



Healdswood Infant & Nursery School

Behaviour and Regulation Policy

‘We are an Attachment and Trauma Informed School’

Adopted : January 2025

Reviewed Date : September 2025

Ratified FGB 5th February 2025 and 6th October 2025

Healdswood Infant and Nursery School

‘Twenty-five years of neurobiological research tells us that children learn best when they feel loved.’ Dr. Andrew Curran

Healdswood Infant and Nursery School is a nurturing and inclusive setting where all children, adults, parents and carers respect each other and grow together in order to reach their full potential.

Curriculum Intent

We believe that our curriculum should be rich and engaging; that it should be skills driven and prepare our children for success in life.

Our school community is passionate about and constantly engaging in professional dialogue to ensure that our curriculum is relevant, rigorous and constantly evolving; to ensure learning ignites curiosity and raises aspirations.

Children learn best when the experiences we offer are first hand and linked to their interests. Our children are encouraged to think creatively, question and explore to become lifelong learners.

We teach each of our learning behaviours systematically. So that our children learn how to develop resilience and creativity, work effectively within a team and become aware of themselves as learners. Our Healdswood Learning Powers: Have A Go Hero, Team Effort Expert, Agent Ideas and Learning Legend.

Our School Agreements intertwine everything that we do, therefore our school has made seven curriculum pledges to our children.

Our Curriculum Pledges

- 1.** To value each child as an individual, striving to provide a curriculum, which is engaging, purposeful and intertwined with knowledge and skills.
- 2.** To provide a curriculum that broadens our children’s learning experience both in and beyond the community and school, as our children experience a range of trips, visits and outside visitors.
- 3.** To embed our school values in our curriculum and to educate our children to be individuals; who care and respect each other, the community, the environment and the wider world.
- 4.** To spark curiosity, awe, wonder and enable our children to appreciate and marvel in the world in which they live, through our curriculum.
- 5.** To immerse our children in a language and vocabulary rich curriculum.
- 6.** To foster a school community that values partnerships with parents, who understand and support how our curriculum can foster a love of learning.
- 7.** To nurture our children to become confident and resilient learners, through a curriculum that values our children’s well-being.

Our Philosophy and Approach

As a whole school our staff have had training to become an Attachment and Trauma Aware school. Through this training we have been able to reflect upon our behaviour practices and develop an approach more in line with our school culture and ethos. We strongly believe that being fair is not about everybody getting the same (equity) but everybody getting what they need (equality). We understand that every behaviour that a child demonstrates is a form of communication. With adults that take a non-judgemental, curious and empathic attitude towards children's behaviour we believe that our children will learn to self-regulate and make more conscious choices about their emotions and actions.

Adults respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. We know that not all behaviours are a matter of 'choice', nor always within their control. We strive for excellent relationships where everyone feels valued, cared for and safe, this includes staff, children and parents/carers.

We strive for our school environment to be calming a home from home. Children will find objects that they would find in their own homes and which entice curiosity and excitement. This begins in our Nursery and follows our children through all the way to Year 2. This predictability means that our children feel safe at Healdswood. Alongside an environment that provides comfort and familiarity we have clear routines, expectations and responses to behaviour.

We have worked as a team to develop structure around rewards, positive praise and consequences which are followed consistently. It is our belief that these processes should be free from shame and children feeling different to their peers, which can lead to more negative behaviour.

Roles and responsibilities

Mrs Renshaw, Mrs Townsend and Miss Stretton-Clarke have overall responsibility for the policy and its implementation and liaising with the staff, governing body, parents/carers, LA and outside agencies. The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/Carers

To cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement and to work alongside school to support their child's emotional development.

Staff

It is the responsibility of all staff within the school to uphold and adhere to the behaviour policy with kindness, fairness and integrity.

Governors

To support the Head teacher in implementing the school behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Our School Agreements



Each one of our school agreements has a friendly mascot puppet, which are used in each classroom and assembly as an exciting reminder to follow the rules. We had a whole school polling station where the children voted to name our mascots. Our expectations are high and our boundaries are clear.

As a team we unpicked the attributes that our children could display for each agreement, this is something that we also explore with the children to ensure that they have a really secure understanding.

Be Ready

Following the listening rules, being able to express and regulate your emotions, following instructions, having all of the equipment that you need, arriving on time, having breakfast (Magic Breakfast), going to bed on time, being dressed comfortably, being where we should be, showing our independence, being able to compromise.

Be Safe

Following the listening rules, being able to express and regulate your emotions, following instructions, following the OPAL agreements, being kind (hands, feet, faces, words), looking after our school, walking inside, wearing the appropriate clothing for the weather, telling the truth/being honest, being aware of your surroundings (people, physical surroundings), knowing what we can do to keep ourselves safe (safe adults, safe places, safe objects), knowing who can help me, asking for permission, being tolerant.

Be Respectful

Following the listening rules, being able to express and regulate your emotions, following instructions, following the OPAL agreements, being kind (hands, feet, faces, words), looking after our school, being helpful, using manners/being polite, being thoughtful, sharing, being

aware of others, taking turns, treating each other with equity, valuing each other, asking for permission, being tolerant, being able to compromise.

Our School Learning Powers

Alongside our School Agreements we encourage our children to develop positive learning behaviours through our schools 'Learning Powers'. These are introduced and modelled through stories during assembly. Once a week each class teacher nominates one child that has displayed our learning powers to receive a certificate in assembly. The learning powers are also made high profile through frequent reference in all aspects of school life.

Have a go Hero
"Have a go, have a go... a challenge never bothered me anyway"



- Show **motivation** and **have a go**
- **Persevere**- be fearless and **learn from your mistakes**
- Have a **positive attitude**- Believe in yourself
- Don't be afraid to **challenge yourself** and start again

Team Effort Expert
"You've got a team with me; you've got a team with me"



- Show stamina, **help** each other to keep going
- **Listen** to others, their ideas matter
- **Cooperate** and really work together
- Be **tolerant**, everyone is important

Agent Ideas
"Oh I just can't wait to explore things, Oh I just can't wait to invent things"



- Let your **imagination** go
- Be **curious** and ask questions
- Be **original**, create your own **identity**
- Be an **inventor**

Learning Legend
"I'm a learning legend, always asking questions"



- Quiz, **question** and **investigate** to find out more
- **Concentrate** and engross yourself
- **Commit** to the one task
- Know when you've done your best - be proud

The Curriculum and Learning

Alongside ensuring that our curriculum is planned according to our school vision, aims and mission statement, we follow SCARF across the school.

SCARF

Throughout Healdswood Infant & Nursery School we promote positive behaviour through direct teaching of PSHE using SCARF (Safety, Caring, Achievement, Resilience, Friendship)

The SCARF curriculum materials have been designed to thoroughly cover the DFE Guidance for 'Relationships Education, RSE and Health Education' and is closely linked to our British Values and consist of themes, which are designed to fit within the pattern of the school year and with planning across the curriculum.

These are:

Me and my relationships

Valuing difference

Keeping myself safe
Rights and responsibilities
Being my best
Growing and changing

SCARF reinforces our belief that children's emotional wellbeing and resilience is of vital importance and must be valued and nurtured.

Through following this program, we hope to prepare the children for their futures. By nurturing well rounded individuals, who have a place, and are valuable members of our society.

Zones of Regulation

Children who have difficulty in managing their emotions often find it difficult to learn in a busy school environment, learning strategies to help to cope with a range of emotions can help children to be ready for learning and activities. Teaching children at a young age about managing their feelings will support them later on in life to use positive coping strategies.

At Healdswood classes have visual displays to support children in recognizing the zone that they are in. The emotional vocabulary of the Zones of Regulation is used to support children's understanding. The children talk about how their bodies feel when they are in the different zones and what makes them move into different zones. When ready, children can then begin to identify others zones to develop empathy. An emphasis is placed upon the fact that 'all the zones are okay!' Adults and children of all ages move through a wide range of emotions daily. The goal is to notice how we feel and regulate by using learnt strategies.



For more information about each zone please visit: [What are the Four Zones of Regulation? - The Zones of Regulation](#)

Promoting Good Behaviour

Our emphasis is on positive behaviour management and rewards to reinforce good behaviour. This helps our children to see that good behaviour is valued.

Whole Class System

Each class have branch in their classroom which they can earn leaves for. These are named after the class, for example 'The Cherry Class Branch'. As a class a target will be chosen for the week to work towards together. This can be linked to our learning powers, school agreements or listening rules. For example, "Last week we found it tricky to show that we were listening by looking at the person talking. So, this week if we all remember to look at the person talking when we are on the carpet we can earn leaves for our branch". As we already mentioned we focus on equity and not equality, so consideration will be taken for every child as an individual as to what success looks like for them. If the children earn 10 leaves on their class branch over that week they will be able to choose a reward from their class BINGO card on a Friday afternoon.



Whole School System

In the hall there is a whole school tree. The children can gain leaves for this tree during whole school activities. Whole school targets will be displayed beside the tree so that staff and children across school know what these are.

OPAL- If the children earn a leaf for each week, minus one, of each half term they will get a whole school OPAL afternoon on the last day of that half term. The OPAL team will use the same approach as classrooms by having a target that the whole school work towards each week. These will be set and leaves added to the tree in our weekly OPAL assemblies.

Assemblies- If the children earn a leaf for each week, minus one, of each half term they will get a non-uniform day on the last day of that half term. This will be voted for using a whole school BINGO card. We will use the same approach as classrooms by having a target that the whole school work towards each week. These will be set and leaves added to the tree in our weekly achievement assemblies.

Individual System

As a school we use the communication platform Class Dojo, a feature of this is Dojo Points. If we see children following the listening rules, our school agreements or the learning powers they will be given a Dojo point and a sticker. By using Dojo Points parents can also see and recognize their child's individual achievements.



The Restorative Approach and Use of Consequences

At Healdswood we recognize that every behaviour is a form of communication and take every opportunity to support our children in understanding their emotions and how to manage them. If any of our school agreement is broken children, staff take part in restorative conversations which are always done in private. Our staff also recognize that not all children need the same thing and work closely with our SENCO/behaviour lead to ensure that this is considered within our behaviour approach.

Stages of Consequences

Throughout all stages of consequences our staff place importance upon maintaining calm demeanour, with a neutral tone, they will also get down to the child's level and ensure that these take place in private. An emphasis is always placed upon the fact that the children can turn their day around.

Broken School Agreement

If an Agreement is broken staff address this through the following stages.

1. Verbal Warning- This is accompanied by a short explanation as to why from the adult.
2. Second Verbal Warning- A short explanation is repeated by the adult.
3. Quiet Time (2 minutes or longer if needed by the child)- The child is asked to sit in the classroom Regulation Area to think about what is happening and how they feel.
Restorative Time- As soon as the child is calm and able to listen then restorative time can begin. If the child is still angry, upset or unable to listen they can be given a little longer in the Regulation Area, either with or without an adult sat with them. During the restorative period the following questions are used to scaffold the conversation. This consistency means that the children have a routine that means that they feel calm, safe and connected.

Questions all staff use during the restorative period:
1. What happened?
2. How were you feeling when it happened?
3. Who else has been involved?
4. What do you need to do to make it better?
5. What will you do next time?

4. Re-regulation card brought to the HT/SLT- If this behaviour continues the child will be sent to the HT/SLT for further restorative time. At this point parents/carers will be contacted.

Re-Regulation Card

Steps 1, 2 & 3 in class for breaking our <u>Healdswood School Agreement</u> :				Step 4 with HT/SLT Re-Regulation Card has been given as a result of:																																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Healdswood Rules</th> <th rowspan="2" style="text-align: center;">Comments</th> <th colspan="3" style="text-align: center;">✓ Steps</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Be Ready</td> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Be Safe</td> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Be Respectful</td> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Healdswood Rules	Comments	✓ Steps			1	2	3	Be Ready					Be Safe					Be Respectful					<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Behaviour</th> <th style="text-align: center;">Comments</th> <th style="text-align: center;">✓</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Behaviour cont after step 3</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Bad language</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Spitting</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Physical towards staff</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Physical towards peers</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Deliberate damage</td> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 5px;">Other (please specify)</td> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table>			Behaviour	Comments	✓	Behaviour cont after step 3			Bad language			Spitting			Physical towards staff			Physical towards peers			Deliberate damage			Other (please specify)		
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NB. Extreme behaviours that are unsafe for children and adults will move straight to step 4. A record of these behaviours will be kept on CPOMS so that we can see if there is a pattern and seek appropriate support. There will be close contact maintained with parents/carers at this point.

If another child is involved with one of these incidents this will be shared with the parent/carer. Either in person or via telephone. They will also be issued a suitable apology by the child displaying the extreme behaviour or an adult if they are unable to do so. Staff may also be asked to record behaviours on an ABC Behaviour Chart to allow us to analyse them for patterns and triggers.

As part of the restorative process the child will be asked what they could do to make the situation better. This may look like an apology or something that directly changes the situation. For example: a child may continue displaying extreme behaviours when in a certain area outside and may decide that they need a break from this area. This will be communicated with the child's parent/carer.



ABC chart This ABC chart can be used to record behavioural concerns. 'A' stands for antecedents, that is, what occurs immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information. 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like. 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information regarding other people's responses to the behaviour and the eventual outcome for the individual. It can also be a good idea to keep track of where and when the behaviour occurred to assist in identifying any patterns.

Date and Time	Where did it happen?	Antecedents What happened just before?	Behaviour What exactly did X do?	Consequences What did you do?	What were the consequences of your actions?	Other Comments	Staff initial

Suspensions and Permanent Exclusions

If a child is suspended, this means there will be a fixed number of school days when they cannot attend school. A suspension can also be for half a school day or for a certain period of the school day, for example lunchtime. Suspensions are also referred to as fixed-term or fixed-period exclusions.

For serious breaking of the school rules, or persistent disruptive behaviour, a child may be permanently excluded which means they must leave their school on a permanent basis and receive their full-time education somewhere else. Some people also call this an expulsion.

The decision to suspend or permanently exclude a child is very difficult for a head teacher to make. For further guidance in understanding the school suspension and permanent exclusion process please go to [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Lunchtime and Assembly

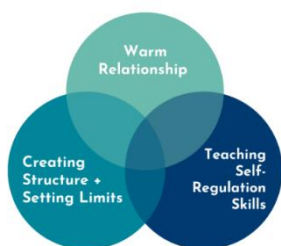
All staff in school are aware of our behaviour and regulation systems to ensure consistency throughout the school day.

Children who need quiet time at lunchtime stay with the person that is doing ranging supervision in a quiet area for 2 minutes and then restorative time is completed before returning to play. This staff member will then fill out a Re-Regulation Card to be given discreetly to the child's class teacher after lunch. If the child reaches stage 4 the ranging supervisor will take the child to the HT/SLT for re-regulation time. This again will be monitored to see if there are any children that need specific support during lunch times.

The same process will occur in assembly times with a member of staff supporting at the time.

Co-Regulation

3 pillars of co-regulation



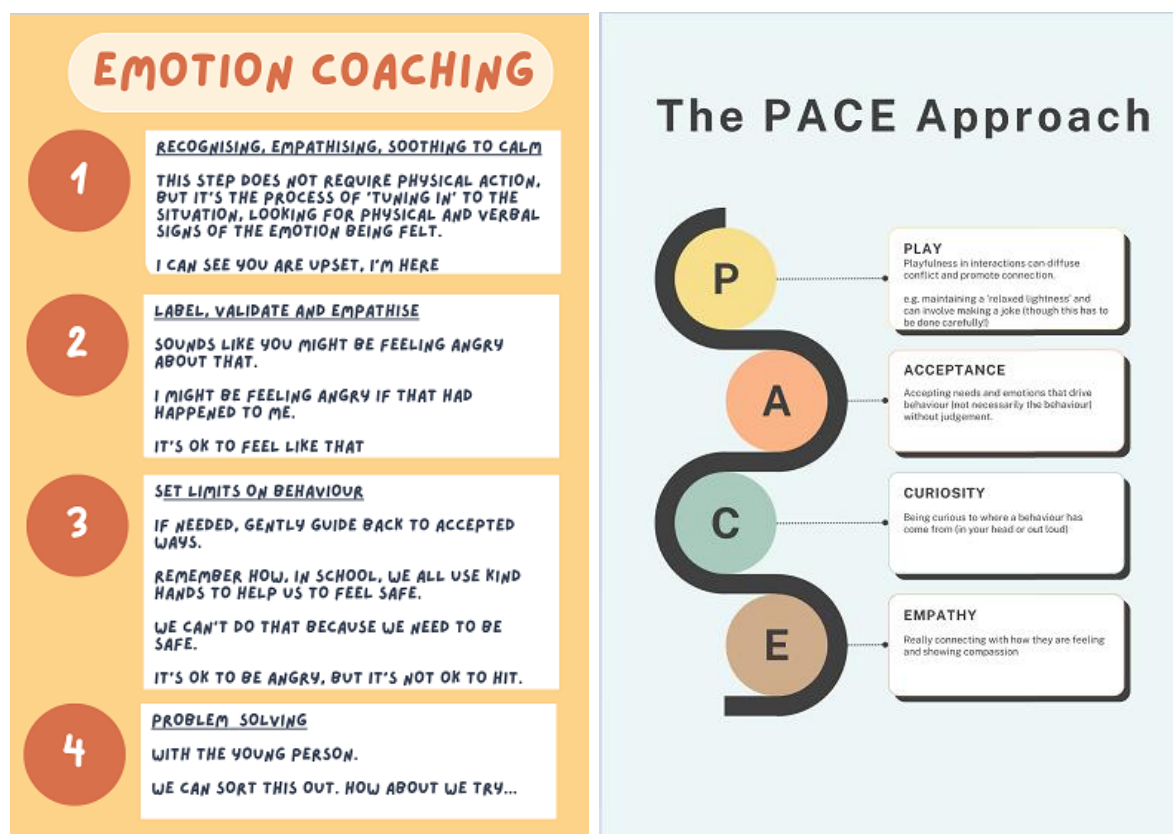
HELPING CHILDREN thrive

(Rosanbalm & Murray, 2017)

We understand that children are individuals, so the level of co-regulation needed will vary depending on the child's level of understanding and ability to articulate their feelings. Some children will need lots of modelling of answering questions, whilst others will be able to answer questions themselves.

Emotions Coaching and The PACE Approach

As Healdswood Infant & Nursery School we believe that children need support when developing emotional regulation, as they don't yet have the skills needed themselves. We also strongly believe that every child is different and will need to focus on their individual needs. When supporting children in developing their emotional regulation skills staff consider the use of PACE and Emotions Coaching, which we selected as they fit perfectly with our school ethos and culture. This work is supported by explicitly teaching the children to recognise and name emotions and how they make our bodies feel.



Bullying and harrasment

At Healdswood Infant & Nursery School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

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

At Healdswood we recognise that bullying can include but is not limited to physical bullying, verbal bullying, cyber bullying, prejudice-based and discriminatory bullying & online harms both in and out of school.

Bullying of any type will not be tolerated at Healdswood. The children are taught to speak up if they feel unsafe and/or threatened. We teach the children to speak to trusted adults about anything they are worried or concerned about.

Children are taught safe use of the internet and the harms posed by the internet and what to do if they feel unsafe. Children are reminded regularly what to do if they feel worried or unsafe. If a concern is raised this is then dealt with on an individual needs basis.

Possible steps to be taken:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school’s behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council ‘Pathways to Provision’ document and complete an EHAF if appropriate

For further information, please refer to our Anti-Bullying Policy.

Other Policy Documents that Underpin this Policy for Behaviour

- Special Educational Needs Policy
- Healdswood Equality Policy
- Healdswood Child Protection Policy
- Healdswood Anti-bullying Policy
- Healdswood E-Safety Policy
- Healdswood Child on Child Abuse Policy
- Healdswood Parent/Carer Code of Conduct Policy
- DfE guidance on School Suspensions and Permanent Exclusions