

RELATIONSHIPS AND BEHAVIOUR REGULATION POLICY

2025

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2026

This policy sets out our philosophy for behaviour regulation at Banks Road Infant and Nursery School. As a caring community, we aim to create an environment which encourages positive relationships and attitudes.



Introduction

Banks Road Infant and Nursery School seeks to create an environment in which effective teaching and learning can take place. The crucial element of building and sustaining this learning climate is based on respect, and all of the principles of this policy are also based on respect.

1. Respect for self and others
2. Respect for the learning environment
3. Respect for the learning community
4. To strive to become an organisation that has a fully operational restorative practice model.

Banks Road Infant and Nursery School: Promoting the Ethos of Good Behaviour

The basis of achieving good behaviour at Banks Road Infant and Nursery School is through positive, caring and respectful relationships between adults and children. Our expectations are high and boundaries are clear.

Good behaviour means that everyone in school is:

- Caring and kind.
- Polite and friendly
- Helpful to each other
- Calm and hardworking

Policy Statement

This policy was based on guidance from Nottinghamshire County Council (NCC) Local Authority and has included input from staff and representatives from the governing board.

Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

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This policy promotes the school mission statement:

Mission Statement

Banks Road Infant and Nursery School will provide a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self-esteem in every child and their family.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self-discipline and the awareness that each person is responsible for their own actions.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Within this policy we aim to -

- Outline how we consistently take a non-judgemental, curious and empathetic attitude towards behaviour
- Define our restorative approach to discipline as opposed to a behaviourist approach
- Describe how we create a positive, stimulating and caring environment where each individual is valued and respected.
- Explain how we develop self-esteem in individuals

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- Promote self-discipline through our shared values
- Summarise the responsibilities our whole school community has with regards to behaviour regulation at Banks Road.

Our shared values:

Be Kind
Be Brave
Be Curious

We always keep ourselves and others safe.

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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Understanding behaviour in schools NCC](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

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Roles and responsibilities

It is not just the role or responsibility of a few key staff for managing behaviour in the school; it is a shared responsibility. The relationship-based approach applies to all relationships within the school community between all adults and children.

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also review this policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The Head Teacher

The head teacher is responsible for reviewing this policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour regulation and that staff deal effectively with any issues, and will monitor how staff implement this policy to ensure our approach is consistent.

Staff

The classroom teacher, TAs, support staff and the lunchtime Play Team are the most important people for any child whilst at school. Being punctual, well prepared, interesting and interested avoids many problems. Staff should aim to build strong positive relationships with children which should act as the foundation for achievement. Staff should always try to solve any problems with children themselves in the first instance

Staff are responsible for:

- Implementing the relationships and behaviour regulation policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Monitoring patterns of behaviour
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child with their understanding of the Banks Road Values

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- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Pupils

Pupils are expected to learn and follow our school values.

Creating Our Positive Approach Towards Behaviour

In no area of school life, is modelling more important than that of behaviour. If our expectations are to be fulfilled, then children must see all adults treating each other and all pupils with respect and courtesy, listening and taking an interest, acting impartially and dealing with disputes fairly.

This behaviour must be consistent and takes the hard work of everyone involved. We create our positive approach using many techniques.

We use a strengths-based approach to include relationships-based practice. This is not really about what we do but how we do it, everything we do starts with relationships – building, maintaining, and repairing relationships.

When an issue arises we use emotion coaching as our main approach and follow the steps below -

- 1. Approach quickly and calmly stopping any hurtful behaviour.** Where possible position yourself at the children's level. Use a calm voice. Gently reach out to children who are angry or upset.
- 2. Recognising, empathising, validating, and labelling feelings.** Allow extra time if the children are very upset. Once children are confident that their feelings are recognised and understood by themselves and others they can begin to think clearly about possible solutions. Some children will need help identifying their feelings and labelling them.
- 3. Gather information.** Give children plenty of time to describe what they think happened. Each child may give a different account but it is important to hear all sides fully. As you listen remain neutral.
- 4. Set limits on behaviour.** Use the children's own words to restate the problems as you heard them. Rephrase any language that is hurtful. Explain that the way they feel is ok, but the behaviour was not and we need to find different ways to express their feelings.

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5. Problem solving together. Avoid taking sides or imposing solutions. Give the children plenty of time to think of solutions. If they can't agree you may ask them if they would like to hear your idea. Help children think about the consequences of any solutions they suggest.

6. Give follow up support. Recognise the children's accomplishment of solving their problems with a simple positive statement. Be sensitive to their needs for additional support later. You may want to check on them after a few minutes.

As you work with children who are in conflict, remember that young children are not being bad or selfish when they hurt others or ignore their needs. They are still learning the social and language skills required to say what they want and to recognize the needs of others.

- **Our Shared Expectations**

Our Values outline the values we expect all children strive towards. These are discussed as a school and in each class. In addition to this each class has its own display which is established by the children at the beginning of the year.

- **Playtime**

Children have a variety of things to do at Playtime with the development of Opal play. Through Opal assemblies and careful intervention, we teach the children how to resolve conflict whilst treating others and property with respect.

- **Curriculum Quality**

We recognise that the quality of the curriculum, its content and methods of delivery influence pupil behaviour. We aim to provide interesting and stimulating learning experiences for children of all abilities, which take account of individuals' interests and needs.

- **Recognition of Hard Work**

At school and at home there is a climate that promotes and values the hard work and achievement of the children. Achievement is recognised and celebrated by all and the children have a good understanding of their personal progress through target setting and self evaluation. Classroom displays also reinforce this celebration of success.

- **Stars Assembly**

The weekly Golden Star and Rainbow Star assembly provide the children with the opportunity to share their efforts and achievement with all children and staff. The Stars display-board displays a photograph of chosen children and certificates made by teachers and about hard work, usually related to positive behaviour or attitudes are sent home. The Head teacher also chooses a Golden Star. The Golden Stars have a 'Tea-party' with the Head teacher in the staff room in recognition of their achievements. Rainbow Stars have a treat in the Rainbow Room with our Nurture TA.

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Responsibility and Parental Partnership

Behaviour regulation is the responsibility of everyone within the school. Incidents should be dealt with promptly and fairly in a calm yet firm manner through our Emotion Coaching approach as outlined below (when children are in conflict). Children at Banks Road have a very good understanding of their behaviour through our shared values and when dealing with incidents, children are asked to comment upon whether they thought their behaviour was acceptable. Natural consequences are always explained in a way that children understand alternative responses.

The involvement of parents in the management of behaviour is fundamental to a successful behaviour environment. We share the positives with the parents as well as the children through face-to-face conversations at the door or a message on Class Dojo. The formal parents' meetings and end of year reports celebrate the successes that the children experience through comments about attitude, behaviour and progress.

The beginning or end of the day is often used to discuss small matters of both success and concern and we feel that it is very important to inform parents from the outset of any concerns that we might have. We ask parents to share in our positive approach to behaviour regulation so that the children experience consistency.

Expectations of behaviour are encapsulated in the Banks Road Home School Agreement (using the Department of Education guidelines July 2013). The Head Teacher and class teacher sign each individual agreement and it is the expectation that all parents and children sign it. Agreements are kept at home for reference and reply slips are sent back to school to inform the school whether agreements have been signed or not.

Supporting staff well-being and Reflection

We are aware of the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. Please see Staff well-being policy for further guidance. Staff supervision/appraisal can also support the development of reflective practice, a key protective factor for staff wellbeing.

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Interventions to support behaviour regulation

If an incident appears very serious in nature then the child will be referred immediately to a senior member of staff or the Head Teacher.

Personal and Playtime Incidents:

- Discussion between a member of staff and the child or children involved, taking into account the incident and the consideration of consequences.
- Apologies to any injured (physical or emotional) person, accident or not.
- Losing part of a playtime, in order to reflect upon actions may be necessary. *It may be necessary for the adult to apologise to the child/ren involved and model that behaviour.*
- If a child misbehaves at playtime they may have to have some thinking time, this will happen outside if outdoor play. If this has happened the duty teacher always informs the child's class teacher who may wish to take the matter further.
- All serious incidents are reported to the Head teacher who deals with them as she sees appropriate.
- Some children may require a more structured approach. If incidents are reoccurring on a regular basis and the child seems unaware of expectations, then a programme of intervention support will be put in place. This may entail a child having adult support at playtimes and being placed on the Playwatch list.

Classroom Based Incidents:

If a child is not following the expectations they may be moved to increase their time on task. A child behaving in a disruptive manner may also be moved so as not to deter the learning of others.

Losing part of a playtime in order to reflect upon actions or missed work may be necessary.

Sometimes, being sent to the Head teacher is necessary. In a serious case which requires this level of intervention, the child will be given the opportunity to return at a later date to have their amended behaviour praised.

When children are not applying themselves to learning, staff should review and reflect upon the learning opportunities and methods that are being offered.

Persistent Misbehaviour (logs)

Staff keep a record of serious incidents. These can be completed by any adult in school and must be reported to the Head teacher. Copies must be given to the class teacher and the Head teacher will keep the original.

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If a child persistently doesn't follow expectations, s/he will have reached the stage where the Head teacher's involvement is necessary. The Head teacher informs that child's parents after all parties have been consulted and a programme of behaviour modification will be agreed.

If a programme of behaviour modification is agreed, the child's name will be added to the Special Educational Needs register.

See: Special Educational Needs Policy

Exclusions (see exclusion policy)

In extreme cases a child may be excluded from school by the Head teacher. This is a rarely used option which would only be exercised after all other strategies had been exhausted.

Bullying (see Anti Bullying Policy)

Definition of Bullying:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.” (*Preventing and tackling bullying: What is bullying?* Department for Education: July 2013)

Bullying is a specific form of unacceptable behaviour that differs from teasing and/or falling out between friends or other types of aggressive behaviour; it is characterised by its persistent targeting of a specific child or group of children, the deliberate intention to hurt or humiliate, a power imbalance that makes it hard for the victim to defend themselves. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility is always considered, in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. Intervention is then urgently required.

Bullying can be physical, verbal or emotional. Although physical evidence may be more easily seen, it is more difficult to catch unkind words. Through PSHE, assemblies and the general ethos of the school, children must be reminded that they must tell a member of staff if things are happening that are making them feel unhappy. Appropriate follow-up may include

- discussion with child
- discussion with other children

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- instigation of Playwatch (see appendices)
- discussion with head teacher/SENCo

The ethos of openness also extends to parents, who are advised at new entrants meetings to share any concerns they have about their child.

If an incident of bullying is reported the matter is fully investigated by the class teacher and the Head teacher. The victim is encouraged to talk about feelings and the perpetrator asked to consider the effect of his/her actions. Often reports of bullying turn out to be less serious than first anticipated and are resolved quickly.

In the rare occasions that this is not the case, the head teacher will work with the children and their parents to resolve the situation, involving outside support agencies if necessary.

The Prevent Duty (see *Prevent Action Policy 2026*)

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." *Russell Hobby NAHT General secretary 06/11*

At Banks Road Infant and Nursery School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues. The principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability (protected characteristics), is embedded in everything we do. We engage children in promoting a positive attitude to others with a focus on shared values whilst developing a high regard for themselves. By building self-esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education we can enable children to think for themselves by providing many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

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- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

In the event of extremism, liaison with external agencies such as 'Channel' may be required in order to work with families of children who may be exhibiting such behaviour.

This policy should be read in conjunction with the following school policies:

- Anti-Bullying
- Equality information and Objectives
- Relationships and Sex Education policy

Reviewed and updated to include the Prevent Duty: November 2015

Reviewed and updated July 2022 following the publication of “Understanding Behaviour in Schools: a Relationship Based Approach to Inclusion” Nottinghamshire County Council: A practical toolkit for schools and educational settings. (October 2020)

Reviewed and updated May 2024 to ensure reference to Equality and Information Objectives Policy

Reviewed and updated Jan 2025 due to new Head Teacher and systems and need for clearer guidance around serious behaviour incidents.

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THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BOARD: Annually
March 2027

This policy was reviewed and ratified by the governing board in March 2026

Signed: Chair of Governors _____

Date: _____

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APPENDIX 1 – How we teach behaviour regulation

All children

Building positive respectful relationships with all children
Talking Points/PSHE/RSHE curriculum
Circle time
Assemblies
Praise for doing the right thing – modelling good behaviour

Children finding it hard to regulate their behaviour

Discussions with parents about incidents
Discussions with SENCo about incidents

Next steps

Discuss with Head teacher/SENCo to pinpoint specific areas for improvement
The Head teacher/SENCo will set up behaviour modification/reward programme in consultation with teacher/TA, child and parents. Modelled play and expectations to be carried out before/ after main school playtime with TA outside alongside child and small group of peers.
Run programme at discretion of head teacher.
Review with parents and child

- Intervention – Head teacher/SENCo, teacher, TA

Additional steps (if needed)

Consult with parents
Consider additional TA support
Involve external services

- Intervention – Head teacher/SENCo, teacher, TA

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APPENDIX 2:

Class Behaviour Log

Class:

Day, date and time	Antecedent What was happening before? Which lesson? Where in school? Who was present?	The behaviour that was observed	The consequence



APPENDIX 3:

Behaviour Log - Recording and analysing behaviour that challenges

Child's name:

Day, date and time	Antecedent (think hours before as well as immediately before)	The behaviour that was observed	The consequence	Code: 1-4 A-E	

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Functions of Behaviour

1 Social Attention

A person may engage in a certain behaviour to gain some form of social attention or a reaction from other people. For example, a child might engage in a behaviour to get other people to look at them, laugh at them, play with them, hug them or scold them.

While it might seem strange that a person would engage in a behaviour to deliberately have someone scold them it can occur because for some people it's better to obtain "bad" attention than no attention at all (Cooper, Heron & Heward, 2007).

2 Tangibles or Activities

Some behaviours occur so the person can obtain a tangible item or gain access to a desired activity. For example, someone might scream and shout until their parents buy them a new toy (tangible item) or bring them to the zoo (activity).

3 Escape or Avoidance

Not all behaviours occur so the person can "obtain" something; many behaviours occur because the person wants to get away from something or avoid something altogether (Miltenberger, 2008).

For example, a child might engage in aggressive behaviour so his teachers stop running academic tasks with him or another child might engage in self-injury to avoid having to go outside to play with classmates.

4 Sensory Stimulation

The function of some behaviours do not rely on anything external to the person and instead are internally pleasing in some way – they are "self-stimulating" (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997). They function only to give the person some form of internal sensation that is pleasing or to remove an internal sensation that is displeasing (e.g. pain).

Reframing classroom behaviours as communication.

There are five main things the child might be communicating

- **A** An inability to communicate their needs in another way
- **B** An inability to complete the requested activity
- **C** Overload from the environment, this can include sensory overload
- **D** Discomfort in their body that they may not be aware of, or may not be able to communicate (e.g., pain or illness)
- **E** Needing support to regulate (co-regulation)

From Kim Griffin OT www.griffinot.com

APPENDIX 4: PLAYWATCH

Playwatch is a whole school strategy to monitor individual children to ensure that they have a safe and happy playtime. Children are added to playwatch for a number of reasons which may include being new to our school, frequently playing on their own, children regularly being unhappy at playtimes, or for persistent patterns of inappropriate behaviour.

- Playwatch is updated weekly, new children added/removed after discussions at Staff briefing.
- Inform all staff of child to be subject of Playwatch, either at the Wednesday briefing or by putting it up on the staffroom whiteboard. The Senior MSA and should also be informed.
- The staff on duty each playtime, or the MSA, will prioritise observing the child. Interactions and incidents should be noted, both positive and negative, as well as information on the initiation of interaction and response.
- Incidents should be recorded on a behaviour log to compile a full record. A copy to be kept by the class teacher and the original to be given to the head teacher. This will allow the school to gain a much truer picture than a series of incidents and will allow the monitoring of persistent, regular behaviour patterns.

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Appendix 5

Behaviour management **Information for parents and carers**

NB: This information is additional to our Relationships and Behaviour Regulation Policy and our Home School Agreement, all of which form our whole school procedures on behaviour regulation.

Aims and objectives

It is a primary aim of our school 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. The school's relationships and behaviour regulation policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our 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, to create a 'culture for learning'. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply our policy in a consistent way. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Our policies and procedures are designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children consistently throughout the school day.
- Teachers give children 'Monster points' on Class Dojo. We distribute points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Points are saved for the 'reward shop' or class treats.
- Each week, we nominate a child from each class to be 'star of the week'. Each 'Golden/Rainbow star of the week' receives a certificate in the school assembly and a trophy to take home for the week.
- Golden and Rainbow stars have their photograph displayed in the school hall. The golden stars have afternoon tea with the HT or another member of staff.
- 'Golden time' is earned throughout the week and is an end of the week reward for good behaviour.
- Stickers can be given to children by any member of staff

Consequences

The school employs a number of natural consequences to ensure our expectations are adhered to, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation and these are age related.

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- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we give the child time away from the rest of the class until s/he calms down, and is able to work sensibly again with others. ‘Time out’ lasts for 1 minute per age of the child’s life.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this stage a personalised, individual behaviour plan with targets for improved behaviour expectations, is put in place. Input is given at a formal meeting by the head teacher, class teacher, parents/carers and the child. This is reviewed on a regular basis with the involvement of all parties to monitor improvements and set new targets.
- The class teacher discusses the school rules / expectations with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle 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 do everything in our power to ensure that all children attend school free from fear.

Our Relationships and Behaviour Regulation policy outlines in the appendices the intervention strategies that are in place for the perpetrators of such incidences (available on school website).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules and the Banks Road Values are adhered to in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

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- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's targeted behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school and the head teacher may contact the ‘victims’ of more serious incidents.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents and carers to understand our school expectations on behaviour and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher who will then involve the head teacher when necessary.
- If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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- The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ (DFE July 2026). We recognise the legislation, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the head teacher (or the deputy head teachers in the absence of the head teacher) has the power to exclude a child from school. The head teacher 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 head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing board. The school informs the parents or carers how to make any such appeal.
- The head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing board itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Monitoring and review

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- The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents books that we keep in the school office.
- The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing board reviews this policy and its procedures annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Appendix

Behaviour Toolkit

An appendix to the Relationships and Behaviour Regulation Policy

Emotion Coaching

Emotion Coaching works *with* and *not against* our social engagement and stress response systems to *support* the development of *emotional regulation*



‘Emotion Coaching is helping children to understand the different emotions they experience, why they occur and how to handle them’ (John Gottman)

Emotion Coaching teaches children to regulate their emotions.

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

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

2. Labelling feelings and validating them

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

3. Setting limits on behaviour

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

4. Problem-Solving

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



From Strength to Strength

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Emotion Coaching Scripts

1. Recognise the child's feelings and empathise with them	Connect I can see you're upset. I'm here. I'm with you. I'm here to help.
2. Labelling feelings and validating them	Acknowledge I might feel...if that happened to me. I can see that you're feeling... I understand why you might feel like that Are you trying to tell me that you feel... Maybe you're trying to tell me...
3. Setting limits on behaviour	Limit Clear communication of boundary & why, firm but fair tone, not negotiating/arguing back and forth We can't always get what we want. It's never okay to ... When you speak to me kindly, then I will speak to you. I understand that you feel... but I can't let you...
4. Problem-Solving	Teaching point This may be done later in the same day, depending on the child and their ability to access this calmly. Collaborative problem-solving, working through it together and working on strategies for next time Natural consequences We can sort this out. Instead of...we could... What can we do now? Because this happened, now we need to... Let's think about this together Dependent on the child and situation it may be necessary to slightly detach the behaviour from the child e.g. rather than because you did this, now you have to do this, it may be more helpful to phrase it because this happened now we need to...

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Natural consequences

Examples

Behaviour displayed	Natural consequence (of the behaviour)	Natural consequence (because of the behaviour)
Not completing work For something like this it would be worth checking the underlying reason e.g. if it's lack of understanding this needs to be addressed first.	The learning hasn't been finished. Work might not be at the stage it needs to be for the next step	Spend 5 minutes of playtime/next session finishing work
Saying unkind things to a peer	Friend will cry/be upset Friend won't want to play	Discussion time to talk it through (adult to step in as needed) Meant apology Using the script – what would you do next time?
Pushing someone in the cloakroom	Peer could be hurt Knock belongings on the floor	Pick up belongings Check other person is ok Meant apology Waiting for everyone else to be out of the cloakroom
Resources broken	Resources broken	Conversation – low level, find out why it happened, praise for honesty, think about next time. Opportunity to fix it, pick it up etc
Resources broken intentionally	Resources broken	Parents to be informed by teacher or SLT (if class teacher is unaware) Opportunity to fix it, pick it up etc Use of resource restricted as appropriate Potential for internal exclusion
Talking on the carpet (individuals)	Not able to listen Other children not able to listen	Reminded of expectations Verbal reminder Moving carpet places Discussion with child away from carpet session Consider if an additional needs are met first 5 minute playtime & parent informed
Talking on the carpet (class)	Not able to listen Other children not able to listen	Reminded of expectations Verbal reminder Consider breaks/reasons behind
Hurting someone in the football pitch	Someone is hurt. A friend might not want to play anymore	Reminder about the rules of the game. Apology Internal exclusion if deliberate – 5 mins holding a teachers hand

If recurring – need to be logging on behaviour log to see patterns

Non-negotiables

To ensure consistency of approach across school and for all children, staff and families.

Deliberately hurting others (adults or children) will result in an internal exclusion – safety of others has to remain paramount.

The severity of the behaviour will determine the level of internal exclusion and the staff involved

E.g.

Hurting someone in retaliation to something that has happened e.g. kicking someone because they said something unkind in the playground. The internal exclusion in this incident could be holding an adults hand for the next 5 minutes – highlighting the severity of the action but also being mindful that this is not always unusual behaviour in infant aged children.

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Hurting someone as a result of not being able to do something they want to do. Incidents such as could result in an internal exclusion out of the classroom either with a supporting member of staff or SLT (dependent on situation).

Putting the safety of others at risk. Involvement of SLT. Child to have an internal exclusion away from their peers. This could be in the shared area or Head Teacher's office, either way SLT should be informed. The child should be excluded until they are fully calmed (this may take a prolonged period of time) and the emotion coaching steps have been followed.

For children who show these behaviours more regularly, individualised strategies (that take into account this approach) should be included within their pupil profile.

In all incidents where a pupil has hurt others deliberately their parents will be informed at the end of the day by the class teacher where possible (or covering staff/HT in the class teacher's absence) & the incident will be logged on the behaviour log.

Missing playtime

Children have the right to play and as such this should not be fully taken away as a consequence of actions. However, this is not to say that should their behaviour have been severe and involved hurting others that they should have a playtime at the same time as other children. If a child has demonstrated unsafe behaviour and hurt others they may have an individual playtime separate from their peers on this occasion.

Paperwork

Physical intervention form

- Must be completed every time a child has been moved/restrained
- This is an absolute last resort and only to ensure safety
- These incidents and forms are relayed termly to Governors
- Must be returned to **Helen**

Incident form

- Must be completed if a member of staff is hurt and signed by everyone involved
- These incidents and forms are logged with HR
- Must be returned to **Anna/Helen**

Behaviour logs (Class and individual children)

- Must be completed for behaviour incidents which are out of the norm/where another person has been hurt
- These are used to support funding/support bids as necessary and identify patterns/triggers – if these are not completed
- Kept in class SEND folder
- **Rachael** to monitor regularly

Class: _____

Class Behaviour Log

Day, date and time	Antecedent (What was happening before? Which lesson? Where in school? Who was present?)	The behaviour that was observed	The consequence

Child's name: _____

Behaviour Log - Recording and analysing behaviour that challenges

Day, date and time	Antecedent (Think hours before as well as immediately before)	The behaviour that was observed	The consequence	Code: 1-4 A-E	

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Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force.

We use our RSHE and PSHE curriculum to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled ‘Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff’ the head teacher of our school is empowered to authorise those members of his/her staff who are enabled to use reasonable force.

Here at Banks Road Infant and Nursery School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil themselves); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

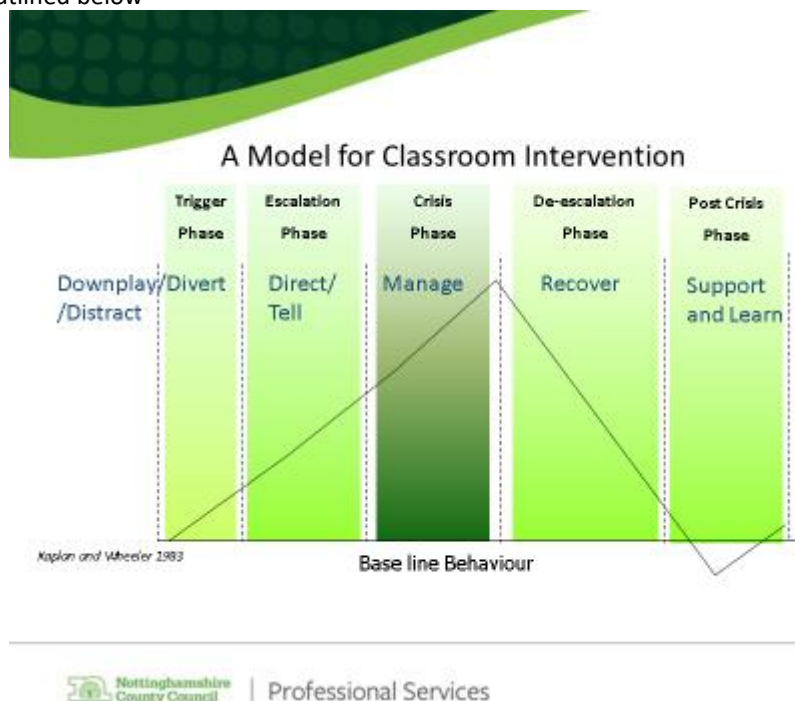
Using Reasonable Force

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When using force, members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should also use force within the context of existing good practice in nonphysical skills and techniques, such as in model for classroom practice outlined below



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Recording and Reporting Incidents

The governing board will ensure that a procedure is in place, and is followed by staff, for recording and reporting, *significant* incidents where a member of staff has used force on a pupil in line with the most recent Safeguarding requirements issued to Governors and the latest advice given to OFSTED inspectors.

The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant.

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Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Banks Road Infant and Nursery School use a bespoke health and safety recording system (following the NCC electronic health and safety system ‘WellWorker’ ending). This pro forma enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Complaints and allegations

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be taken seriously in line with our policy and procedures.

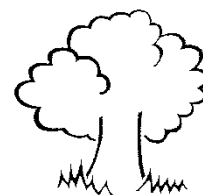
Monitoring and review

This policy will be monitored regularly and reviewed by the governing board at least annually or as required.

The Head Teacher is responsible for the implementation of this policy and Sarah Williams is the Link Governor, who also has responsibility in this area.

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Physical Intervention Record Form

Name of childClass / Year Group.....

Is this child a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.....

How long was the child/young person held?

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If the child/young person was held on the ground: Did they go to ground independently? * ☐
 Were they taken to ground by staff? ☐

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

.....

Please specify any related record forms

Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐

Skin Map ☐ Violent Incident Record ☐ Complaints recorded ☐

Other (please specify)

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

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Appendix 7

Taken from the Education Endowment Foundation research: IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

....."children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life."



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



Report Published
7th June 2019
eef.li/behaviour

IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

Core skills at the heart of SEL



Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	- Identifying emotions - Accurate self-perception - Recognising strengths - Self-confidence - Self-efficacy
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	- Impulse control - Stress management - Self-discipline - Self-motivation - Goal setting - Organisational skills
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	- Understanding emotions - Empathy/sympathy - Appreciating diversity - Respect for others
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	- Communication - Social engagement - Relationship building - Teamwork
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	- Identifying problems - Analysing solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility

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THE POLICY WILL BE REVIEWED ANNUALLY at the Pupil and Personnel sub committee

DATE OF REVIEW BY GOVERNING BOARD: March 2026

This policy was reviewed and ratified by the Pupil and Personnel committee in
November 2016
November 2017
November 2018
November 2019
December 2020
December 2021
March 2022
November 2023
May 2024
March 2025
March 2026

Signed: Chair of Governors _____

Date: _____