



TEAM Multi-Academy Trust

Positive Relationships & Behaviour Policy

Supported by Paul Dix's 'When the Adults Change'

This policy is underpinned by the relational approach described by Dan Hughes and using his PACE approach to interactions.

Interactions should be:

- P – playful
- A – accepting
- C – curious/caring
- E – empathetic

This Policy was adopted by the Board of Trustees of TEAM Multi-Academy Trust on

Date: 6th October 2021

Signed (on behalf of the Board of Trustees): Paul Ginnings

Signed (Chief Executive Officer): Ian Thomas

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1.AIMS

At TEAM Multi-Academy Trust, our primary goal is to ensure every member of our school community feels valued and respected, fostering a deep sense of self-worth and love. This guiding principle underpins our behaviour and relationships policy.

We recognise that children want to belong, achieve and contribute to their school community. They need high levels nurture and empathy, support, structure and containment in order to feel safe. These fundamental needs are met through relationships with emotionally available adults who are active and deliberate in their actions

Furthermore, we recognise that certain life experiences may make it more challenging for some children to regulate their behaviours. With the guidance and strong support from key adults in their lives, we aim to help these children navigate these challenges effectively.

The Positive Behaviour and Relationships Policy is divided into three keys areas:

Developing relationships

- how we will build positive relationships
- supporting inclusion
- setting clear and consistent boundaries

Responding and Calming

- promoting positive behaviour
- regulating emotions and being calm
- managing crisis

Restoring and Repairing

- resolve conflict
- recognise and repair damage
- support long term change
- home / parent links

- responding to serious incidence

We aim to:

- Actively promote de-escalation strategies, reducing anxiety and promoting self-regulation in order to promote readiness to learn.
- Provide a consistent approach to behaviour management across the school.
- Manage behaviour in an age-appropriate way and considers SEN and disabilities.
- Remain calm and regulated in our response to behaviour.
- Have open communications with parents and carers so that all behaviours are shared.

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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Developing Relationships

The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils. All staff work to build relationships with the children in their care, with each other, with parents and with other community member and professionals connected to the school.

School staff will take deliberate actions in order to **build relationships** including:

- Getting to know the children well.
- Paying explicit attention to ensuring children know they are safe and protected from harm. For some this will be easily understood however some children will need more explicit explanation, regular reassurance and safety signals.
- Recognising and celebrating children uniqueness in both formal and informal ways
- Seeking their views on topics that matter to them

- Ensuring their needs for basic care, food, warmth and love are met
- Encourage a calm, purposeful and happy atmosphere conducive to good learning, to enable pupils to feel safe in our school.
- Build positive relationships with the children and know them well.
- Provide opportunities for children to learn and practise their developing social skills

We activity seek to **support the inclusion** of all children by:

- Understanding that a child's behaviour communicates something to us. We will understand this better when we listen to the child, their family, other colleagues and professionals relevant to the child
- Following the schools SEND process
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.
- Ensure fair treatment for all
- Developing a broad and balance curriculum that ensure access to opportunities and curriculum enrichment for our most vulnerable pupils
- Manage change and stressful or exciting activities in ways that help children anticipate and be prepared for them.
- Provide calm and predictable environments, task and interactions to support feeling of safety and competence.

Our staff have **clear expectations** and set **consistent boundaries** for children's behaviour by:

- Expecting all children to achieve their potential in all aspects of the curriculum
- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- Being constant about the rules in place and how they keep children safe
- Regularly reviewing and discussing the rules and how they applied in each school at least once per term during a staff meeting
- Developing and applying a consistent approach and ethos for classroom management
- Developing and applying a consistent approach and ethos for playtime provision

4. School Code of Conduct

We will always give our best.

Building Learning Power: By always giving our best, we develop resilience and a growth mindset, which are crucial for lifelong learning. Our commitment to excellence strengthens our ability to think critically and creatively.

Building Futures: Striving for personal best sets a strong foundation for future success. It instils ambition and encourages us to envision a future filled with possibilities.

Building Self-Esteem: When we put forth our best effort, we gain confidence in our abilities, which in turn fosters a positive self-image.

Building Community: A community thrives when its members are dedicated to doing their best, inspiring and uplifting others through their example and achievements.

We will be kind and considerate to others.

Building Learning Power: Kindness and consideration in our interactions create a supportive learning environment where ideas are shared and collaboration is encouraged.

Building Futures: By practicing empathy and social skills, we prepare ourselves to build meaningful relationships and networks in the future.

Building Self-Esteem: Kindness towards others often reflects back, enhancing our sense of belonging and self-worth.

Building Community: These qualities are the cornerstones of a harmonious and inclusive school community, where everyone feels valued and respected.

We will move around the school sensibly.

Building Learning Power: Moving sensibly shows self-regulation and awareness, skills that are essential in the learning process.

Building Futures: Sensible movement reflects an understanding of personal responsibility and safety, traits that are important in any future endeavours.

Building Self-Esteem: Demonstrating responsibility in our actions contributes to a sense of personal pride and maturity.

Building Community: It ensures a safe and orderly environment, which is important for the well-being of the entire school community.

We will respect adults, children, and property.

Building Learning Power: Respect fosters a positive learning environment and models how to engage with diverse perspectives, a skill vital for problem-solving and critical thinking.

Building Futures: Showing respect is fundamental to building a reputation of integrity and trustworthiness, qualities that are highly valued in all walks of life.

Building Self-Esteem: When we respect others, we affirm our own values and principles, which is key to developing self-respect.

Building Community: Mutual respect is the glue that holds a community together, creating a sense of security and belonging for everyone.

We will use one voice in the classroom.

Building Learning Power: Using one voice at a time in class teaches us to be attentive listeners and thoughtful communicators, crucial skills for effective learning.

Building Futures: This principle prepares us for future scenarios where clear and respectful communication will be key to success, whether in further education or in the workplace.

Building Self-Esteem: Being heard and learning to listen are powerful tools in affirming our self-identity and recognizing our role in a larger group.

Building Community: One voice ensures that all students can participate and be heard, fostering a sense of equity and collaboration within the school.

These principles, supported by the four drivers, not only contribute to a positive and productive school environment but also prepare students with valuable life skills.

5. CLASS / SCHOOL BEHAVIOUR MANAGEMENT

The strategies used in classroom to manage behaviour will avoid methods that are punitive and sanction based including those that involve publicly shaming or drawing attention to individual children's behaviour.

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

Gathering a class or larger groups back together

We operate a very clear approach to how we can gather a class back together/ larger groups together quickly.

A range of strategies used by all staff will consist of:

The following process is to be used by all staff.

Raise your hand and say 5,4,3,2,1

Then say EVERYTHING DOWN (wait for all pupils)

Finally say EYES ON ME

As this system becomes more embedded in school we may simply raise our hand and children will know what we expect and react accordingly. It may be pertinent to thank those children who have stopped straight away.

When everyone has stopped, thank the whole group for being ready.

Coming into school

How the day starts sets the tone for the rest of the day. At Brayford Academy, we recognise that the initial interactions and environments experienced each day play a pivotal role in setting the tone for everything that follows. We are dedicated to ensuring that every child is met with a genuine, warm greeting as they arrive in school.

1. Morning Welcome:
 - A dedicated staff member from each class will stand by the entrance doors every morning to greet their students with a heartfelt 'hello' or 'good morning'.
 - In the event of a teacher's absence, the Support Staff linked to the concerned class will fill this role.
 - We aim to facilitate a brief window for parents and children to share any critical information with the class teacher at this time.
2. Movement within the School:
 - Moving sensibly – All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.
 - Children are expected to behave appropriately whether with an adult or not.

When moving in and around the school children will be taught the importance of doing so quietly and in an orderly fashion. Staff will also ensure that during important times of the school day when children gather for assembly and lunch in the hall that they are reminded about the importance of being reflective and quiet when asked to do so.

At play time

All children will be escorted to and from the playground by an adult and a member of the teaching staff will be outside to monitor along with members of the Support Staff.

Five minutes before the end of break the 'tidy up' bell is rung. At the end of the break the bell is rung for a second time – all children stop what they are doing and stand still. They line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class ON TIME, bringing them into school in an orderly manner.

Playtime Supervision

A minimum of two staff members are required to supervise playtimes. When on duty, staff should circulate and take the opportunity to engage with children from other classes, whilst maintaining an overview of the play area and

spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

POSITIVE BEHAVIOUR

At Brayford Academy we use our 'Learning Hero's' to promote positive behaviour and help build resilience. (Curious Cheetah, Thinking Tortoise, Persevering Parrot and Working Together Walrus).

Throughout the week staff will look for opportunities to praise children and relate their behaviour to one of the learning Hero's. At the end of the week a celebration assembly is held and children are chosen to receive a certificate where they have displayed behaviour related to one of the Hero's. This is communicated to the children and their parents' through our weekly newsletter.

Teachers look for positive behaviour and good learning throughout the day which is reinforced verbally by the class teacher. We also look for opportunities to discuss how children are feeling, noticing when they are calm or when they are becoming dysregulated. We use an emotional thermometer with the children and notice the different emotional states and react accordingly, (Appendix 1).

6. Responding and Calming

Our aim is to promote high levels of desirable behaviour throughout the school day. We recognise this is not always easily achieved and need to respond to disruptive behaviour in an active way that helps children return to a calm and controlled state as quickly as possible, causes the least disruption to the learning or others and does not increase the trauma experienced by the child.

We will **promote desirable behaviour** by:

- Noticing and drawing attention to those behaving in a desirable way with appropriate praise and recognition for this without drawing attention to any not behaving in this way. We avoid explicitly shaming children when praising the behaviour of others.
- We remain calm and deliberate in our request for children to comply with our instructions
- We check to ensure that instructions have been understood
- We make explicit reference to our belief in the child's ability when requesting they comply
- Naming and acknowledging our own emotional state and explicitly teaching children to understand how they can escalate and escalate between calm and aroused states using the emotional thermometer which is displayed in every classroom and at other key places around school
- Exploring behaviour and consequence through our structured PHSE curriculum
- Promoting positive learning behaviours using building learning and learning power animals
- Modelling appropriate social skills and emotional regulation.

We support children to **regulate their emotions and be calm** by:

- Understanding how children can become dysregulated drawing on our knowledge or neuroscience, fight, flight and freeze responses.
- We are explicit in acknowledging and naming emotions for children at the earliest opportunity when they are becoming over aroused.
- We understand and meet the child's emotions with calm and soothing responses
- We do not attempt to address restoring and repairing a situation while the child is dysregulated.

When children are dysregulated and not controlling their behaviours we will endeavour to **manage the immediate crisis**, keeping other children safe and protecting the child from further trauma as a result of our actions.

- Adults remain calm in their interactions, offering reassurance and co-regulation
- Children emotions are recognised and acknowledged – staff make simple statements such as I can see you are very upset; I can see you are angry. Simple, concise language is used.
- Suggestions are offered including indicating a safe space where the child can go – an adult remains with them or very close by to ensure ongoing co-regulation and support. Children are only moved away from their classroom when it is in their best interest to do so to allow them time to regulate their emotions and to ensure they do not cause harm. On these occasions it should be clear that this is to help the child and that an emotional available adult accompanies them to provide the required co-regulation. Adults may initially accompany a child but enlist another calm adult to assist or take over to ensure the child is supported.
- Other children present are reassured, adults support them to be cared for and offer co-regulation. They may be calmly asked to move to another area
- Where a situation needs to be conveyed to another adult this is done without further shaming

For some children their experiences make controlling their emotions and behaviour more challenging. When this is the case or if particular behaviours are unmanageable, cause harm to others, ongoing disruption to learning and distress to the child a Behaviour care plan will be developed in conjunction with the SEN or pastoral teams. The behaviour care plan will give further strategies and individual responses for children. The provision for the children to calm and regulate including identifying safe spaces to go and calming, regulatory activities will be included in the behaviour care plan. These will ensure consistent approaches across the team in responding to the child. Where appropriate a co-regulation plan will also be considered to prevent escalation of behaviours to unacceptable levels. The child's SEND needs will also be considered to ensure they are able to access appropriate and meaningful learning opportunities.

7. Repairing and Restoring

We recognise the importance for children and our school community of repairing the damage done when children have acted in ways outside of the normal behaviour expectations. Furthermore, we recognise that the concept of repair gives a child the opportunity to restore their place in the community and gives the community a chance to forgive and welcome the child back. These concepts require us to act using cognitive skills that are not accessible to us when dysregulated and so should always be enacted after a child has experiences co-regulation and is truly calm and supported.

We will support children to **resolve conflict** by;

- Listening to and understanding their views and the things that are important to them
- providing them with the language, understanding and support to see others views and know the impact their actions have on others in order to repair these relationships.
- explicitly us language of repair rather than of shame and blame
- Where children do not have the skills to reflect on their actions we will use the **WINE model** to reflect these to the child

W – I wonder if... I – I image that was... because N – I noticed that... E- Empathy, that must have felt...

Adults will help children to identify the impact/consequences of their actions. We recognise that **consequences** should relate directly to the action or behaviour for example not completing your work results in work that still needs completing, being unkind to another damages that relationship and make the friendship uncertain, throwing things causes damage or mess. It is these 'real' consequences that we will help children to address and **repair**. This might be:

- To apologies or make amends to a person affected by your actions
- Completing unfinished work

- Tidying or repairing an area or damaged item

To avoid further trauma to the child we will focus on the language of repair and fixing things that went wrong.

Adults will support the child to **make longer term changes** to their behaviour by:

- Continuing to know they are valued, cared for and we believe in them to do the right thing.
- Helping them to see they are able to fix, repair and change circumstances – situations are neither fixed nor hopeless.
- Acknowledging and accepting a child's feeling attuning and validating their experience without judgment
- Reflecting to them the impact of others and real consequences of their behaviours
- Supporting their emotional growth and understanding through co-regulation until they are able to regulate without support.
- Continuing to use both the PLACE and WINE models throughout these difficult interactions.

8. Working in Partnership with Parents & Carers

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Positive aspects of children behaviour are reported to parents through reports, parent evening consolations and face to face or telephone conversations. Where a child has been struggling with their behaviour staff will seek specific opportunities to share examples of the child's actions that have been desirable.

Any behaviour incidents that need to be communicated with parents will be done face to face at the beginning or end of the school day or by telephone.

If a parent/carer wished to discuss a behaviour incident, in the first instance this will be with the class teacher.

When a Behaviour Care Plan or Relational Plan is written for a child parents will be made aware of the content of the plan and able to contribute to this process should they wish.

9. Responding to serious and harmful behaviours

Disruptive behaviour especially behaviour which infringes the rights of others' will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'restore and repair' following the principles outlined in this policy.

Wherever possible incidence will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the CEO.

10. Serious Incidents

We recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms.

This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2023).

There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Head of School.

The school's approach to these matters is clearly articulated in the Child Protection Policy under 'Child on Child' abuse. Central to any action we take is the duty to keep all children safe and to place the best interests of the child or children involved at the heart of any decision making. The school may choose to apply the most appropriate sanction, which can extend up to and include exclusion (either for a fixed period or permanently). We acknowledge exclusion as the ultimate form of rejection and are deeply aware of the damage it can inflict on individuals and our school community as a whole. Only the head of school, or the Trust CEO, can exclude a pupil from school. An exclusion will be taken as a last resort and will only be taken by the CEO. In accordance with our exclusion policy the decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy,
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- When all attempts to manage and address the behaviour have been exhausted.

11. Use Reasonable Force

Incidence where the use of physical restraint is needed are extremely rare. We recognise that the use of force on a child will cause them harm which can be long term and is distressing for all involved. Good practise guidance for physical restraint is outlined in the Physical Contact and Restraint Policy and is recognised by all as a last resort used only when to not to restrain the child puts them at risk of harm.

12. Pupil support

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.

Each school within the Trust will have a designated person (normally Heads of School in consultation with colleagues) who will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The TEAM SENCO may be invited to contribute and sign post for external support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

13. Pupil transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint when necessary. Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the CEO and Heads of School and the TRUST safeguarding representative annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

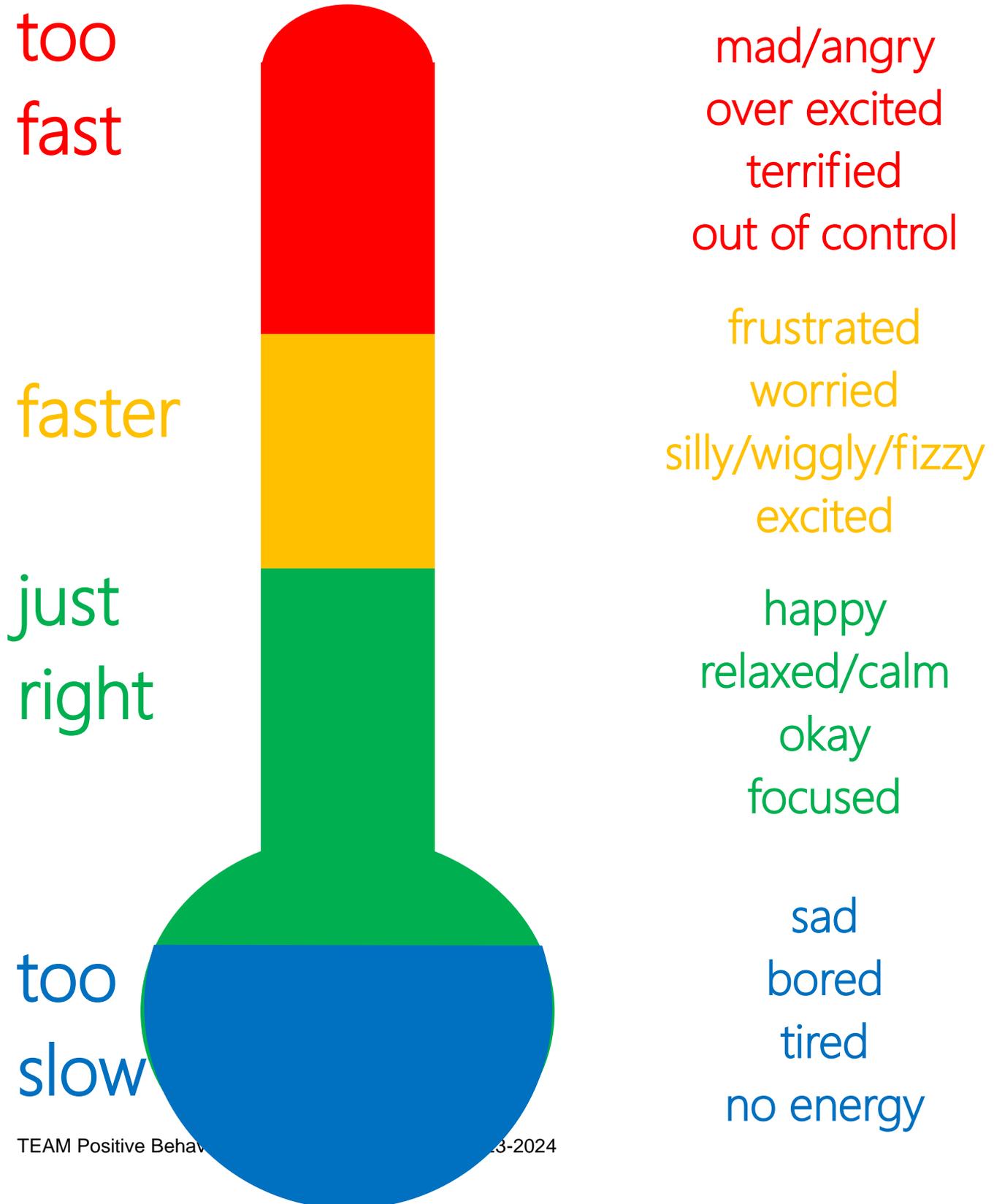
- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Appendix 1 – Further reading

When the Adult Changes Everything Changes by Paul Dix

Building the Bonds of Attachment: Awakening Love in Deeply Traumatized Children, 3rd Edition
by Daniel A. Hughes

The Kindness Principle: Making relational behaviour management work in schools
by Dave Whitaker



Appendix 2
Behaviour Care Plan

Name: Date:

Notes:

Positive Behaviours	Behaviours that challenge	Triggers	Positive strategies	Strategies to avoid	Scripts To provide consistency between us use these scripts

Appendix 3

Co-Regulation Plan

Name:

Date:

My regulating adults are:

Remember support staff, cover and break times.

Stage of Regulation	Potential Displayed Behavior(s)	How the adults need to "Be"	
		Protection, Connection, Understanding and Care	
		Verbal	Non-verbal
<i>Adult as detective, modelling for child</i>	<i>What does this look/sound like.</i>	<i>What are you going to say at each stage to support?</i>	<i>What will you be doing at each stage to support?</i>
<p>5</p> <p>Crisis</p> <p>Unsafe</p>			
<p>4</p> <p>Dysregulated</p> <p>Mobilised / Immobilised</p>			
<p>3</p> <p>Mild Stress</p> <p>Alert / Aroused / Agitated</p>			
<p>2</p> <p>OK</p> <p>Distracted / Disengaged</p>			
<p>1</p> <p>Calm</p> <p>Safe / Socially engaged</p>			

School Code of Conduct Children’s Version – Juniors

We will always give our best.

Building Learning Power: Just like superheroes, we have learning powers! When we try our hardest, our brain muscles grow stronger, helping us solve tough problems and learn new things.

Building Futures: Think about what you want to be when you grow up. Giving your best now is like planting seeds for a super cool future.

Building Self-Esteem: Every time you do your best, you can say "I did that!" and feel proud, like earning a gold star that sticks inside your heart.

Building Community: Our school is like a team. When everyone does their best, the team is awesome, and we can all help each other shine.

We will be kind and considerate to others.

Building Learning Power: When we are kind, it’s like adding a secret ingredient that makes learning with friends even better. It’s easier to share ideas and solve puzzles together!

Building Futures: Think of the world as one huge team. When we are kind to each other, it's like we're all passing the ball well and scoring goals. Being kind now helps create a team where everyone, kids and adults, plays fair and supports each other.

Building Self-Esteem: It feels really good inside when you are nice to others, like a warm, happy glow that tells you, “You’re a great friend!”

Building Community: A school where everyone is kind is like a cosy home where everyone smiles and helps each other. Isn’t that a great place to be?

We will move around the school sensibly.

Building Learning Power: Moving sensibly means being a ninja—quiet, careful, and considerate—so everyone can learn and play without bumps or spills.

Building Futures: By moving sensibly, you’re showing that you’re growing up and can be trusted, like a captain steering a ship safely.

Building Self-Esteem: When you move sensibly, it’s like telling yourself, “I know the rules and I can follow them.” It’s being your own boss in a good way!

Building Community: A school where everyone moves sensibly is like a smooth-running train—no crashes, just a fun ride to where we want to go.

We will respect adults, children, and property.

Building Learning Power: Respecting others is like being a detective—you look for the best in people and take care of things around you because everything has a story.

Building Futures: When you are respectful, it’s like planting a tree of friendship that grows and gives shade to everyone, even animals and plants.

Building Self-Esteem: Every time you show respect, you’re painting a masterpiece that says, “I’m a good person and I make others feel good too!”

Building Community: A school full of respect is like a garden where every plant, big or small, gets sunlight and water to grow beautifully.

We will use one voice in the classroom.

Building Learning Power: Using one voice means taking turns to speak, like passing a microphone at a concert so everyone can hear the music of our thoughts.

Building Futures: Knowing how to listen and when to speak is like having a superpower that will help you in school, in games, and even in making new friends.

Building Self-Esteem: When you use one voice, it's like building a little stage in your heart where your ideas can dance and sing, and you know others are watching and cheering.

Building Community: If our classroom was a song, using one voice makes sure it's not too loud or too quiet, but just right, so it's music to our ears.

Remember, all these things we do make our school a happy place, just like a family where everyone grows up smart, strong, and smiling! ✨

Children's version – Reception & Key Stage 1

We will always give our best.

Building Learning Power: Just like your favourite superhero or cartoon character, use your amazing brain to try hard at puzzles and games. When you try your best, your brain gets super strong!

We will be kind and considerate to others.

Building Futures: Imagine everyone in the world sharing their toys and treats, and always playing nicely together. When you are kind, you help make everywhere a happy place.

We will move around the school sensibly.

Building Learning Power: Walking and moving nicely inside is like being a quiet mouse or a gentle giant—careful and calm—so no one gets hurt and everyone can have fun and learn.

We will respect adults, children, and property.

Building Futures: Treating everyone and everything carefully is like hugging a teddy bear—you show love and make sure you don't break or hurt anything because everything is special.

We will use one voice in the classroom.

Building Learning Power: When we talk, we take turns just like when we play a game. We listen to our friends, then they listen to us, so everyone gets a chance to share their cool ideas!

Remember, all these things help make our school a very fun and safe place, like a big, friendly family where everyone can be happy and learn lots of new things!

Appendix 4

Reflection Sheet

What was happening before the

Name.....

What has happened because of

Date.....

What happened?

What I was doing.

How I felt after the event.

What I was feeling.

How this has affected others.

What others were doing or feeling.

What did I do that isn't the right thing?

1.....

2.....

3.....

Things I can do to put this right.

.....

.....

Things I can do to stop this happening again.

.....

.....

What are the consequences?