

Nurture and Behaviour Policy



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Chair of Governors: Chris Jones

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Freeland's mission

At Freeland CE Primary School, we are committed to creating a nurturing, safe, and consistent environment where every child feels valued, supported, and able to thrive. Through a compassionate and restorative approach to behaviour and the effective use of Arbor to record, track, and understand pupil needs, we aim to promote positive relationships, emotional wellbeing, and readiness to learn.

Our mission is to use clear expectations, data-informed practice, and early intervention to ensure that behaviour is managed fairly, proactively, and with kindness. By empowering staff with timely information and reducing administrative burden, we can focus on what matters most: helping children develop the social, emotional, and behavioural skills they need to succeed in school and beyond.

We believe that behaviour is a form of communication and that nurturing responses, strong partnerships with families, and consistent support help children grow, flourish, and become confident, respectful members of our school community.

Context – Vision and Values – Freland C of E Primary School

Vision

A school living out the values of Honesty, Forgiveness, Compassion and Love.

From small beginnings, come great things.

'Know your roots, Branch out, Fly High'

We are a community where every member, from the tiniest seed to the fullest tree, is nurtured and cared for.

Everyone can flourish and be ready to fly the nest and soar high.

We come together to grow, learn, love and be loved.

PARABLE OF THE MUSTARD SEED (Matthew 13: 31)

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

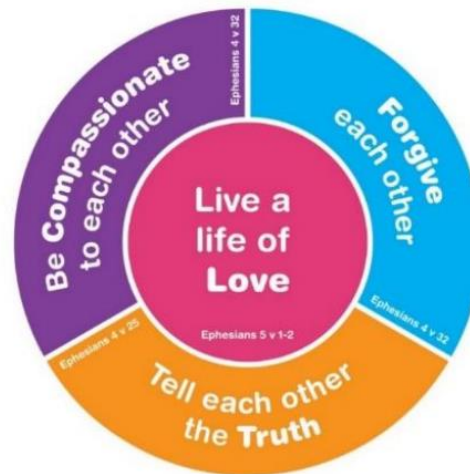
Our aim is for the children of Freeland CE School to leave their primary education having the integrity, values and inspiration to enter the next step of their journey with confidence and embrace and influence the world that they live in.

We aim to do this by:

- *Living the Christian values of Honesty, Forgiveness, Compassion and Love*
- *Empowering them with lifelong skills of how to learn using our 4Rs (reciprocity, reflectiveness, resourcefulness, resilience)*
- *Having high expectations for all members of the community to achieve their full potential with the confidence to take risks*
- *Providing children with core literacy and numeracy skills so that they can access the whole curriculum*
- *Encouraging and planning for children to be critical thinkers and have inquisitive minds*
- *Teaching a broad curriculum that will provide children with knowledge, understanding and skills which they can use on the next step of their learning journey*
- *Creating rich memorable experiences*
- *Preparing children to keep themselves and others safe*
- *Celebrating successes of individuals to motivate and inspire further achievements*
- *Providing opportunities for children to express their individual creativity*

- *Develop an understanding of the wider world and how to be respectful citizens*
- *Children, staff, parents, governors and the community have a lifelong membership to the school*

Our school values are woven through our curriculum and everyday life at Freeland CE Primary School. The whole school community has contributed to the composition of these values.



1. Restorative Practice (RP)

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Being 'Restorative' focuses on building positive relationships based on responsibility, respect, and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused. The six restorative questions are listed below.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive

relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

2. The Restorative Approach

Building a positive community including rules and high expectations.

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Children who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

3. Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic, and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Awarding children with pupil or whole-class dojos for using school values
- Star of the week learner certificates
- Bronze, silver, gold and platinum certificates for accumulating dojos
- Headteacher awards provided weekly
- Whole class/school rewards and enrichment days

Classes have their own reward scheme that reflects the age and needs of their children - demonstrating the school's focus on positive affirmation for good learning behaviours.

4. Zones of Regulation

Mission Statement

"We believe that regulation is essential for leading a healthy and meaningful life. At The Zones of Regulation, we empower learners of all ages to understand the full range of their feelings, as well as explore tools and strategies to support their well-being".

Core Purpose: To provide a comprehensive framework that helps individuals manage their emotions, behaviours, and sensory needs.

Key Approach: Teaching self-regulation with empathy, structure, and practice, while bridging evidence with everyday life through accessible, flexible resources.

Vision Statement

The vision is to foster a world where every individual is equipped with the skills for regulation—and the opportunity to thrive.

Goal: To create an open culture around the discussion of mental health and wellbeing.

Outcome: To empower children to recognize, accept, and regulate their emotions, developing a "toolbox" of strategies to improve their wellbeing.

Core Tenets of The Zones of Regulation

All Zones are OK: The framework emphasizes that all zones (Blue, Green, Yellow, Red) are natural to experience, and there are no "bad" zones.

Self-Regulation: Defined as the best state of alertness for a situation (e.g., higher alertness for sports, lower for reading).

Shared Language: It provides a common, non-judgmental language to discuss emotions.

Increased Independence: The ultimate goal is for individuals to move toward independent regulation, understanding their own triggers and tools

5. Jigsaw

The core mission of the **Jigsaw Primary PSHE** programme is to prepare children for life by helping them to **know and value who they are** and understand how they relate to other people in this ever-changing world. It is described as "the mindful approach to PSHE".

The programme aims to develop the "whole child" by bringing together:

- Personal, Social, and Health Education (PSHE)
- Emotional literacy
- Social skills
- Spiritual development

Key Aims and Objectives

The two main goals of Jigsaw PSHE are to build children's capacity for learning and equip them for life. The programme helps pupils develop skills and attitudes to have a sense of purpose, value themselves and others, form relationships, make informed decisions, communicate effectively, work with others, respond to challenges, be active learners and citizens, understand democratic society, and become healthy individuals.

Core Philosophy

Jigsaw focuses on developing compassionate and well-rounded children. It is a whole-school approach where all age groups explore the same themes at their level. Mindfulness is integral, with each lesson including a 'Calm Me' time to foster emotional awareness and self-regulation.

6. Building Personal Power

We encourage children to speak up when they find themselves in situations they are uncomfortable in. To enable this, and ensure all children and staff have the same expectations, children are encouraged to say 'Stop it, I don't like it'. If the child who is doing or saying the thing that is causing discomfort continues to do what they are doing after being told 'Stop it, I don't like it', there can be no ambiguity that the child was meaning to cause that discomfort. An adult will then deal with this as per the behaviour policy, depending on severity, etc, after establishing if the incident was unkind, mean, or part of a wider pattern of behaviour, and is bullying.

This expectation and script is presented to children at the start of every academic year and will be referred to in assemblies, worship, and in class. Incidents will be discussed and reviewed in staff meetings. 'Stop it, I don't like it' posters will be visible around school.

7. Emotional Literacy Support Assistant

ELSAs work with children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people:

- emotional literacy

- positive mental health
- social skills
- emotional wellbeing

We identify and work with key children/groups – including communication and support with parents – promoting resilience and wellbeing in times of need. The programme works as a short term initial intervention followed by mentoring and monitoring.

8. Responsibilities of Parents and Carers

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards
- Staff may meet parents after school to discuss incidents or through appointment via the office
- The Parents' Consultations Evenings also provides a forum for discussion
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school

9. Wider School Environment

(i)The playground

In our school, we do not distinguish between the authorities of one adult to another, regardless of role. Children are expected to respect the authority of any adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed.

The adults on duty are responsible for ensuring that children are actively engaged in play, that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

(ii)Within the school building

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

(iii)Collective Worship

Staff and children are expected to enter and leave the worship calmly and quietly and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of a worship in a positive and respectful manner. Members of staff who accompany their class into worship and wish to issue instructions to children in worship should usually do this using signs rather than speech and should lead their class in and out of worship from the front of the line.

(iv)The Dinner Hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

10. Roles and Responsibilities

a) Senior Leadership Team

It is the responsibility of all members of the Senior Leadership Team (SLT) to ensure that the staff members in their team fulfil their responsibilities in relation to behaviour management and restorative practice. Each class-based member of the SLT must ensure that they model the behaviour management strategies to a standard that they expect from their team members. It is also expected that SLT staff will challenge colleagues (in a supportive and constructive way) if they feel that the high standards of behaviour management expected at Freeland CE Primary are not being met.

b) Roles and Responsibilities of Staff (all)

All staff in school are expected to be always positive role models as outlined in the Teachers' Standards. All staff members should ensure that:

- they use pre-emptive positive behaviour reinforcement
- engage fully in restorative practice techniques
- reflect on their own handling/management of a situation and make amends if needed
- use the step guidelines consistently
- supervise children during sanction times as stated above
- inform DSL(s) about intended communication with parents about inappropriate behaviour
- refer immediately to the DSL(s) if a child's behaviour points to possible abuse or neglect

c) The Governing Board

The Governing Board, or assigned committee, is responsible for approving this policy. The Governing Board, or assigned committee, will also review this Nurture and Behaviour Policy for its effectiveness, holding the Head teacher to account for its implementation.

d) Social Responsibility

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Year 6 table monitors at lunch
- Pupil leadership groups
- Year 6 play leaders
- Assembly set up monitors
- Year 6-line monitors
- 'Fix It' ambassadors

11. Dealing with Misbehaviour and Sanctions

At Freeland, we use the language of choice to encourage children to reflect on their choices and the impact (ripples) their behaviour has had on themselves and those around them. Although we recognise the need for children to be treated equally in our response to negative behaviour, some children with additional needs may require individualised support. In this instance, Individual Behaviour Plans are drawn

up during a meeting between parents, class teacher and SENCO. If the Individual Behaviour Plan fails to have the desired impact, then the school will seek the support of outside agencies.

Here outlines Freeland's approach to dealing with negative behaviour choices:

- **Stage 1:** Verbal reminder
- **Stage 2** Second Reminder
- **Stage 3:** If negative behaviour continues, the child is offered the opportunity to reflect or reset in a 'time out' zone
- **Stage 4:** A restorative conversation ('Fix It' Conversation – restorative conversation) that will be logged on Arbor and shared with parents
- **Stage 5:** If a child has three restorative conversations (Fix It) in a short-term, then a meeting will be had with a member of the SLT and parents

This system will be adopted during break and lunchtime – with the teaching staff communicating behavioural issues during hand-over.

12. Recording and tracking behaviour

Use of Arbor for Behaviour Management

Our school uses **Arbor** to record, track, and analyse pupil behaviour in order to maintain a positive, safe, and consistent learning environment. Arbor supports staff in applying our behaviour expectations fairly and consistently, while providing valuable insight that helps us strengthen wellbeing, inclusion, and pastoral support.

Purpose

Arbor enables the school to move beyond simple behaviour record-keeping and towards **proactive behaviour management**. By capturing real-time information and identifying trends, staff can intervene early, celebrate positive behaviour, and ensure that support is targeted and effective.

Mission Statement for Arbor Behaviour Monitoring

Our use of Arbor is guided by the following principles:

- **To foster a positive, safe, and consistent learning environment** by using data-driven insights to support pupil wellbeing and behaviour.
- **To ensure behaviour management is proactive and evidence-based**, supported by real-time recording and accessible information for all staff.
- **To use Arbor's analytical tools to promote fairness, consistency, and transparency**, while also reducing administrative workload for staff.

Core Aims

Arbor supports our behaviour approach in the following ways:

1. Proactive & Consistent Recording

All staff use Arbor to log positive and negative incidents quickly and consistently, ensuring clear communication and fair application of behaviour expectations across the school.

2. Data-Driven Insight

Staff and leaders use Arbor dashboards to identify behaviour patterns across groups, year teams, and settings. This helps the school make informed decisions that strengthen behaviour, inclusion, and wellbeing.

3. Proactive Intervention

Recorded incidents enable timely follow-up and targeted support. Early intervention helps reduce the need for reactive behaviour management and encourages pupils to reflect and improve.

4. Staff Empowerment & Efficiency

By streamlining recording and reporting processes, Arbor reduces administration and allows staff to focus more on teaching, relationships, and pastoral care.

How Arbor Supports Our Practice

- **Real-Time Logging:** Staff record behaviour individually or in bulk using tools such as *My Classroom*, ensuring quick and accurate recording.
- **Customised Workflows:** Automated processes ensure incidents are managed consistently, including follow-up actions and communication pathways.
- **Comprehensive Analysis:** Behaviour reports allow leaders to monitor trends, identify needs, and plan supportive interventions at pupil, class, and whole-school level.
- **Parent/Carer Communication:** Through the Parent App, families are kept informed of behaviour updates, helping to strengthen home–school partnerships.
- **Actionable Reporting:** Behaviours can be linked to appropriate follow-up measures, ensuring transparency, promoting accountability, and creating a clear audit trail.

13. Safeguarding

Staff are aware that any changes in a child's behaviour may be a sign of abuse or neglect. If staff think this may be the case, then their concerns must be logged on CPOMS and a discussion held with the Designated Safeguarding Lead(s) (DSL) – Sarah Nickelson, Sam Protherough, Lily Barnes, Linda Peach, Kate Pritchard.

Behaviour Incidents and Safeguarding

The school has systems and procedures to log, track and monitor all incidents affecting a child's wellbeing. When the behaviours relate to safeguarding, we use the Child Protection Online Monitoring System (CPOMS) system which is monitored by the SLT. It is a secure platform used to record concerns, actions and impact of actions and links all categories pertaining to the welfare of individual children. Staff can communicate via this platform ensuring that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. Key staff can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action. This is also reflected in the use of recording sheets for Restorative Practice (Fix It) – where the child's behaviours and needs are registered to help build a picture of the wider context.

When should behaviour incidents be reported and logged?

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher (phone call/ in person) and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

14. Anti-Bullying

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed. Staff members are aware that children who are perpetrators of bullying and/or victims of bullying can also be victims of abuse or neglect. If any incidents of bullying point to possible abuse or neglect staff will refer to the DSL.

15. Keeping Classrooms Safe - Physical Intervention

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 a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only physically intervene 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 intervention when the risks involved in doing so are outweighed by the risks involved by not using physical intervention.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary training (Team Teach).

Individual Handling Policies

An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the national and local authority guidance (2026).

An Inclusive Approach to Managing Pupil Behaviour

As a school we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage pupils' behaviour in line with their needs and stage of development.

Monitoring and review

1. The impact of this policy will be reviewed by the Governing Board
2. The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
3. The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Behaviour Level	Examples of Behaviour	Immediate Staff Response	Consequence/Sanction	Support for High Needs Pupils
Level 1 Low-Level Disruption	<ul style="list-style-type: none"> • Calling out, • Off-task behaviour, • Refusing to start work, • Chatting during instruction, • Ignoring minor instructions, • Low-level disruption 	<ul style="list-style-type: none"> • Praise positive behaviour. • Calm reminder of expectation. • Non-verbal cue or proximity. • Re-teach behaviour expectation. • Offer the child a task – purple folder 	<p>Stage 1: Verbal reminder Stage 2: Second Reminder Stage 3: If negative behaviour continues, the child is offered the opportunity to reflect or reset in a 'time out' zone – children are not to feel that they are being rejected Stage 4: If negative behaviour continues after stage 3 – escalate to level 2</p>	<ul style="list-style-type: none"> • Visual reminders of expectations • Use of now/next cards • Movement break • Sensory support • Check for task understanding
Level 2 Disruptive / Unsafe Behaviour	<ul style="list-style-type: none"> • Disrespecting staff and adults • Swearing, • Arguing language, • Persistent refusal, • Leaving the classroom or refusing to enter or exit • Rough play, • Minor fighting, • Bullying language, • Stealing property, • Abuse against pupils, 	<ul style="list-style-type: none"> • Calmly deescalate behaviour where possible. • Clear instruction to stop behaviour. • Remove audience where possible. • Give space to the child if necessary. • Staff log incident on Arbor. 	<ol style="list-style-type: none"> 1. Time out in another class. 2. Restorative conversation with adult involved in the incident. 3. 'Fix it' sheet completed* 4. Parent contact 5. Behaviour report or behaviour monitoring (Arbour) <p>If Level 2 behaviour is not stopped during the session – then escalate to level 3</p>	<ul style="list-style-type: none"> • Adult co-regulation support • Emotional check-in • Behaviour support plan • Structured break or calm space • Adapted expectations if behaviour linked to need
Level 3 Serious Behaviour	<ul style="list-style-type: none"> • Fighting causing harm, • Repeated bullying, • Discriminatory language, • Deliberately damaging property, • Unsafe behaviour that puts others at risk, 	<ul style="list-style-type: none"> • Immediate removal from situation if trained. • Senior leadership informed. • Staff log on Arbor. • Discuss with DSL if relevant. 	<ol style="list-style-type: none"> 1. Internal isolation/removal from class 2. Senior leadership meeting 3. Formal behaviour meeting with parents 4. Behaviour contract or support plan 5. Fixed-term suspension where necessary <p>See Suspension Policy</p>	<ul style="list-style-type: none"> • Multi-agency review • SEND review or EHCP review • Individual behaviour plan • Safe regulation space • Reduced timetable or specialist provision

Appendix 1 - -Behaviour and consequences chart

* 'Fix-it' sheet completed during lunch break

** Behaviour Monitoring Report completed for the next 3 days

- 1. Consequences should escalate predictably.** Use **clear stepped responses**, so pupils understand what happens next if behaviour continues.
- 2. Sanctions and support should happen together.** Strong policies emphasise that **discipline and pastoral support are not mutually exclusive.**
- 3. Restorative practice is important.**

Children should reflect on:

- what happened
- who was affected
- how to restore relationships

This helps rebuild relationships and reduces repeat behaviour.

4. Reasonable adjustments for SEND. Schools must consider the **Equality Act and SEND Code of Practice** when responding to behaviour linked to additional needs. Please see child's individual behaviour or support plan, or risk assessment before managing behaviour of high-needs children.

Whole-school consistency tools

- 3-step warning system
- Visible behaviour chart or tracker
- Behaviour points / recognition system

For repeated Level 2–3 behaviour

- Individual behaviour plans
- Early help involvement
- External agency support

Appendix 2 – Fix It Sheet

Name:

Class:

Reason for Fix It:

Adult:

Role:

Year:

Term/Date:

Logged on CPOMS:

Recorded on Arbour:

1) What happened?

3) Who has been affected?

How?



2) What were you thinking?

How were you feeling?

Zones of Regulation

BLUE	GREEN	YELLOW	RED
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

4) What do you need to feel better?

5) What can we do to Fix It?





Freeland's examples of unwanted behaviour:

Level 1

- Calling out
- Off-task behaviour
- Refusing to start work
- Chatting during instruction
- Ignoring minor instructions
- Low-level disruption
- Blaspheming

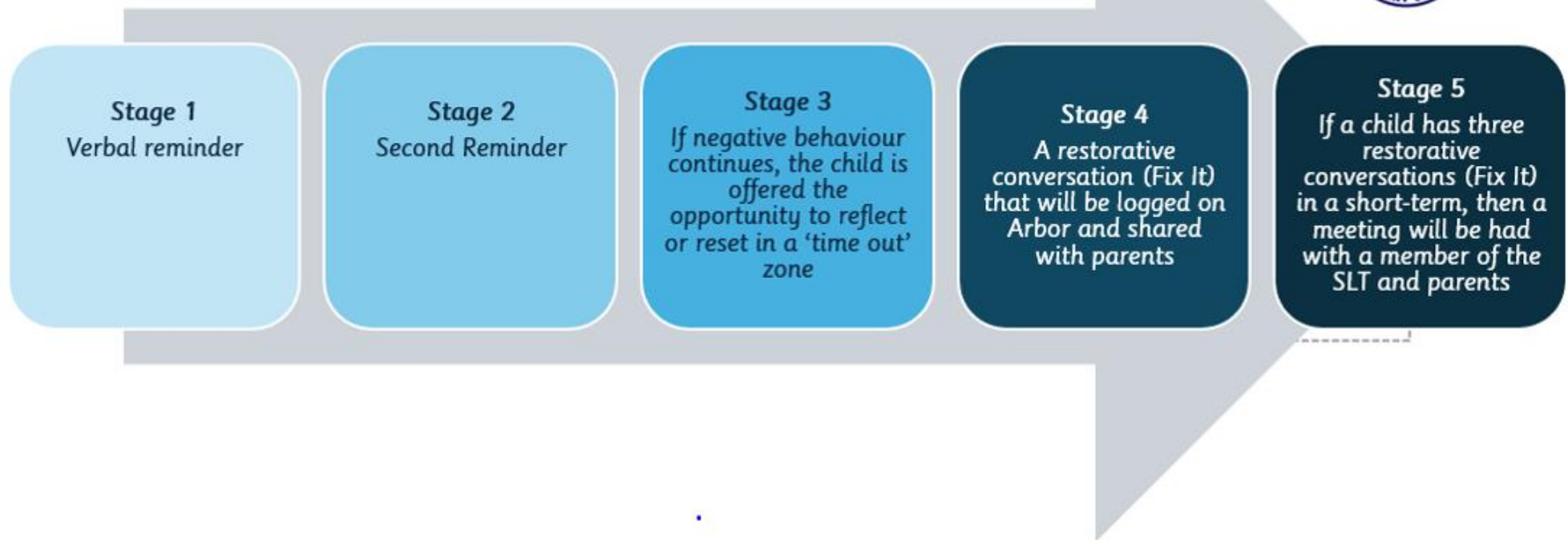
Level 2

- Swearing
- Arguing with adults
- Persistent refusal
- Leaving classroom or refusing to enter/exit
- Rough play
- Minor fighting
- Damaging property
- Bullying language

Level 3

- Fighting causing harm
- Repeated bullying
- Extreme defiance
- Discriminatory language
- Deliberate damage
- Unsafe behaviour putting others at risk

Freeland's approach to dealing with negative behaviour choices:




Appendix 3 – behaviour chart display ii


1




Calling out




Off-task



Refusing to start work



Chatting



Ignoring instructions



Disrupting



2



Disrespectful to
adults



Swearing



Arguing



Persistent
refusal



Leaving the
classroom



Refusing to
enter/exit



Rough
play/fighting



Bullying
language



Stealing

3



Fighting causing
harm



Repeated
bullying



Racist language



Homophobic
language



Damaging
property



Unsafe
behaviour

EYFS Behaviour Strategy

In the Early Years Foundation Stage (EYFS), we respond to behaviour in ways that are developmentally appropriate and tailored to the individual needs of each child. We recognise that behaviour is a form of communication and take time to understand the underlying reasons behind it. Our approach focuses on establishing consistent routines, promoting positive behaviour, and supporting children to develop emotional literacy. Through this, we help children learn to understand and manage their feelings, build positive relationships, and make appropriate choices.

Core Principles

1. **Emotional Literacy First** – Teach children to recognise, name, and manage emotions using the *Zones of Regulation*.
2. **Positive Reinforcement** – Recognise and reward desirable behaviours consistently and visibly.
3. **Consistency & Safety** – Provide clear boundaries with warm, developmentally appropriate responses.
4. **Restorative Conversations** – Focus on empathy and problem-solving after incidents.
5. **Model, Practise, Reflect** – Children learn by observing emotionally literate adults.

The Zones of Regulation (EYFS-Friendly)

Zone	Feelings	Child-Friendly Examples	Adult Strategies	Suggested ClassDojo Rewards
Blue	Sad, tired, unwell, bored	"I miss my mummy." "I'm sleepy." "My tummy hurts."	- Offer comfort & connection (sit with them, use soft voice) - Offer cuddly toy or blanket - Provide quiet, low-stimulation space	✓ Recognised their feelings ✓ Asked for help appropriately
Green	Calm, happy, focused, ready to learn	"I'm having fun." "I like this game." "Let's play together."	- Give labelled praise ("You're showing green zone behaviour!") - Keep them engaged - Extend learning/play opportunities	✓ Green Zone Behaviour ✓ Trying My Best ✓ Kind Friend
Yellow	Silly, excited, nervous, frustrated	"I want to go first!" "It's too noisy!" "I don't want to!"	- Use calm tone, offer choice - Offer regulation tools (breathing wand, squishy toy) - Guide to calm-down spot if needed	✓ Used breathing to calm down ✓ Took a break ✓ Asked for help
Red	Angry, out of control, scared	"No!" (screaming/hitting/throwing)	- Ensure safety first - Use calm, slow voice - Guide to quiet area, co-regulate ("Let's breathe together") - Wait to reflect after calming down	✓ Calmed down with help ✓ Repaired the situation ✓ Talked about feelings

Visuals & self-check-ins are part of the daily routine (e.g., morning register: "How do you feel today?").



ClassDojo Rewards:

- Award Dojo points **in real-time** for emotionally aware or prosocial behaviour.
 - *"You recognised you were in the yellow zone and took a deep breath. That's a Dojo point!"*

Calm Corners & Regulation Tools

Create a "**Feelings First**" Zone in your room with:

- Visual emotion cards
- Breathing tools (bubble wands, pinwheels)
- Sensory objects (putty, soft toys)
- Mirrors (for children to observe facial expressions)
- Calm-down stories or scripts

How adults respond to unwanted behaviour

Stop it I don't like it



How do you think that will make '_____' feel?



What good choice can we make?



How adults support children to **regulate** and **reflect** on their behaviour/emotions

"I can see you are feeling really [*angry/silly/upset*]. I think you might be in the [*red/yellow*] zone."

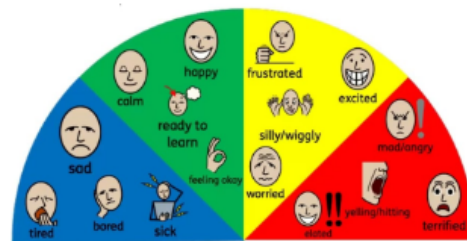
"That feeling is okay, but it's not okay to [*hit/scream/take toys*]. That's not kind/safe."

"Let's go to our calm area and choose something to help you feel better. I'll come with you."

Once calm

"How were you feeling? What could you do next time? What can we do now to help fix the situation?"

"You made a good choice by calming down. Let's earn a Dojo point for that."



Repair & Reflect










In Reception, children will complete a “fix it” form following Level 2 behaviours, supported by an adult who will guide the discussion and scribe their responses where needed. This process encourages children to reflect on their actions, understand the impact on others, and consider how to make positive changes.





In Nursery, adults will use a “fix it” form as the basis for a restorative conversation. This ensures that discussions remain developmentally appropriate, with a strong emphasis on modelling language, supporting understanding, and helping children begin to recognise feelings, consequences, and ways to repair relationships.

Name: _____ Class: _____ Reason for Fix It: _____ Adult/role: _____
 Year: _____ Term/Date: _____ Logged on CPOMS: _____ Recorded on Arbour: _____

What happened?


2

 Disrespectful to adults	 Swearing	 Arguing
 Persistent refusal	 Leaving the classroom	 Refusing to enter/exit
 Rough play/fighting	 Bullying language	 Stealing

BLUE	GREEN	YELLOW	RED
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

How were you feeling?

How can we fix it?

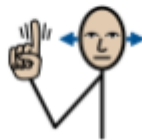


For nursery we have simplified the behaviours and they will be followed up the same as the rest of the school.

1



ignoring
instructions



not listening in
group time



running
inside

2



unkind
words



continued
refusing



hurting
others