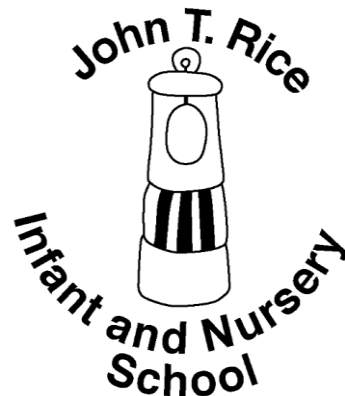


John T. Rice Infant and Nursery School



Behaviour & Regulation Policy (2026-2027)

What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



'We are an Attachment & Trauma informed school'

Our philosophy and approach

The staff at John T. Rice Infant and Nursery school have undertaken robust training in Attachment and Trauma friendly schools. This training and enhanced understanding has informed our behaviour and regulation policy.

At John T. Rice Infant and Nursery school, it is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. By adults taking a non-judgmental, curious and empathic attitude towards behaviour, it is our belief that children will learn to self-regulate and begin to make conscious choices about their emotions and actions.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress" (from Colebourne Primary School's Behaviour Policy).

At John T. Rice Infant and Nursery school, we put relationships first. Our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. The staff at school maintain clear boundaries and expectations around behaviour right from the first day children start in our nursery and they expect the very best of every child. Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment.

The staff have developed a structure around rewards, specific positive praise and consequences that are followed at all times. It is our policy that certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

We know that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. We believe behaviour must always be viewed systemically and within the context of important relationships. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH

(Social, emotional, mental health needs). “The parent-child connection is the most powerful mental health intervention known to mankind” (Bessel van der Kolk).

Our school aims are:

Joining in and ‘a have a go’ attitude

Open-minded individuals

Honest and kind behaviour

Nurturing, safe environment

Tolerance and understanding

Respect for others

Independent and resourceful children

Confident and happy learners

Exciting, imaginative fun experiences

Interesting and vibrant curriculum

New opportunities

Fun-filled days

Approachable friendly staff

Never give up attitude

Together with parents to nurture children

Skills, knowledge and understanding to prepare children for a bright future.

‘Aim High and Shine’

Our school agreements are:



Roles and responsibilities

Mrs Bennett – Has 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.

Promoting Good Behaviour in our school

All adults in our school have a shared responsibility for encouraging positive behaviour amongst our children.

Foundation Stage 1

- Happy Panda board – each child will have a photo card and this will be placed on the Happy Panda board when they have been recognised for a positive action. The board will be cleared each Friday after school and restarted each Monday.
- Specific verbal praise.
- An encouragement by adults for children to recognise each other and comment upon positive actions.

Foundation Stage 2/ Key Stage 1

- Recognition boards in both F2 and KS1 classrooms – each child's photo is moved onto the board, throughout the week when they have been recognised by an adult or another child doing something positive. This action is explicitly shared with the class (dependent upon the needs of each pupil as some children struggle to accept overt praise and would do better emotionally if this is done in a quieter manner).
- Golden stickers – given out on a Friday for the children who have been recognised throughout the week and are on the recognition board.
- Dojo points are awarded to children for a range of reasons linked to attitude to learning, kindness fairness and team work. A prize is awarded for every 50 dojo points the child receives and these are awarded in well done assemblies.
- Chance cards at playtime – these are given out by both playground pals and staff on duty in recognition of positive play. These are then put by the children into the playtime chance card box and this is randomly drawn in a well done assembly. The children receive a 'Well done' pencil.
- Lunchtime chance cards – these are given out by both playground pals and staff on duty in recognition of positive play at lunchtime and positive actions in the lunchtime hall. These

are then put by the children into the lunchtime chance card box and this is randomly drawn in well done assembly. The children receive a 'Well done' pencil.

- Lunchtime Golden Table – two children each week are chosen by MDSA for good manners/ positive play. The children sit at a Golden Table to have their lunch on the Friday of the week they are chosen.
- Golden Head Teacher stickers – a visit to the HT to 'show off' work or positive actions.

Stages of consequences

It is our policy that any 'consequence' needs to be an opportunity for a child to further their understanding of emotions. It is the shared responsibility of every staff member to understand how best to support a child in understanding their emotions and feelings and in helping them forge a path towards recognising what makes them feel a certain way and when to ask for help.

It is also our policy to ensure 'consequences' are private between adult and child and not an opportunity to create shame in front of children's peers. Additionally, as already touched upon, some children need bespoke aspects that support their SEMH and develop their understanding of action and consequence.

All children need	Quality first teaching Explicit teaching to name feelings and emotions and how these emotions make them feel Clear agreements and boundaries Adults who listen and respond in a predictable way A chance to move on from an incident/ having a fresh start An outlet to talk about their feelings and emotions
Some children need	As above + short term limited support around a particular area in order for them to understand their emotions about something in particular e.g support around a bereavement or transition to a new class or school
A few children need	As above + Individualised intervention that specifically targets the child's feelings and emotions. This is ongoing and develops with the child. Due to the complex nature this support and adult intervention may last a significant amount of time.

Consequences:

Throughout all consequences, adults keep their voices regulated, their tone neutral, they may get down on the child's level and this is done in private between child and adult. Obviously this will need to be within the classroom or whilst children are around. Adults make sure this is done sensitively avoiding shame.

Consequences are recorded privately on a laminated class list which is kept on the back of the mobile wipe boards out of sight from adults and children in class.

The day is split into three separate sessions, providing children with additional opportunities to turn their day around.

Session 1 8:40am – 11:45am

Session 2 11:45am – 12:45pm (Lunchtime)

Session 3 12:45-3:15pm

At the beginning of each session, children start afresh; consequences are not carried over to the next session.

If an agreement is broken an adult with calmly and quietly address it through the following stages, noting them down on the laminated sheet (out of sight from others):													
1. Verbal warning (VW)	This is accompanied by a short explanation as to why from the adult												
2. Second verbal warning (2VW)	Again a short explanation from adult is given to the child.												
3. Thinking time (TTx 2 minutes)	Child is asked to sit somewhere in the class (to be decided by staff) and they are asked to think about what is happening at the moment, how they are feeling and what the problems are.												
Then restorative time – either straight away, if the child is calm and able to listen and respond in an appropriate way. If the child is still angry, upset or unable to interact at an appropriate level for their SEMH development, this restorative time will be delayed until they are ready. This may be later in the day or even the next morning. During the restorative period, the following questions and prompts are used to scaffold the conversation. These must be tailored depending upon the age and need of the child. The purpose of each member of staff following the same questions and prompts is so that the child understands the routine and feels safe and connected. <table border="1"> <thead> <tr> <th colspan="2">Questions all staff use during the restorative period:</th></tr> </thead> <tbody> <tr> <td>1.</td><td>What happened?</td></tr> <tr> <td>2.</td><td>How were you feeling when it happened?</td></tr> <tr> <td>3.</td><td>Who else has been involved?</td></tr> <tr> <td>4.</td><td>What do you need to do to make it better?</td></tr> <tr> <td>5.</td><td>What will you do next time?</td></tr> </tbody> </table>		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?
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4. Red card (RC)	If negative or unwanted behaviours continue after the thinking time and restorative process, children will then be sent to the HT/ DHT for further thinking time/ restorative time. This is written onto a red card by the staff member and sent to the HT/ DHT. Parents/ carers at this point will be contacted.												

NB: Extreme behaviours that are unsafe for children or/and adults will move straight to level 4. Children will be taken to the HT/DHT and have thinking time away from their class. Restorative

time will be completed with the HT/DHT and parents/carers will be informed. A record of these level 4 behaviours will be kept on CPOMS and tracked by the HT half termly.

The purpose of this close tracking is to establish if there is a pattern to the extreme behaviours and to seek the most appropriate support for the child. Liaison with parents/carers is paramount at this point and their input invaluable in order to provide a secure base for the child.

If there are other children involved in the 'red' incident and they have been affected in any way, a phone call will be made to their parent or a private discussion at the nearest convenient time to the incident. This may be in person or via a telephone call. The child will, if it is appropriate, have support from an adult at school to see they were in no way to blame and if suitable an apology will be issued either by the child on 'red', or if they are not able to offer this, the adult dealing with the incident.

As part of the restorative process, a child will be asked what they feel they ought to do in order to make the situation better and what they can do in order to make sure they learn from the situation. If suitable, a child may not go out of the playground for the next day and spend some time in a quiet situation with the HT or DHT. This may benefit both the child on 'red' and if there were other children involved, giving both parties time away from each other and time for the restorative process to become embedded. The parent of the child missing playtimes will be informed prior to this happening. During this missed playtime, the child will go through the reasons again with an adult and look at further methods for them to stay within their green zone.

If the incident is serious and/or has happened several previous times, an internal exclusion may be decided upon. This is to give all parties a break and time to re-group. This will be explained to the parent/ carer prior to the day.

Playtimes/ lunchtimes/ assembly times:

The consequences remain the same during these periods. If staff who are not normally with the child issue a consequence, this is written on a post it note and passed to the class teacher/ TA. At playtimes and assembly times these consequences are added to the laminated sheet for that session.

Children who need thinking time at playtime or lunchtime remain with the staff member who has issued the consequence for the 2 minutes and then restorative time is completed before they continue their play.

Consequence post-it notes are either handed to class teachers when they collect the children from the playground at playtime or lunchtime, or stuck on the back of the mobile wipe boards in classrooms.

As lunchtime is a separate session any consequences children may receive are not carried onto the afternoon session. Post-it notes are monitored from lunchtime by class teachers and if a pattern of dysregulated behaviour is seen to be developing for a child at lunchtime, parents and the HT will be informed. Children may need some extra support at lunchtime and this may be an indicator of this.

Zones of Regulation

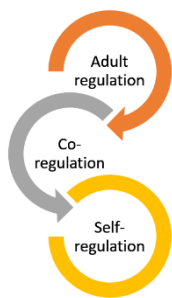
Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation

All children are taught the Zones of Regulation, as soon as they come into our Nursery (or FS2 if they have not been to our Nursery). These are detailed below. Children are reminded of these in lessons each September and then the Zones are frequently referred to throughout the year. There are also assemblies throughout the year with the Zones themes. There are Zones posters in each classroom and children are encouraged to move their photo onto a particular Zone if they are feeling any of the four areas and staff then can recognise this and co-regulate with that child in order to move them back to 'green zone'.

Some children need (equity) specific targeted work on the zones and may have this in 1:1 or small group ELSA work.

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

Co-regulation



Depending upon the child's level of understanding and ability to articulate their feelings, will depend upon how much co-regulation happens during the restorative period.

Some children will need the adult to model answering questions and supporting them through the restorative process, while others will be able to go through this process with a fuller understanding.

Emotion coaching

At John T. Rice, we feel passionately that all children need support when developing emotional regulation. We know that all children are very different and we aim to focus on every child's individual needs within this area.

John T. Rice Infant and Nursery school is recognised as an Attachment and Trauma informed school. Nottinghamshire Educational psychologist department fully trained three members of staff in 2019-2020 and this was cascaded through CPD to all the staff at school, including teachers, TAs and MDSA's.

When supporting children in developing their emotional regulation the staff have all been trained to consider the following points:

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

As part of the curriculum, all children at John T. Rice Infant and Nursery school are explicitly taught about emotions and feelings. They are taught the names of many emotions together with the feelings within the body they may have during an emotion. We believe it is an integral part of ensuring children are able to self-regulate and without the ability to both name and recognise emotions children will be hindered in self-regulation.

Bullying

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. Including but not limited to cyber bullying, online harms challenges, prejudice-based and discriminatory

At JTR 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 John T. Rice. 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:

1. Child or advocate brings the bullying to the attention of class teacher/ trusted adult
2. Situation is discussed on a class level (class teacher/ TA, child, parent/carer if appropriate)
3. Evidence is collated and if this can be dealt with effectively at a class level then it is done so with all parties accountable
4. If bullying has taken place, this will be taken to the Head teacher (DHT if HT is not available). The evidence will be shared and the children involved in the bullying will meet with the HT to discuss through a restorative approach – if suitable.
5. Parents of all children will be contacted and required to meet with the Head teacher to discuss what has happened and then how this can be most effectively dealt with to ensure a stop to the bullying.
6. Support will be given to all children involved to ensure there is suitable understanding around the impact of bullying. This may include work with the ELSA or referral to professional counselling.

7. All incidents of bullying will be recorded on CPOMS/ behaviour/ bullying and reported termly to Governors in the HT report.

Supporting mental health and wellbeing

John T. Rice Infant and Nursery school value the need to support children's mental health right from the very first day they begin at school. School have a fully trained ELSA (Emotional Literacy Support Assistant) with whom all the staff draw advice from. Children are identified for specific wellbeing support and supportive packages are provided on a 1:1 or small group basis. Nurture sessions are held at lunchtimes for children who need extra support at this busy time and these sessions remain very popular. Further to this, school have a member of staff who is trained in Lego Therapy and staff identify children who they feel would benefit from these sessions.

Further to this, mindfulness and wellbeing are a focus throughout the school week for all children. Breaks throughout the day focus upon taking care of wellbeing and teaching the children to take time out of the day to relax and be present in the moment. Each Wednesday there is a well-being assembly that again focuses around an aspect of taking care of oneself.

Differentiating expectations

The majority of children at John T. Rice Infant and Nursery school thrive with the agreements, rewards and positive praise that are in place. There are though, a few children who will need differentiated expectations. This links back to the fact that that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. When children demonstrate on a regular basis behaviours that indicate they are struggling and need additional support this is identified early. Intervention is put into place and 1:1 support for that child is provided. This may also be an opportunity for some children to spend time with trained staff in our sensory room, this will support both their mental health and regulation.

Further intervention may take the form of meet and greets in a morning, Lego therapy, ELSA work, nurture group at lunchtime, small group work with peers and an adult, home/ school liaison or external support from the Educational psychologist team. Parents/carers are a vital part of this and working alongside them always provides the best outcomes for children.

Suspensions and permanent exclusions

Suspensions are a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they've changed schools.

If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

In most circumstances, a pupil would only be suspended for one of two reasons:

1. Because their behaviour on a specific occasion is so totally unacceptable that a clear demonstration of disapproval has to be made for the sake of the child concerned and other pupils in the school e.g. violent assault, physical and verbal abuse of staff, vandalism or sustained disruption of other children's learning.
2. Because of persistent breaches of the school rules, vision and ethos, which threaten to undermine the calm, purposeful and harmonious school environment necessary for effective teaching and learning. In such a case, suspension should come as no surprise to the child or his/her parents/carers because the matter will have been addressed over a period of time, and will have involved a dialogue and joint action between school and home.

After any exclusion during the reintegration meeting, there will be a restorative process that gives the child who has been excluded chance to move forward positively.

Permanent exclusion:

Permanent exclusion means your child is no longer allowed to attend a school. Your local council must arrange full-time education from the sixth school day. School will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Head teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' serious incident.

This policy was reviewed on 1.09.2026