



Behaviour Policy

Date last reviewed:	Autumn 2023
Frequency of review:	Annually
Date next review due:	Autumn 2024
Version:	9.1

Introduction

Doddinghurst Infant School has high expectations of children's conduct and behaviour, which is understood by staff, applied consistently and fairly to create a calm and safe environment. Children become part of a friendly co-operative environment, where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have a vitally important role to play in the life of the school, where their achievements are recognised and acknowledged. We use a consistent approach to behaviour management to help each child move on in their learning and reach their individual learning potential.

The whole school community has the responsibility to work together to create a positive learning atmosphere, where we all show self-discipline and self-control. We encourage our school family to feel a sense of community through our shared values. The individual behaviour of any stakeholder can affect the dynamics of the school community like the ripples in a pond.

The schools approach to behaviour should be linked with mental wellbeing and be part of a consistent whole school approach.

- *A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with a highly consistent consequence system. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities. DfE Mental Health and Behaviour in Schools (Nov 2018)*

Our Intent is:

To fully support effective learning for all we:

- Ensure the safety and well-being of every member of the school community.
- Ensure all members of the school community are valued.
- Ensure that all children develop positive learning behaviours and complete any task reasonably assigned to them.
- Encourage each child to develop and demonstrate positive attitudes and abilities.
- Teach children to have self-control and take responsibility for their actions.
- Teach children that actions and choices have consequences.
- Encourage parents to work in partnership with school.
- Work collaboratively and consistently as a staff, sharing skills and ideas for managing children's behaviour.
- Prevent all forms of bullying, whether this be online, face to face or sexual.
- Maximise the effectiveness of the curriculum and individual learning for every child.
- To foster an ethos of 'What you permit, you Promote'.

Implementation

All staff are responsible for implementing measures to secure acceptable standards of behaviour.

All members of the school community make a 'School Promise', promoting positive relationships for learning, in class, lunchtimes and in the playground.

1. Listen to what others say – [Tolerance](#)
2. Follow instructions, work hard and challenge ourselves – [Resilience](#)
3. Be safe, gentle and kind - [Kindness](#)
4. Do the right thing and tell the truth – [Responsibility](#)
5. Show respect – [Respect](#)

We believe that we all share the responsibility to fulfil this promise. In order to ensure that this happens, each class creates a set of classroom rules at the start of the school year, which are agreed by everyone in the class. These are referred to and are designed to support and reflect the school promise.

We have an agreed, consistent approach to behaviour management, shared with parents and children in each year group meeting at the beginning of the year and is on our website. This is a 'Five-step system', which clearly shows the steps to be followed when dealing with inappropriate behaviour, linked to Trauma Perceptive Practice (Appendix 1).

Parents, children and staff are asked to sign a 'Home/School Agreement' at the beginning of each year, which sets out the expectations for attitudes and behaviour (Appendix 2). We ensure that all new staff are inducted clearly into the schools behaviour culture to ensure they understand our rules and routine as those stated in appendix 1. Regular update training for all staff takes place during the academic year.

All staff communicate expectations, routines, values to teaching behaviours and modelling expected behaviours.

We encourage positive recognition of behaviour, acknowledging that rewards do not always influence long-lasting change in behaviour. The "Do this and you'll get that" culture of 'Behaviourism' can create a greater reliance on rewards.

Acknowledgement At Doddinghurst Infant School is through:

- Class-based incentives – class teacher/LSA noticing and appreciating their work and behaviour.
- Weekly class mascot award (star of the week) – acknowledged in class, photo displayed on Seesaw, celebrated in achievement assembly.
- Head Teacher award – recognition of their behaviour to learning.
- Celebration/achievement Assembly – publicly sharing special achievements within school and out.
- Name entered in to the 'Golden Book' and golden star on piece of work.
- Rainbow of Recognition - Being recognised for demonstrating our values within our School Promise.
- Various awards take place during the academic year including reading, maths, attendance and writing.

We understand the part that self-esteem plays in a child's health and well-being, and the effect that this can have on behaviours and attitudes, especially to learning. We undertake activities on a regular basis which enable the children to recognise their successes in whatever part of the curriculum they occur, and also celebrate successes outside of school (WOW! moments).

We believe that by giving children positions of responsibility and important roles to fulfil, they raise their behaviour to fit the role. Children are encouraged to take on responsibilities, such as School Councillors, House, Super Buddies, Class Ambassadors and for older children to consider the needs of our younger children. We value the voice of the children, so during School Council meeting the representatives have the forum to discuss the behaviour culture around the school.

Children and staff need to be protected from any form of sexual, physical violence, including child on child abuse as stated in [Keeping children safe in education 2023 \(KCSIE\)](#). The school believes that it is important that both staff and children recognise that most behaviours have consequences. Whenever there is a need for a consequence to any given situation, it is vital that it is directly related to the incident and seen to be fair. No consequences should involve or lead to, the humiliation of a child and staff should ensure that he/she is able to retrieve his/her dignity and self-respect after the imposition of any sanctions. We will also look at attitudes to school and learning from home as well as take into account changes in home circumstances. It is important that parents inform the school of anything that might affect a child's behaviour. Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the child. Details of the incident and the sanction will be recorded on CPOMs.

This Behaviour policy is aimed at providing a framework for guidance for both staff, children and families. It is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour.

Behaviour

All behaviour (the way in which we act or conduct ourselves - especially towards others) can be categorised as consciously or sub consciously driven. It is a form of communication. The work of Professor Dan Siegal represents the brain as a hand and illustrates how we learn to regulate our sub-conscious behaviour (limbic and brain stem) through our frontal cortex (human brain). At Doddinghurst Infant School, we use this understanding to interpret the behaviour presented to us in an effort to develop more effective co-regulation. We will analyse behaviours and respond differently depending on whether they are consciously or sub-consciously driven. (Appendix 3)

Behaviour outside of school premises and online

Staff have the power to sanction children for misbehaving outside the school premises to such an extent as is reasonable. Conduct that teachers might sanction children for include misbehaviour:

- When taking part in any school organised or school related activity.
- When in some other way, the child is identified as attending our school (non-uniform but holding our school book bag).
- That could have repercussions for the orderly running of the school.
- That poses a threat to another child, online or face to face.
- That could adversely affect the reputation of the school.

Strategies for avoiding incidents:

Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the Department of Education (DfE); Restrictive Physical Intervention, secondary preventative strategies are applied when 'primary prevention has not been effective'.

These measures include:

Support through daily routine

A strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Communication/verbal advice and support.

Early intervention needs to be assertive but non-confrontational. Positive language; child's name *Sit thank you'*

If children are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important, as communication needs to be non-threatening, calm and assured. Staff should attend to a child when they are showing signs of agitation/distress/anger and

support/advise them according to the situation, always starting with the child's name'*I can see/understand you are feeling'* *Do you need a break?*

Calm talking stance

Staff should endeavour to maintain a calm, confident and objective approach in conflict situations.

Understanding a child's window of tolerance

Staff to recognise when a child is becoming dysregulated and to use strategies to return them to their window of tolerance by

- Rhythmic breathing and mindfulness activities;

Co-regulation strategies

- Talking to a friend, playing a game, practicing breathing, sharing a book.

Self-regulation strategies

- Listening to music, relaxation, mindfulness, drawing.

Negotiation/being objective

The ability to listen and talk to a child and come to an agreement by setting limits and offering two options, which they can then choose, allowing them to feel in control *'this or this..... your choice you choose.* Repeat this phrase adding no further language, using open arms and palms.

Compassion

For the angry child whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. Reject the behaviour not the person by showing that you care despite the difficulties. *'I'm staying with you, it's ok to feel*'

Reassurance

Is about supporting, comforting and encouraging a child in a situation in which they might be feeling helpless, vulnerable, and possibly defenceless and exposed to a risky environment. *'I can see you are very 'I'll be here when you are ready to*'

Distraction/redirection

Is the action of diverting the child's attention from a potentially inflammatory situation to something in which she/he has an interest.

Success reminder

Remind the child of a previous occasion when they successfully managed a volatile situation of a similar nature. 'Making the right choices'. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.

Planned ignoring

At times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment; judging the necessity/danger to the child, others or property.

Time out

This is to allow a child 'space' on their own; 'Calming Castle'; to move to a different environment with time to calm down and consider their actions. The child is more likely to calm down without the attention of an audience.

Withdrawal

Which involves removing the child/children from the class, from the situation, which causes anxiety or distress, to a location where they can be continuously observed, and supported until they are ready to resume their usual activities. This could be in the Rainbow Room; SEND Team, Headteacher or the SLT.

Physical intervention

Is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

When can reasonable force be used?

- To prevent children from hurting themselves or others; from damaging property or from causing disorder.
- To control or restrain children.
- To enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances.

Schools can use reasonable force to:

- Remove a disruptive child from the classroom.
- Prevent a child behaving in a way that disrupts a school event; a school trip or visit.
- Prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child or to stop a fight.
- Restrain a child at risk of harming themselves through physical outbursts.

Interventions

If a situation develops, that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings. Staff need to ensure that they do not apply an escort or method of physical intervention where there is limited space or where they expose themselves or the child to unnecessary risk of injury due to the environment.

The headteacher at Doddinghurst Infant School are trained in Positive Handling, which aims to ‘promote the least intrusive positive handling strategy. They need to use a continuum of graded and gradual techniques with an emphasis and preference for the use of de-escalation strategies. These are to be used and exhausted before Positive Handling strategies are utilised’. Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used.

The guidance produced by the DfE (July 2013) Use of reasonable force – Advice for headteacher, staff and governing bodies (DfE 2016) states that;

“Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”

In all situations where physical contact between staff and pupils takes place, staff must consider the following and make adjustments accordingly:

- the child’s age and level of understanding;
- the child’s individual and additional needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

When will we use physical contact?

Staff at Doddinghurst Infant School use a touch with a child in order to comfort or guide. We as a school **do not** advocate having a child sit on a staff members lap. Staff may reward if a child has achieved something that makes them feel proud. Staff need to be aware of children who may not like to be touched. This should be respected.

Hugging

A sideways on hug, with the adult putting their hands on the child's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the child to turn themselves into the adult.



Hand holding

It is natural that young children sometimes are able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint.

Therefore, the best practise is the use of the 'offering an arm'. The adult holding their arm out does this and the child is encouraged to wrap their hand around the adult's lower arm. The adults other hand can then be placed over the child's for a little extra security if it is required.



Guiding and Escorting

It may be necessary to guide or escort a child. This can de-escalate a situation and is not classed as restraint because the child will always be able to release themselves from the hold. Hands should form an 'open mitten' at all times.

The following techniques may be used at all times:



Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



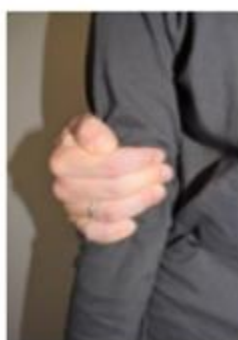
Open mitten escort (to support, guide and escort)



Open mitten escort (paired)



Supportive arm (to support, guide and escort) – individual and paired



All information should be reported on CPOMs. If more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

For some children and in some circumstances, it may be necessary for a 5-step adult response plan (appendix 4) to be drawn up, alongside a physical contact plan, developed in partnership with the parent/carer, SLT, class teacher and SENCo.

At Doddinghurst Infant School we will not use force as a punishment; - “It is **always** unlawful to use force as a punishment” (Use of reasonable force – DfE 2013)

Searching Screening and Confiscation

The headteacher and deputy headteacher have the authority to search a child for prohibited objects and confiscate the item/items returning them to the parent at the end of the day. We will seek permission from the child and inform parents/carers should an incident of this nature take place. However if the child or parent refuses, the parent/carer will be asked to attend school site to remove the prohibited object. This will be recorded on CPOMs.

Suspension and Permanent Exclusion

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

At Doddinghurst Infant School, we aim to teach our children that their actions and choices have consequences. Consequences should have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

Suspensions and Exclusions Suspensions are sometimes necessary and unavoidable to ensure the health, safety and wellbeing of all children and staff. Suspensions should not be seen as a punishment, but rather a protective consequence, necessary to allow all staff and agencies involved to carefully evaluate what went wrong and to plan provision moving forward. It is often important to allow the perpetrators to have time to recover and reflect upon the initial stressor that caused the behaviour.

Only the headteacher (or deputy headteacher, acting in the absence of the headteacher) have the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods for up to 45 days in any one school year. The headteacher may also exclude a child permanently, if the circumstances warrant it.

Guidance from the DfE; [Suspension and permanent exclusion guidance September 23](#).

- *A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.*
- *A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law.*
- *A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*
- *A pupil may be suspended for one or more fixed periods 14 (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.*
- *A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.*
- *Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.*
- *It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways, (school will use Seesaw or zoom. Should the family need Technology support this will be provided or hard copies given).*
- *The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.*
- *A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.*

Recording

We record all incidents of anti-social behaviour on our online system, CPOMS. The recording is completed by the class teacher/LSA or in the case of more serious incidents, a member of the Senior Management Team.

Incidents that have been dealt with by adults supervising outside at lunch time will be recorded in blue 'Behaviour Books'. These are then reviewed by the Head MDA and Class teacher and incidents are recorded on CPOMS where it is deemed necessary. These incidents may also require follow-up restorative discussion. Children who have additional needs which may lead to habitual anti-social behaviours may have their own behaviour record system which is used and managed by the adults involved with that child.

Informing parents about behaviour

It is the responsibility of the class teacher to inform parents about significant behavioural incidents. This may

be in person, by telephone or email and will be at the soonest opportunity. If parents are unsatisfied with the explanation from the class teacher, they are welcome to contact a member of the Senior Management Team.

The role of the Governors

The Governing Board has the responsibility of ratifying the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the School Behaviour and Discipline Policy, but governors may give advice to the headteacher about specific disciplinary issues. The headteacher should consider this when making decisions about matters of behaviour.

Monitoring and Review

The Senior Leadership Team and the Governing Body will undertake monitoring of the above. Evidence will be drawn from observations, CPOM entries of behavioural incidents, annual pupil voice and parental surveys.

Policy Rational


This policy is influenced by the following training and publications and sources of reference:

- Essex STEPs training (STEP ON – March 2020)
- [Use of reasonable force in schools July 2013](#)
- [Searching Screening and Confiscation guidance July 2022](#)
- [Behaviour in schools guidance sept 22](#)
- Timpson Review of School Exclusions (May 2019)
- Professor Dan Siegel's hand model of the brain (published by Rewards –Alfie Kohn (1993)
- Trauma Perceptive Practice (Nov 2021)

Use of reasonable force and restrictive physical intervention (restraint)

Keeping Children Safe in Education (DfE 2023): *When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the **Equality Act 2010** in relation to making reasonable adjustments, non-discrimination and their **Public Sector Equality Duty**. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force”.*

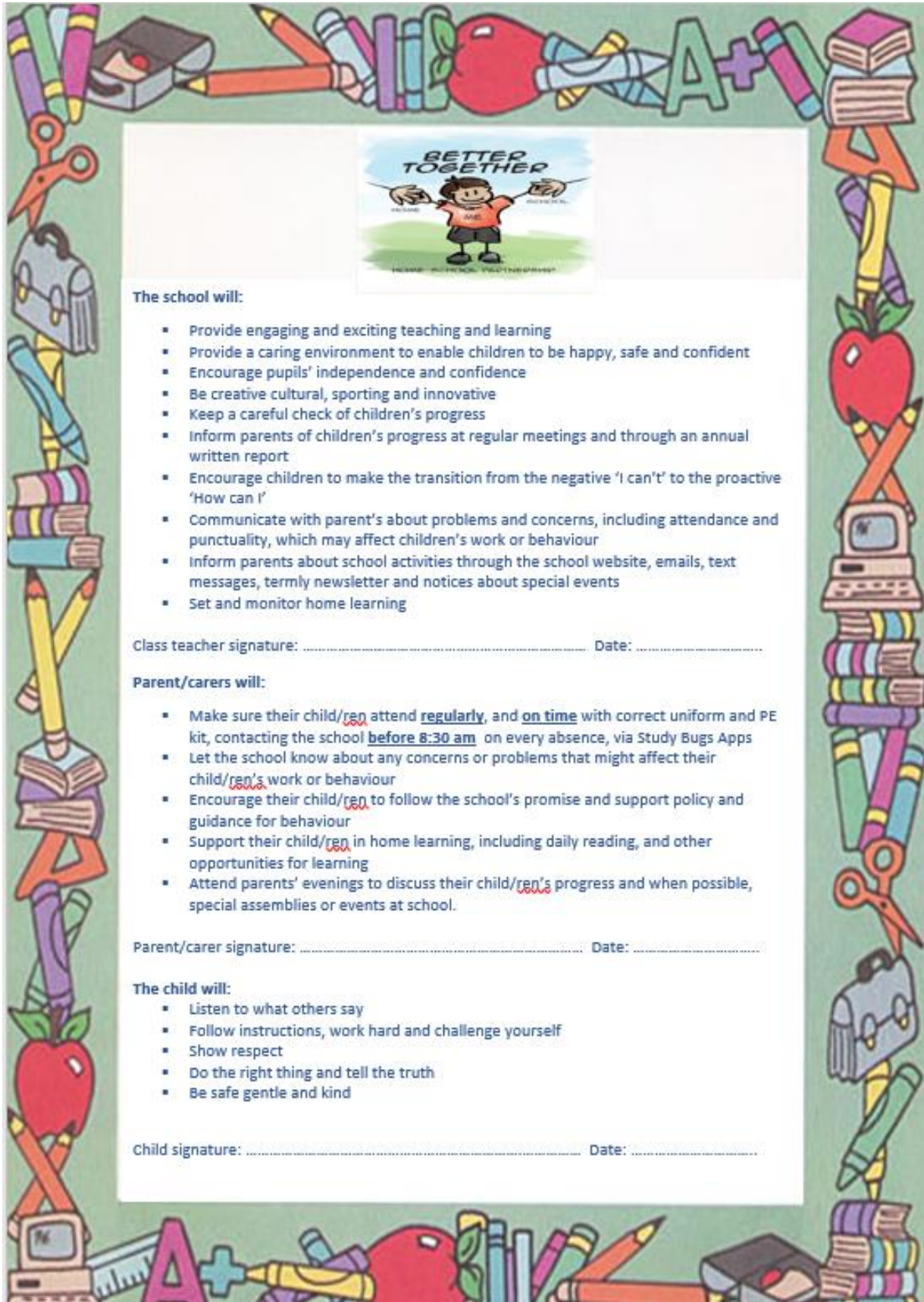
Compliance with this Policy will demonstrate that Doddinghurst Infant School will consistently provide a safe and caring environment allowing and enabling its children to mature and develop to their full potential.

Level 1	Level 2	Level 3	Level 4	Level 5
 <p>Rainbow of Recognition</p> <p><u>COMMUNICATING BEHAVIOURS</u></p> <p>Behaviours we like to see</p> <ul style="list-style-type: none"> • Happy and smiling • Talking enthusiastically • Helpful • Wanting to please • Excited to try new things • Calm, caring and friendly • Looking and Listening • Thoughtful • Playing with friends • Following the school promise <p>How is pupil feeling?</p> <ul style="list-style-type: none"> ➤ Calm and happy ➤ Feeling cared for and safe ➤ Knows what to do ➤ Willing to try ➤ Trusts adults around them 	<p><u>COMMUNICATING BEHAVIOURS</u></p> <p>'Low level disruption</p> <ul style="list-style-type: none"> • Raised voices in classroom • Not following instructions • Distracting others • Being unkind • Not listening <p>How is pupil feeling?</p> <ul style="list-style-type: none"> ➤ Tired ➤ Finding work challenging/too easy ➤ Confused ➤ Unsure of activity ➤ Bored ➤ Irritable 	<p><u>COMMUNICATING BEHAVIOURS</u></p> <p>Low-Level Disruptive behaviour</p> <ul style="list-style-type: none"> • Too noisy • Change in facial expression • Narrowing their eyes and looking at you • Ignoring adults • Inappropriate language to their peers <p>How is pupil feeling?</p> <ul style="list-style-type: none"> ➤ Frustrated ➤ Anxious, worried ➤ I need you to know I am not ok ➤ I need a break ➤ I need a different activity ➤ Just want to do what I want too ➤ Wants to be left alone ➤ Out of their comfort zone 	<p><u>COMMUNICATING BEHAVIOURS</u></p> <p>Mid-Level Behaviour</p> <ul style="list-style-type: none"> • Will remove themselves from the classroom • Lashing out • Pushing objects onto the floor as passing • Shouting • Inappropriate language to their peers/adults <p>How is pupil feeling?</p> <ul style="list-style-type: none"> ➤ Angry ➤ Anxious ➤ Frustrated ➤ Upset ➤ Annoyed 	<p><u>COMMUNICATING BEHAVIOURS</u></p> <p>Highest level and dangerous behaviours</p> <ul style="list-style-type: none"> • Throwing things at people • Hitting • Punching • Kicking • Objects used as a weapon • Verbal threat • 'Come near me and I will hit you • Will go for the adult • Swearing <p>How is pupil feeling?</p> <ul style="list-style-type: none"> ➤ Angry ➤ Out of control ➤ Unable to deregulate and reason


Designated safeguarding leads will monitor the consequences via CPOMs to ensure the correct sanctions and support are being received

The aim of the adult response is to return the child to their window of tolerance. After any incident work with the child to solve the problem, remind children that the goal is for a solution that works for both and it will help them get to what they want

Adult Responses	Adult Responses	Adult Responses	Adult Responses	Adult Responses
<p>How we celebrate good and expected behaviour:</p> <ul style="list-style-type: none"> • Verbal praise • Rainbow of recognition sticker and celebrate by placing name on the board <p>Well done for.....</p>	<p>Preventative Strategies:</p> <ul style="list-style-type: none"> • Reassure they can do the task • Give support • Remind them of previous successes • ‘You are doing so well’ etc. • Praise positive behaviour of others in the class <p>“I am choosing to ignore this behaviour at this moment”</p> <p>Consequence Initials on board and verbal warning by teacher Completion of unfinished work during a short period of time (playtime)</p>	<p>Preventative Strategies:</p> <ul style="list-style-type: none"> • Rule reminder (class rules and school promise) • Model good behaviour • Remind them of previous successes • ‘You are doing so well’ etc. • Praise positive behaviour of others in the class <p>“I can see you are feeling Angry/frustrated/cross/disappointed</p> <p>Consequence Verbal discussion with parent at the end of the day/phone call parent not present recorded on CPOMs</p> <p>Loss of privileges</p>	<p>Mid-Level Strategies</p> <ul style="list-style-type: none"> • Maintain personal space • Be calm, Speak quietly use limited vocabulary • Suggest going to a calming area/suitable place to learn • Changing the activity • Distraction <p>I am staying with you. It’s ok to feel....</p> <p>‘Can you tell me what’s made you feel like this?’</p> <p>Consequence DHT has formal meeting with parent /phone call at end of day recorded on CPOMs</p>	<p>Serious Incident Strategies and responses</p> <p>Evaluate the situation; is the child hurting themselves, others, or destroying property</p> <ul style="list-style-type: none"> • Be calm, speak in a regulated manor • Have someone near you • Evacuate the space. Keep other children safe • If needed use positive restraint if a child is at risk of harming themselves <p>I am staying with you. It’s ok to feel....</p> <p>‘I imagine you are angry or feeling scared....</p> <p>Consequence HT to phone Parent – to discuss incident which may lead to temporary exclusion</p>



BETTER TOGETHER



The school will:

- Provide engaging and exciting teaching and learning
- Provide a caring environment to enable children to be happy, safe and confident
- Encourage pupils' independence and confidence
- Be creative cultural, sporting and innovative
- Keep a careful check of children's progress
- Inform parents of children's progress at regular meetings and through an annual written report
- Encourage children to make the transition from the negative 'I can't' to the proactive 'How can I'
- Communicate with parent's about problems and concerns, including attendance and punctuality, which may affect children's work or behaviour
- Inform parents about school activities through the school website, emails, text messages, termly newsletter and notices about special events
- Set and monitor home learning

Class teacher signature: Date:

Parent/carers will:

- Make sure their child/ren attend **regularly**, and **on time** with correct uniform and PE kit, contacting the school **before 8:30 am** on every absence, via Study Bugs Apps
- Let the school know about any concerns or problems that might affect their child/ren's work or behaviour
- Encourage their child/ren to follow the school's promise and support policy and guidance for behaviour
- Support their child/ren in home learning, including daily reading, and other opportunities for learning
- Attend parents' evenings to discuss their child/ren's progress and when possible, special assemblies or events at school.

Parent/carer signature: Date:

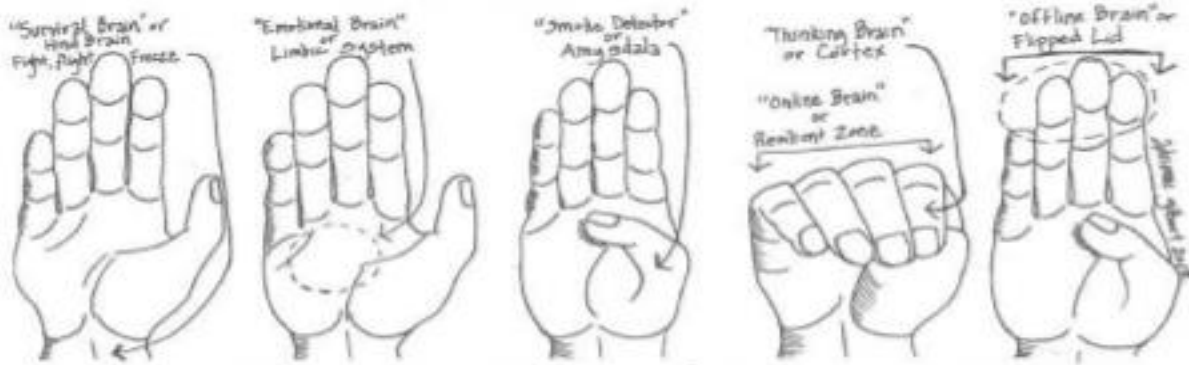
The child will:

- Listen to what others say
- Follow instructions, work hard and challenge yourself
- Show respect
- Do the right thing and tell the truth
- Be safe gentle and kind

Child signature: Date:

Understanding the Brain

Hand Brain Model, Dr. Dan Siegal



Survival Brain
 Sensation
 Autonomic functions
 Survival strategies:
 fight, flight,
 freeze, submit,
 & collapse

Emotional Brain
 Expression/
 regulation of
 feeling
 Memories
 relationships/
 attachment

Amygdala
 Smoke alarm

Thinking Brain
 Critical thinking
 Problem solving,
 planning,
 creativity,
 beliefs, impulse
 control

Offline Brain
*Survival brain
 in control*
 Not able to
 access the
 thinking brain.



Children's Home Society