



## **Behaviour and Relational Policy**

**This policy should be read in conjunction with school policies for Keeping Children Safe in Education (KCSIE), Anti-Bullying, Equalities, SEND, E-Safety, Physical Intervention and PSHE & RSE.**

### **1. Policy Intent**

At Pegswood Primary School, our ethos and vision states that we are 'a happy and nurturing school', where children 'feel safe and enjoy coming to school. They are enthusiastic and work hard to achieve their full potential.'

Our Behaviour and Relational Policy is a key document to support the achievement of this. We believe that the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff. This policy supports safeguarding in school as set out in statutory guidance part 1 of KCSIE.

We at Pegswood Primary School believe that the adult-child/young person relationship is vital when developing the child/young person's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stressregulation systems and therefore the skills of self-control, empathy and emotional management.

### **2. Our Aims**

At Pegswood Primary School we believe that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a collaborative way. It aims to promote an environment in which everyone feels happy, safe and secure. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the fact that we expect every member of the school community to behave in a considerate way towards

others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow, allowing them to become positive and increasingly independent members of the school community and also their local community. Indeed, we hope they will '*Flourish, achieve, belong*'.

School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

### **3. Purpose of the policy:**

This policy aims to:

- share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment
- share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- provide guidance to staff in their role of supporting positive behaviour and relationships
- provide information on what support and training opportunities are on offer for staff, parents and carers

### **4. Trauma Informed School (TiS)**

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. All the adults at Pegswood Primary aim to develop attuned relationships with our pupils so that we can provide a safe haven for them to express their emotions. All feelings are considered normal, but need to be regulated and expressed constructively.

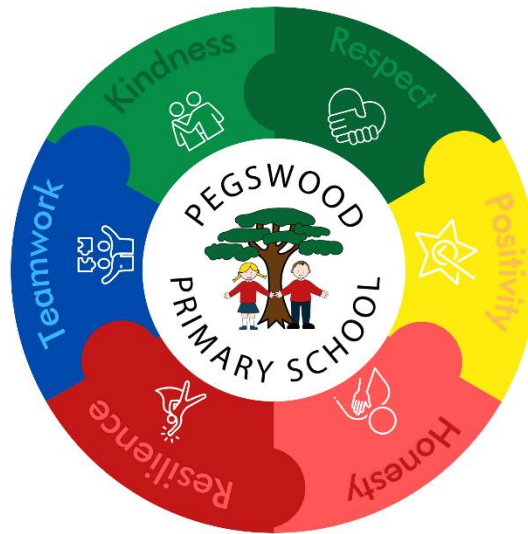
Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

## 5. Whole school approach to supporting pupils

In order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disturbance. Our 'Pegswood Pieces' are integral to this and underpin everything that we do.



We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety, to improve the mental health and wellbeing of children and young people.

Our school embeds the model suggested by Thrive, into our curriculum, where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise positive behaviours and attitudes and reward success
- try to notice children and young people doing the right thing and praise, celebrate and promote this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children/young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention

- keep in mind that any sanction used is to resolve rather than escalate a situation and must be applied compassionately in a fair and consistent way.

## **6. Classroom routines and core expectations**

To support our students to reduce their cognitive load and manage the classroom environment, each classroom will display a visual timetable of the day. All children are expected to 'Be ready to learn, be respectful, and be safe' The day begins in a similar manner across the school, with an active, an organisational and a calming activity. This calm and predictable set of routines will maximise learning time and allow students to quickly regulate.

As humans we do not always make the right decisions. We recognise that and consider every interaction with a student to be a learning opportunity. Our expectations not only give clear guidelines for behaviour but provide students reasons why these behaviours are important. This is vital in supporting our students to develop into well rounded adults who are able to make informed decisions.

## **7. Promoting Good Behaviour**

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also help to develop self-confidence, which in turn promotes learning. They are:

- Verbal feedback / praise Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- Public acknowledgement for improved behaviour, an exceptional piece of work etc. usually through regular Key Stage assemblies
- Merit awards/certificates which are given out every week during Key Stage assemblies
- Reward postcards that are sent out via Class Dojo to parents & Carers to children who have displayed either 'fantastic readiness to learn', 'making safe choices' or 'showing respectful behaviour in school'.
- Class rewards (to be decided upon by individual class teachers)
- In our school we use the "Class Dojo" system to recognise and reward good behaviour choices. Points once earned are never removed
- Receiving good work or good behaviour stickers from the class teacher, teaching assistant or head teacher
- Having responsibilities in the class or school in general
- The provision of opportunities for children to support one another by working together as a group
- In our school we use a House system. Points are awarded to individuals who are in one of four Houses. There are half-termly rewards to the winning House.

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

We use the Zones of Regulation program in our classrooms. This program helps children learn how to understand their feelings, recognise body clues, and use strategies to manage emotions in healthy and respectful ways.

## 8. Dealing with behaviour issues – tiered approach

We use a range of strategies to interrupt poor behaviour choices including:

- Emotion Coaching
- Calming time outside or within the classroom
- Time in another classroom
- Change of environment with a supportive adult
- Communicate with parents
- Strategic intervention which includes:
  - Being discrete, light and completed quickly
  - Using non verbal techniques such as gestures, facial expressions, a fixed stare, modelling and an abrupt stop
  - Anonymously highlighting the desired behaviour by saying “I am waiting for two!” or “all should be writing”
  - Addressing quietly the target individual at their level

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as ‘distressed’ rather than ‘challenging’ because we understand that the behaviour is communicating a level of need within the child/young person.

These techniques are designed to support the child to be accountable for their actions, encouraging them to develop skills to change their behaviour rather than to punish the actions taken by the child.

- Help to rectify something they have done – for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- Help gain a better understanding of the child or young person’s social and emotional needs.
- Where necessary, discuss the behaviour with a parent or carer in order to determine if there is a possible reason for the behaviour that stems from outside of school.

**Classroom Steps for dealing with behaviour issues** (minor disturbances/irritations/failure to complete tasks to the best of their ability)

Please click on the link below to access the ‘behaviour choices and consequences’ steps for each area of school. The approach is exactly the same throughout the whole school, with minor alterations to become age and stage appropriate.

### [Behaviour Choices & Consequences](#)

Staff have the discretion to escalate as necessary, depending on the context or safety of the child’s behaviour.

At lunchtimes and playtimes the same steps will be taken to deal with minor behaviour issues:

Staff have the discretion to escalate as necessary, depending on the context or safety of the child’s behaviour.

When a child is displaying inappropriate behaviours, we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The

situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Deputy Headteacher, SENDCo, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

There are some situations that will provoke a more severe response from school: If a child deliberately commits any of the following, they may be given an immediate exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault
- Verbal abuse / threatening behaviour against a pupil or staff member
- Bullying
- Racist abuse / language
- Damage
- Persistent disruptive behaviour

### **Serious Behaviour**

More serious behaviour issues which we consider unacceptable:

- Bullying
- Aggression
- Discrimination
- Derogatory Language

If these behaviours are witnessed, the child/ren should be sent to a member of the Senior Leadership Team (Headteacher, Deputy Headteacher or SENDCos). A record of the incident will be recorded on CPOMS.

It is rare that Class teacher report cards and headteacher report cards are used and even rarer that they are used for one-off incidents. It is more likely that report cards are a culmination of consistent unacceptable behaviour that has been discussed with the child at an age-appropriate level and with parents and carers. However, depending on the incident, the behaviour and consequence step approach can be access at any level deemed appropriate.

Class teachers should regularly discuss behaviour expectations with their class. Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class at an appropriate time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have separate policies that deal with bullying, harassment and racism.

Discipline will only be carried out following detailed investigation and in accordance with the staged sanctions laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue. e.g. Police.

The Use of Reasonable Force - Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, physical intervention strategies from staff may be used. Staff will always try to intervene verbally

before using physical Intervention. Where staff fear for their own safety and the pupil is not responding to a verbal request, help should be sought before intervening. We have an additional policy for the use of physical intervention.

### **9. Partnership with parents and carers**

At our school, we work as a team to support the children in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

We believe that clear and open communication is key to ensure that we all work together as a team to meet the needs of the child/young person. We make sure parents/carers are supported to understand and help children/young people to be accountable for their actions. We encourage rejoicing in the positives and develop skills to change unacceptable behaviour rather than to punish the actions taken by the child.

Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- using our online communication platform to update parents and carers with messages and news, throughout the week
- encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's, behaviour
- discussing any behaviour concerns we have with parents and carers
- keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, posters in the main entrance, letters home, etc
- having regular parents/carers' evenings.

### **10. Pupil Support**

All staff follow school policies and procedures providing individual support where needed. At Pegswood Primary School, our Designated Safeguarding Leads, SENDCo's and Senior Mental Health Lead, work with individuals to promote good behaviour whilst encouraging all to 'flourish, achieve, belong.

### **11. SEND Pupils**

All pupils can thrive and achieve their potential at Pegswood Primary School, including those with SEND. The school encourages a culture of good behaviour and follows plans, interventions and guidance for pupils with SEND. Staff are aware that some pupils will need help to manage their behaviour in line with the school behaviour policy and following DFE guidance.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take steps as is reasonable to avoid any substantial disadvantage to a pupil with a disability caused by the school's policies or practices.
- Under the Children and Families Act 2014, relevant siblings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

## **Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)**

54. The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings<sup>38</sup> must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review Prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

### **12. Recording of behaviour**

At Pegswood Primary we use a secure password protected system called CPOMS (Child Protection Online Management System) to record all safeguarding, welfare, pastoral and behavioural issues. Significant behaviour incidents are recorded on CPOMS and if behaviour continues then a member of SLT will follow up with parents. Poor playground behaviour is recorded in a similar manner and fed back to the class teacher. Positive behaviour during playtimes can be rewarded with dojo points.

### **13. Fixed term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. The school follows the most recent national guidance on exclusions. We refer to this guidance in any decision to exclude a child from school and liaise with the Local Authority's Inclusion Team.

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The headteacher will consider if the incident also warrants exclusion from all clubs and may include wraparound care provided by our external partner, as well as any arranged visits the class has organised. The child's parents may be asked to escort and supervise their child depending on the incident

If the headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.



The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body will form an appeals panel and will consider any exclusion appeals on behalf of the governors.

There are county support systems available for pupils requiring exclusion.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling

#### **14. Supporting staff**

At Pegswood Primary School, we provide high-quality training and ongoing continual professional development for staff in relation to behaviour and relationships to support the school's implementation of our positive behaviour model, which helps with children and young people's social, emotional and mental health.

All staff will be given training so that they:

- understand what children's mental health needs are
- understand how to promote good mental health and wellbeing
- know how to recognise warning signs of poor mental health
- have a clear process and know what to do if they identify a child or young person in need of support

A designated member of staff has attended the Senior Mental Health Lead (SMHL) training. This training is Department for Education quality assured, which enables staff to:

- learn why mental health and wellbeing are critical to school success
- accurately identify need, provide support and make referrals
- better understand and respond to the challenges young people face today
- benchmark, develop action plans and provide evidence of impact.

Staff are provided with a range of ongoing support when supporting children and young people with their mental health and wellbeing.

#### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records serious classroom incidents on CPOMS. Lunchtime supervisors give verbal details of any minor incidents to the class teacher to deal with in the first instance and record anything more serious on CPOMS. The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption</b>	<b>Date of next review</b>
1.0	New policy	Nov 2025	Nov 2026

# BEHAVIOUR CHOICES & CONSEQUENCES

## (Early Years - Our Steps)

**STEP 1** Gentle reminder

**STEP 2** Second gentle reminder

**STEP 3** Quick chat with an adult  
Let's talk about what's happening

**STEP 4** Remove from area and time to regulate  
with an adult.

**STEP 5** Lose free-choice and follow adult direction for the  
remainder of the session

**STEP 6** Informal conversation with parents after school

**STEP 7** Removed from the Early Years classroom and spend  
time with another adult

**STEP 8** Spend time with SLT - SLT to decide next steps  
(Senior Leadership Team)

**STEP 9** Parents invited into school for a meeting  
Parents meet with your teacher and SLT to discuss behaviour plans

**STEP 10** Follow behaviour plan for 2 weeks, monitored by the teacher

**STEP 11** Follow behaviour plan for 2 weeks, monitored by the Headteacher

**STEP 13** Fixed-term suspension



# BEHAVIOUR CHOICES & CONSEQUENCES

## (Key Stage 1 - Our Steps)

**STEP 1** Gentle reminder

**STEP 2** Second gentle reminder

**STEP 3** Quick chat with an adult  
Let's talk about what's happening



**IF YOU GET 3 ALERTS:**

**Morning = 10 mins lunchtime chat**  
**Afternoon = 5 mins playtime chat**  
(You will always have your minimum break times)

**STEP 4** Dojo behaviour alert sent to parent

**STEP 5** Time to regulate  
Spend a few minutes with a trusted adult to calm and reset.



**STEP 6** Informal chat with parents after school

**STEP 7** Complete work in a different environment

**STEP 8** Spend time with SLT - SLT to decide next steps  
(Senior Leadership Team)

**STEP 9** Parents invited into school for a meeting  
Parents meet with your teacher and SLT to set goals.



**STEP 10** Class teacher and then Head teacher report card for  
1 week

**STEP 11** Fixed-term suspension

# BEHAVIOUR CHOICES & CONSEQUENCES

(Lower key stage 2 - Our Steps)

**STEP 1** Gentle reminder

**STEP 2** Second gentle reminder

**STEP 3** Quick chat with an adult  
Let's talk about what's happening



**IF YOU GET 3 ALERTS:**

Morning = 10 mins lunchtime chat  
Afternoon = 5 mins playtime chat  
(You will always have your minimum break times)

**STEP 4** Dojo behaviour alert sent to parent



**STEP 5** Time to regulate  
Spend a few minutes with a trusted adult to calm and reset.

**STEP 6** Complete work in a different environment



**STEP 7** Time with SLT  
(Senior Leadership Team)

**STEP 8** Parents invited into school for a meeting  
Parents meet with your teacher and SLT to set goals.

**STEP 9** Class teacher report card for 1 week  
Your progress and behaviour is monitored in every lesson.



**STEP 10** Head teacher report card for 1 week

**STEP 11** Fixed-term suspension

# BEHAVIOUR CHOICES & CONSEQUENCES

(Upper key stage 2 - Our Steps)

**STEP 1** Gentle reminder

**STEP 2** Second gentle reminder

**STEP 3** Quick chat with an adult  
Let's talk about what's happening



**IF YOU GET 3 ALERTS:**

**Morning = 10 mins lunchtime chat**  
**Afternoon = 5 mins playtime chat**  
(You will always have your minimum break times)

**STEP 4** Dojo behaviour alert sent to parent



**STEP 5** Time to regulate  
Spend a few minutes with a trusted adult to calm and reset.

**STEP 6** Complete work in a different environment



**STEP 7** Time with SLT  
(They may decide that a 20 minute after school detention is appropriate)

**STEP 8** Parents invited into school for a meeting  
Parents meet with your teacher and SLT to set goals.

**STEP 9** Class teacher report card for 1 week  
Your progress and behaviour is monitored in every lesson.



**STEP 10** Head teacher report card for 1 week

**STEP 11** Fixed-term suspension

## **Appendix 2: Areas which can cause conflict**

The following things can cause children to feel resentful towards their classmates. They can also lead children to be tempted to steal or bully children into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community. In situations where staff suspects theft or where a pupil may be carrying something banned by the school rules, staff are authorised to search pupils without consent.

In a case such as this, two members of staff should be present, one being a member of the Leadership Team. Parent helpers are not authorised to do this.

**THINGS FROM HOME:** Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KS1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.

**MOBILE PHONES ARE NOT ALLOWED IN SCHOOL** but UKS2 children who go home alone with parental permission, can hand their phone in to the classroom when they come into school. These will be kept locked away and returned at the end of the day.

### **Confiscation of Inappropriate Items**

Pupils may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item, these are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

It may be that if any of the above items are found, an external agency will be informed, such as Northumberland Children's Services or the police.

### **Appendix 3: The Four Essential Steps of Emotion Coaching**

1. **Become aware of the emotion in the child;** communicate your understanding and acceptance of the emotion. Empathise.  
*"I'm wondering if you're feeling."*  
*"I can see you are feeling angry and I feel like that sometimes too."*
2. **Validate and label the emotions being felt;** use words to describe the feelings –  
'Name It to Tame It' (Dan Siegel)  
*"I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something."*  
*"I noticed you looking around and struggling to sit still. I think you might be feeling nervous right now about your work. Have I got that right?"*  
*"It's okay to have the feelings you are having; these are normal and natural."*
3. **Set limits (if needed);** communicate that all emotions and feelings are acceptable, but some behaviours are not safe.  
*"I understand you're feeling really sad today, but one of our rights to remember is 'Be safe' - you have the right to be protected from being hurt or mistreated in body or mind, so calling your friend unkind names isn't an ok thing to do."*  
*"I'm thinking you must be feeling really upset because I'm asking you to do things you don't want to do, but it's not okay to shout at me."*
4. **Solve problems;** work with the child to consider what they could do when they feel strong emotions next time.  
*"I wonder whether it would be a good idea to go to the special beanbag next time you feel like this? Then I can come and help."*  
*"What might help you calm down next time you feel like this?"*  
*"I can help you to think of a different way to cope."*  
*"Let's look to see what other people are doing to help them when they feel this way."*

### **Appendix 4: Bullying and harassment**

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is, therefore:

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

Bullying – what to look for

Children often give signs that they may be being bullied. They may;

- Be frightened of walking to or from school
- Not want to come to school
- Feel sick in the mornings
- Start to do their work badly
- Become quiet and withdrawn
- Wet the bed
- Lose their appetite



- Ask for money (to pay the bully)
- Become aggressive and unreasonable

What staff should do if they suspect bullying:

- Ask other staff if they have noticed anything.
- Inform all staff so they can keep a look out on the playground.
- Ask the child concerned what is wrong.
- Often they are just looking for an opportunity to 'open up'.
- Tell the head who may talk to the child.
- Voice your concerns to parents.
- Keep a written record of incidents using CPOMS.
- When facts have been gathered the headteacher will take action.

What children should do if they suspect someone is being bullied:

- Take a stand and don't let it happen.
- Tell the bully to stop.
- Ask the child being bullied to join in their game.
- Not smile or laugh with the bully.