the School Day

Harbinger Primary School is a mobile-free environment, by default.

Children in Years 5 and 6 are allowed to bring a mobile phone when travelling to and from school and must leave it in the School Office throughout the school day only. This is to reduce distraction and disruption. Children are not prohibited to use mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. If a Parent/Carer wants to speak to their children, they must call the School Office.

Where a mobile phone (or similar device) is used by a pupil or is heard ringing in a pupil's bag/on their person, the mobile phone will be confiscated.

18. Training

Our staff are provided with training on managing behaviour as part of their induction process. All staff will receive regular training regarding the Behaviour and Relationships Policy.

Behaviour management may also form part of continuing professional development and staff may request any additional support through contacting Senior Leadership.

19. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher, Deputy Headteacher and the Curriculum and Standards Committee annually. At each review, the policy will be approved by the Headteacher and Governors.

20. Links With Other Relevant Policies

This Behaviour and Relationships Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy

Appendix 1: Conflict escalation and de-escalation (sourced from LBTH Behaviour Support Services)

Key terminology

De-escalation	Strategies used to reduce a child's emotional intensity and help them return to a calm, safe state
Emotional regulation	A child's ability to understand and manage their emotions in a developmentally appropriate way. For example, a 10 year old will have better emotional regulation than a 4 year old.
Co-regulation	An adult providing calm, supportive guidance to help a child regulate their emotions when they cannot do it alone.
Self-regulation	A child independently recognising their feelings and using strategies to stay calm.
Demands	Any instruction, expectation, or task placed on a child that requires effort, attention or compliance. Sometimes even positive demands such as choosing a reward, can be overwhelming. Demands can be direct "do this worksheet" or implied "adult puts a worksheet in front of the child." or intrinsic (demands the child places on themselves internally "I should be able to do this worksheet")
Sensory overwhelm	When a child becomes distressed because their senses are overwhelmed by noise, touch, light or other sensory input.
Cognitive overload	When a child is given more information, tasks or choices than they can process, leading to frustration or shut down.
Seeking connection	A child's attempt to gain comfort or reassurance from an adult when they feel unsure, overwhelmed or in need of support.
Pro-active strategies	Actions taken before a child is in crisis to reduce stress and meet needs.

Some examples of what the behaviour could be communicating

Predictability	Children don't feel safe when they don't know what is happening next. Sudden changes, unclear instructions or unpredictable adult reactions can trigger an anxiety response.
Connection	Children are seeking reassurance and checking the adult is a safe presence. Their behaviour can be a way of saying "don't leave me" or "don't give up on me"
Sensory comfort	Children may become overwhelmed by too much sensory input such as noise, touch, crowds. Other children may be seeking sensory input to help them regulate such as deep pressure.
Succes	Children who repeatedly feel like they're failing may avoid tasks, shut down or lash out. They might feel like "If I don't try then I can't fail"
Belonging	Every child needs to feel part of a group. When they feel excluded, embarrassed or 'different' their behaviour can become a way to try and fit in or to protect themselves.
Emotional safety	If a child feels judged, misunderstood or threatened (even unintentionally) this can trigger a stress response.

Quick de-escalation strategies

Take a break: can be inside the classroom or outside. A planned pause helps a child reset. The aim is to reduce overwhelm and allow the child to be ready to return to learning.

Reduce demands: lower the difficulty, quantity or pace of a task. It might mean postponing tasks until later, or breaking the task down into smaller steps

Offer choices: choices can help to reduce power struggles and give children a sense of control. Choices should be limited and clear but make sure they are realistic. For example, don't offer sensory room if it might be unavailable!

Use humour or distractions: this can defuse tension and shift a child's distraction. This works best when you have a good relationship with the child and know what works.

Reduce environmental stressors: noise, clutter, crowds and other sensory input can trigger dysregulation. Consider offering a quieter area,

Validate emotions: Acknowledging the child's feelings ("I can see you are frustrated") helps them feel understood. Validation doesn't mean you agree with the behaviour it shows empathy and models emotional literacy.

Reassure: Calm, predictable reassurance helps children to feel safe. This might involve telling them what is happening next, or reminding them they are supported.

Praise and positive reinforcement: This builds confidence, strengthens relationships and supports long term behaviour change. For every one negative interaction/correction, try and have five positive interactions with the child

Model calm behaviour: For example, "lets pause and take some deep breaths". Talk slowly and softly and ground yourself. This signals safety.

Name the need, not the behaviour: Reflect on what the child might need. For example, "it looks like you are finding this task tricky. Do you need a break?"

Mirror back: for example, a child is saying "I don't want to do this" mirroring back shows you have listened e.g. "You don't want to do this, and I'm here to make it easier for you"

Quick de-escalation strategies before and during a crisis

Be proactive: Offer support early, as soon as you see signs of dysregulation. It is easier to offer support before a crisis.

Be the calm your child needs: if you are feeling stressed, frustrated or worried by the situation the child is going to notice that.

Body language: Children pick up on cues in our body language, tone of voice and expressions.

Stand at a 45-degree angle to the child: this allows you to be nearby and reassure the child whilst not blocking them in. It also allows you to move away quickly and safely if needed.

Don't crowd the child: give them time and space. Crowding them can increase sensory overwhelm and make them feel unsafe.

Low-low-slow: lower your pitch, lower your volume and slow the pace down of your talking.

Reduce your language: some children need a completely non-verbal approach when they are dysregulated. Some children need to know what is happening. Narrating what you are doing reduces unpredictability. For example: "I'm going to stand over here" "I'm moving the pencil pots away"

Wait: until you know a child is fully calm before doing any follow up work. If you do it too soon, this can bring the child back to a crisis.

Appendix 2: 24 Top Tips

(Ideas sourced from: Bill Rogers; DfES, 2000; Moore, 2010; Roffey, 2011)

Behaviour principles:

- Model the behaviours you want the children to exhibit
- Keep calm. Be authoritative, assertive but not angry
- Confront the problem not the person: Aim to be in control of the situation, not to control the pupil
- Use positive language
- Try not to take things personally – it's not about you

	Tip	Aim / Technique	Examples
1.	Only say “Good morning/afternoon” once the class has settled	By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	<i>When you're quiet, then we can get on with what we're doing today...[WAIT CALMLY] ...Great, thank you. Good morning, everyone...</i>
2.	Tactical pausing	Pausing emphasises attention and focus.	<i>So, as we saw.... yesterday.....when you want to add.....two..... fractions....</i>
3.	‘Thank you’ rather than ‘Please’	Communicates expectation that they will do what you are asking. Assertive.	<i>Sitting back in your seat now, Gemma. Thank you.</i>
4.	Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	Follow an instruction with a pause to allow pupils time to comply. <i>Could you open your book and start work now Mia. I'm going to see Bill who needs some help, but I'll come back in a minute to see if you need any.</i>

5.	Describe the obvious reality	Raises behaviour awareness within the pupil.	<i>Nathan, you're walking around the room.</i>
6.	Rule reminder	Redirects pupil to the desired behaviour.	<i>Remember our rule about staying in our seats...</i>
7.	When.....then.....	Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.	<i>When we're all back in our seats and quiet, then we'll see who gets dojos today. When you have finished your work, then you can go out.</i>
8.	Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
9.	Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	<i>Yes, you may have been talking about your work but I need you to listen carefully now. Yes, it may not seem fair but . . .</i>
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	<i>Omar, I need you to put that book back where it was...back where it was...back where it was...ad infinitum...</i>
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	<i>Alan, you're talking while I'm talking to the class.</i>
12.	Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	Rhythmic clapping. Hands up.
13.	Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	

14.	Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	<i>Amina has put her things away and is back in her place ready to go out to play.</i>
15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	<i>Jack, can you come and help me give out these sheets please. Well done.</i>
16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief. Say what you want them to do, NOT "Don't..."	<i>Tobi, back on with your writing. Thanks.</i>
17.	Tactically ignore secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth)	Secondary behaviours can affect us emotionally and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
18.	Not "my class" always "our class"	Builds cohesion among the group.	<i>That's not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.</i>
19.	Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	<i>I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.</i>
20.	Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room

21.	Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	<i>I got annoyed earlier and shouted. It's not good to shout. I'm sorry I shouted. I'll try to keep my calm.</i>
22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	<i>Are you going to sit here or next to Ali? I need you to get on with your work or you'll move to Blue. It's your choice.</i>
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	<i>Well done. You have remembered to put your hand up to answer a question.</i>
24.	Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.	<i>Okay Maria and Mark. We're looking at the final verse of the poem on page 23.</i>

Appendix 3: EYFS

1) Approach calmly, stopping any hurtful actions.	<ul style="list-style-type: none">• Model the behaviour that you want from the children.• Demonstrate that you are ready to listen.• Help to get the children ready to engage in the process.• In stopping hurtful actions, be clear and positive in your instructions i.e. “You need to keep your hands to yourself”
2) Acknowledge child/children’s feelings.	<p>i.e. “You look/sound sad”</p> <ul style="list-style-type: none">• Framing it tentatively makes it easier for children to disagree if they need to. i.e. “I’m not sad, I am cross”. This gentle labelling of emotions helps children to tune into their feelings. It demonstrates acceptance of those feelings and of the child and in doing so can help calm.• This accompanied by silence can lead the children to start to explore what has happened i.e. “I am cross because he took my toy.”• Hurtful words can be re-worded as feelings• i.e. Child: “I’m not A’s friend”; Adult: “You are feeling very upset with A” <p>This stage may need repeating until the children are calm and ready move on.</p>
3) Gather information.	<p>This can be done through active listening: <u>Body</u> <u>Language</u></p> <ul style="list-style-type: none">• Open & encouraging• Down at their level• Turned towards• Eye contact

Valuing silence

It gives everyone a chance to think about the situation and stops something being said that can't be un-said.

Minimal responses

i.e. nodding, affirmative noises such as "mmm".

These encourage children to say more by demonstrating that you are listening, they stop you interrupting.

Reflecting back

The child hears their own words spoken back without comment or judgement enabling them to reflect on what they have said. It is one way of supporting the child to think clearly about what happened and work through a problem for themselves.

It can also be used to gently challenge them: i.e. "He took your toy?"

Where appropriate, their words can be repeated back to the other child in the conflict: "She says you took the toy she was playing with"

Paraphrasing

This can be used to check your understanding of what has been said.

Some of the problems with questioning:

- Questioning can switch the focus i.e. Away from the children's needs/main concerns to what you judge to be important
- You stop listening to the child, because you are busy thinking about and forming your question.
- It can put the child on the spot and make them clam up.
- It can interrupt their train of thought.

If you choose to use questions in the information gathering stage, then open questions are best. E.g. You could start the discussion with: "Can you tell me about it?"

'Why' questions (i.e. "Why did you do that?") should be avoided. These questions are very difficult, if not impossible to answer and can result in a child becoming defensive. In turn this can prevent children from identifying and taking responsibility for their part in a conflict.

Questioning can sometimes be helpful in gathering specific information (usually following a period of active listening).

4) Identify the problem.	Ask a question: "So the problem is..?"
5) Ask for ideas for solutions and choose one together.	Adult may need to question further to identify what actions the children are going to take: "What will that look like?" "How will you do that?" Part of the resolution process may include one or both of the children making "I" statements
6) Be prepared to give follow-up support.	Check how each child feels: If they have not already done so, do they need to make an "I" statement? Support them in this if they do. Acknowledge their role in the problem-solving process, be specific about what they did. Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Appendix 4: Example of a Pupil Profile

Pupil Profile – Autumn 1

Child Name:	Photo
Class: Year:	
SEND/Medical needs:	
Things that make me happy <ul style="list-style-type: none"> • Playing - toys • Playing football • Having fun • Learning new things 	Things that help me learn <ul style="list-style-type: none"> • Make sure that I am looking and listening when you talk • Give short and clear instructions • Praise my effort
Things I find challenging <ul style="list-style-type: none"> • Being told off • Change - in routine - in people • Rules • Sitting on carpet/still • Distractions • Remembering to do something 	How you can support me <ul style="list-style-type: none"> • Use "give me 5" as prompt • Wiggle cushion on carpet • Given time to process information/time to change for PE • Lots/constant reminding of what he needs to do • Now/Next - move the peg - tick the list • Reduced pressure to achieve success • Timetables - routines • Time in Fiona/Jade's office

Targets [These should be SMART - Specific, Measurable, Achievable, Relevant, Time-Bound]	Steps to success How can I reach my targets?	Review date	How am I doing? [A = Achieved, N = Nearly there, K = Keep going]
To share how I am feeling with adults	Time to build relationship with adults Daily check-ins Zones of regulation	Beginning of Autumn 2	
To participate at carpet times	Have my own carpet space (near adult) Use "Give me 5" as a reminder Put my hand up to answer question questions and share ideas.	Beginning of Autumn 2	
To listen and respond to adults	Stop, look and listen. Respond with kind face. Say "yes" or "I don't understand".	Beginning of Autumn 2	

First Aid Conversation For Racially Harmful Incidents



- Be grounded and relaxed
- Support emotional regulation
- Ask questions for clarity / deepening
- Ask questions about their emotions
- Gradually, zoom out to expand
- Acknowledge accumulative distress
- Express glad they have trust to discuss
- This conversation is of value
- Reflect and summarise on what was heard