



## HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

# POSITIVE RELATIONSHIPS AND BEHAVIOUR FOR LEARNING POLICY

## September 2025

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	September 2025
Next Review Date	September 2026
Ratified by	FGB
Ratified on	25.09.2025
Lead Person	Ruth Ardrey, Emma Welch and Rachel Forward

## Introduction

### Our School Vision and Values

We believe that every young person should be given the opportunity to develop socially, to learn and to enjoy a well-rounded life. We believe that high quality teaching promotes effective learning and good behaviour. We promote positive behaviour and teach children to take responsibility for their own actions and accept the consequences of their choices. We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school, by every member of staff and visitors alike.

Our approach to behaviour is underpinned by our school vision:

“I can do all things through Christ who strengthens me”, (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

To enable our children to be the best that they can be, we understand the importance of nurturing them through positive relationships and positive environments conducive to learning. As a fully inclusive school, we understand that all children have individual needs where responses might need to be personalised. However, at all times, we expect our values to be considered.

As a school, we have chosen the particular values of love, compassion, endurance, courage, hope and honesty to enhance the children’s curriculum and daily school life. Furthermore, the children will understand that by applying these values consistently in their lives outside of school, they will become model citizens of the diverse world that we live in.

These values underpin the ethos and environment that is created within the school and act as our learning characters as well as how we conduct ourselves at all times.

### Aims

Our Positive Relationships and Behaviour for Learning Policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school where effective teaching and learning can take place.
- Nurture positive caring attitudes where effort and achievement at all levels is acknowledged and valued allowing children to reach their full potential.
- Provide a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to behaviour management throughout our school.
- Educate the children on pro-social behaviours that will positively impact the learning environment for all.

There are certain principles upon which our Positive Relationships and Behaviour for Learning Policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.

- We believe it is our duty to promote and encourage positive behaviour and not just to react to anti-social/ unacceptable behaviour.

## Curriculum

The planning and delivery of the curriculum has a bearing on the behaviour of children in school. Our curriculum has been expertly designed to provide a broad and balanced programme of study that meets the needs of all of our children so that they can make progress and achieve their full potential. It supports the acquisition of knowledge and vocabulary and supports children's spiritual, moral, social and cultural development. 'The Hildenborough Way' was designed to ensure that there is consistency in our approach to curriculum delivery in all classes.

We value the personal development of each child as well as the academic development which supports our children to become the best version of themselves. They know, through events agreed in our 'Passport of Experiences', that they can do all things that they put their mind to. Staff enable these opportunities for all children and, where possible, ensure each experience is fulfilled (Appendix 1).

We teach children about each individual learning value and its meaning as well as what this looks like in practice. This not only encourages children to make informed choices about their learning and behaviours, but enables them to feel happy and safe in school.

Staff at Hildenborough know the importance of delivering the curriculum in a variety of ways, using a range of resources that engage all learners. Resources are used throughout the school day to ensure that children remain on task, they do not get bored or complacent with their learning and are stretched and challenged at all times. Tasks should always sustain a child's engagement.

## The School Environment

At Hildenborough, we want our school to feel a safe place for all. A place where the children feel happy, valued and secure so that they can explore, learn and grow with confidence. This does not just apply to the physical environment but also emotional security and wellbeing.

Display boards are backed in natural material and black bordette roll. In the classrooms, displays are kept to a minimum and where they are in place, they act as working walls and showcase examples of learning that the children are proud of. Displays do not distract from teaching and learning, but instead support the development within a subject. Children are encouraged to take care of their learning environment.

The school grounds provide good play facilities. OPAL provides opportunities for children to learn and explore through play, which supports them to work collaboratively, problem solve, risk-manage and self-regulate. All of these skills have a positive impact on their mood and behaviour and supports learning within the classroom.

The school encourages children of all ages to mix and children are supported at all times to develop relationships with other year groups. Peer Mediators are trained to support the children throughout the school in managing conflict and resolving disagreements. This ensures that most, if not all issues

do not reach the classroom. In addition, through playground games and promoting positive behaviour, lunchtime supervisors' purpose is to: promote positive behaviour as well as have inclusion in games and the use of equipment. It is important that all staff are valued and treated in the same respectful way by children as the children are treated by staff. The same expectations are applied at breaktime and lunchtime as they are through lesson time.

## Classroom Organisation

Effective classroom organisation can minimise inappropriate behaviour choices. We also know that consistency with rules and routines within every classroom is essential when creating an environment that is suitable for effective teaching and learning to occur. At Hildenborough CE Primary School, each classroom and member of staff will expect:

- A seating plan that enables each learner to flourish
- Punctuality at every lesson
- Smooth transitions and quick settling down routines
- A noise level appropriate to the task
- Children to listen and follow instructions given by an adult
- Children to listen to and show good manners to all people
- Children to move quietly between activities and/or rooms in the school
- All children to be polite and courteous to their peers, staff and visitors
- Resources to be handed out in a timely and sensible manner
- All tasks will be completed to the best of the child's efforts every time

Research shows that whole school rules and routines have a positive impact on pupil behaviour, learning and attainment. Children need a predictable and consistent environment in order to flourish, not just within their classroom but across the school. This also supports a smooth transition from one year group to another, at the start of each year. These routines are explicitly taught and rehearsed until they are embedded, and this may include practicing routines again if they are not being followed the first time. At Hildenborough, some routines that we all use include:

- **3, 2, 1 countdown or a silent movement sequence** – This is used to gain attention. The children are taught to stop what they are doing and look at the person who is speaking on 1 or when they have finished their actions.
- **Look, Listen, Lock** – This is used to remind children of the skills they need to be a good learner when listening to inputs. Children are taught the following.  
*Looking* at the speaker or the board will help you make sure you have taken on all the information you need to access your learning.  
*Listening* will help you to take on new information-this will make the work easier!  
*Locking* our lips when someone else is talking is good manners. It also helps everyone to listen to what is being said. This includes putting our hand up to speak when an adult is teaching so that we are not interrupting what they are saying. Locking our arms and legs means keeping our hands to ourselves to help others listen. Doing all of this will help us to lock in to our learning.

- **1, 2, 3 transition** – This is used when children are transitioning from one activity to another e.g. moving from the carpet to their chairs. An example of this could be used is “1, stand up silently”, “2, walk to your chairs silently”, “3, sit down and pick up your pens ready for learning”.
- **Lining up** – The children are taught to line up in a straight, silent line in register order. This is applied to all parts of the school day, including end of break and lunch times.
- **Walking around the school** – The children are taught to move around the school quietly and sensibly. This means they walk in all areas of the school building, as well as making their way out and in from break and lunch.
- **ERIC** – This stand for Everybody Reading In Class. This is done straight after lunch every day, as a settling activity but also to promote the importance of reading.
- **Cloakroom monitors**- Cloakroom monitors are responsible for ensuring that their peers are collecting their things for home in a quiet and sensible manner.
- **‘Give me a 10’**- This phrase is used to reinforce that we expect very best efforts from all children at all times.

### The Teacher-Student Relationship

We understand that another fundamental factor to good behaviours for learning within a classroom is positive relationships. At Hildenborough CE Primary School, we aim to teach with a dominance/ cooperation style.

**Dominance** says ‘safe’ to the children. They know in a class where the teacher is dominant, they understand where they are and what to expect. This creates a safe learning environment. We aim to build strong relationships with our children both in our own classes as well as around the school.

We will have high expectations of ourselves and the children. We know that our tone as adults, sets the tone of the classroom. We make a conscious effort to consider our presence, posture, the use of our voice, our position within the classroom, use of eye contact and speaking with clarity. We have clear rules and routines and the consequences are known by all of the children. Rules and routines are regularly reinforced and practiced throughout the year at regular intervals, but especially after holidays.

**Cooperation** says ‘we care’ and ‘we are safe’. Staff who are cooperation adults within the classroom take an interest and concern about the children as individuals. They take an interest in the lives of our students as well as their academic achievements. Adults will allow time to get to know the class, not only for the adult’s sake but also for the children to get to know each other better, building positive relationships. Staff will present themselves as approachable, kind, caring and always share a smile. Humour will be shared within the classroom and when mistakes are made, staff apologise showing the children that we take responsibility for our actions.

We aim to be both dominance and cooperation to ensure the children warm to every adult, so that they have the desire to work for the teacher, in turn, meaning they achieve more.

“When you combine dominance with cooperation, then you are a ‘safe teacher in a safe classroom’ and now students can really get on with their learning”. Robin Launder, Better Behaviour Training.

## **Communication with Parents**

Parents have easy access to staff in order to discuss progress and/or concerns with behaviour and attitudes. We believe that by working together with parents we can effectively help children to improve their behaviour. When children are experiencing difficulties, the school are happy to set up informal meetings on a regular basis to support families and strengthen communication – it is normal for this to be a temporary measure. Should it become necessary for temporary or permanent exclusions to take place procedures will be consistent with County guidelines (See Exclusions Policy).

## **Pupils with Special Educational Needs and Disabilities (SEND)**

All pupils will be expected to uphold the school values, including pupils with special educational needs. Where a child has additional needs, which are recognised as part of our Special Educational Needs register, or has behavioural needs as a result of a disability or medical condition, the procedure for managing behaviour may differ from the details within this Positive Relationships and Behaviour for Learning Policy. The adapted or alternate procedure will be created in discussion with the child, parents/carers and other appropriate professionals and outlined in the child's Inclusion Support Plan (ISP).

## **Rewards: Promoting and rewarding positive behaviour**

Recognition of positive behaviour choices, achievement, demonstrating the values etc. comes in many different forms and should be given by all members of staff. Rewards must be attainable by all and must never be taken away from a child. The first and foremost form of recognition is through sincere positive praise, enthusiasm, positive body language and oral recognition with genuine feedback.

## **Feedback**

At Hildenborough CE Primary School, we believe that praise is the most consistent reinforcement strategy that can be used in school to promote positive behaviour. Praise is one of the most effective ways to engage and motivate children; it not only boosts confidence, it also helps them to feel valued. Staff at Hildenborough praise the children with a clear reason for effort, process and progress.

However, we also reward children in other ways, such as:

- Positive, precise and constructive feedback in books e.g. "Great use of adjectives to describe the setting"
- House points, linked to our values
- Positive comments in reading record
- Applause (spontaneous or on more formal occasions)
- Showing the good work to parents or telling them of an achievement- face to face, email or telephone
- Hot Chocolate Friday with the Headteacher for demonstrating our learning values

- Pride Award for a piece of work where a child has gone above and beyond- this is displayed in the Headteacher's office
- Class celebration of work- parents invited to a termly sharing assembly
- Individualised rewards can be used per class or for individual pupils. However, all rewards will be proportionate

Verbal feedback might also be used to narrate compliance to the school's routines and behaviour expectations. This way, the children are reminded of what the expectations are and are praised for complying with these expectations.

### House Points

Children will receive House Points for effort, process and progress as well as modelling the school values. These might be rewarded for home learning, class work, behaviour around the school, etc. Tokens are collected in house pots, which are counted at the end of the week and announced in Celebration Worship. A trophy is awarded weekly to the winning house.

The houses are:

- Blue = Riding
- Yellow = Weald
- Red = Hilden
- Green = Brook

When joining the school, children and staff are assigned a house. Siblings are assigned to the same house.

All House Points are awarded proportionately. Children will receive no more than 2 house points at any one time. 1= excellent effort, process, progress. 2= outstanding effort, process, progress.

### Celebration Worship Awards

A Celebration Worship is held every Friday to recognise and celebrate the achievements of specific pupils who have demonstrated our school values. The following achievements are celebrated -

Each week teachers will choose:

- One child who has demonstrated our Learning Values to attend Hot Chocolate Friday with Miss Ardrey and Molly.
- One child from their class, who has taken pride in their work, to receive the 'Pride' award. These children have their work backed and displayed in the Headteacher's office for a week. They share this at the front of celebration worship.

In addition to this:

- House Captains to announce the house who has received the most house points during that week. The House ribbon is attached to the trophy.

- Every week, a specific class will share their learning with the school, showing pride in their progress and effort. Parents/ carers will be invited to attend.

## Zones of Regulation

At Hildenborough, we support the children to develop their self-regulation skills. Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you. Research has shown that children who possess strong emotional regulation skills are better equipped to focus their attention, retain information and process complex concepts. When children can regulate their emotions, they are less likely to be overwhelmed by stress or anxiety, which can impair cognitive function and hinder information processing. These skills also support their social development and help them to maintain positive relationships with others.

We use the Zones of Regulation to help children to identify and categorise their emotions. These are displayed in every classroom, as well as the Green Room (see Appendix 2). The children are taught that there is no bad zone, and that no feeling is 'bad', as long as it is managed and expressed in an appropriate way. The children are encouraged to consider how they are feeling and reflect on why they are feeling that way (their trigger), before choosing an appropriate tool/ strategy from the toolkit to help them regulate and move back into the green zone, ready for learning.

We know that some children need time to be themselves, to release energy and even self-regulate throughout the school day. This is why we offer regular brain breaks within class, for example: sensory breaks, movement breaks and fidget tools if highlighted on a child's personalised provision plan. Each class has a Sensory Toolkit to support the children in self-regulating.

## De-Escalation

### Strategies to address poor and inappropriate behaviour

Staff promote pro-social behaviour and manage difficult or dangerous behaviour. When poor and inappropriate behaviour becomes apparent, staff focus on de-escalation and preventative strategies. Children do, on occasion, need reminding that unacceptable behaviour will not be tolerated.

This section outlines the agreed steps adults will follow to manage negative behaviour choices in school. It includes a clear progression of actions, scripts to support staff with positive, assertive behaviour management and clear sanctions. All staff should:

- Use a calm, measured approach
- Refer to the child by name
- Lower themselves to the child's level
- Make eye contact, where comfortable
- Allow take up time for instructions to be followed
- Not engage with secondary behaviours

- Acknowledge their own feelings and ask for support if they are not able to maintain a calm, measured approach.

Staff will all be consistent with the following strategy:

1. Prompt: Of our school values. We would aim to prevent the behaviour escalating beyond this stage. A prompt to highlight the value that has not been followed, for example, “David, eyes on me-thank you” or “Lisa, I’m looking for good listening.”
2. Reminder: A private verbal reminder will be given if this value is still not being followed, outlining clearly behaviour expectations. At this point, a reminder of a positive behaviour they have previously shown should be given. The adult must consider what support can be offered, e.g. brain break, movement outside the classroom, TA chat, working in another space, etc., making reference to the Zones of Regulation.
3. Caution: A verbal caution done privately, clearly outlining consequences if they continue at this stage. An example of a consequence could be: completing work at lunch time, sending work home to complete, etc. Once the caution has been shared, some children may benefit from time out so the child can breathe, calm down and compose themselves. This might be working outside of the classroom for a short period of time.
4. Consequence/Repair: A conversation to repair the behaviour and relationship between child and staff member. This might be done during a break time or lunch time, or during a quiet time when the child has had time to reflect on their actions. This would not be done publicly. A ‘Moment of Reflection’ form should be completed together (preferably by the child) and recorded on CPOMS (Appendix 3).

All incidents recorded on CPOMS must contain a factual account of the incident. The record must not leave the situation open to interpretation.

When a child behaves inappropriately every effort will be made, by the member of staff involved, to investigate the incident and then consequences which meet the situation will be imposed. Examples of poor and inappropriate behaviour include, but are not limited to:

- Behaviour that disrupts the education of other pupils or themselves
- Inappropriate language to other pupils and adults
- Failure to follow instructions
- Dangerous behaviour that could harm the welfare of other pupils, adults or themselves
- Threatened or actual violence against another pupil or a member of staff
- Damaging property.

Poor behaviour is dealt with on an individual basis, and consequences appropriate to the child’s age and poor or inappropriate behaviour are used to try to teach children pro-social behaviour.

If behaviour is repeated or severe, e.g. racial or homophobic language, it will be brought to the attention of the Headteacher and/or relevant senior leader.

## Consequences

Consequences could be (1) educational and/or (2) protective consequences.

Examples of these could be:

(1)- The learning, rehearsing or teaching so the freedom can be returned

- Completing a task at break time, because the child chose to not complete during lesson time
- Rehearsing the situation again, this time learning what choices could have been made and what they might do differently next time
- Assisting with repairs if a child damages school property
- Educational opportunities so they can learn key aspects of being respectful and thoughtful of others feelings
- Conversation and exploration revisiting the situation when the child is calm and in a positive mindset.

(2)- Removal of a freedom to manage harm (would be made by the Headteacher/ SLT)

- Increased staff ratio to support the child and/or others
- Limited access to outdoor space if a conflict occurs at break time
- Escorted in social situations
- No availability of school trips if there is a risk of harm to oneself or others, or risk of absconding
- Differentiated teaching space if the child cannot work well with others
- Discussion with the Headteacher, possibly leading to
  - Suspension
  - Exclusion

We believe a restorative approach puts repairing harm done to relationships and people over and above the need to assign blame. Therefore, after every incident that occurs, we ensure the necessary time is given to reflect, repair, restore. During the incident, the student's behaviour may be influenced by anger, frustration and/or other negative feelings. The purpose of reflect, repair, restore is to re-visit the experience with a child who is calm, relaxed and reflective. Therefore, this may need to take place at a different time e.g. the following day. This also builds a mutually respectful relationship between staff member and student.

As a school, we recognise that behaviour can be a way of communicating emotions and need. Where children persistently find self-regulation challenging, an individual Inclusion Support Plan will be devised by the class teacher, in conversation with the child, parents/carers, SENCO, SLT and any other relevant adults.

Where persistent incidents or concerns are deemed more serious, a parent will be contacted and asked to support us in dealing with the problem, but with the overall aim of improving behaviour. This may include:

- Daily/weekly verbal reports to parents

- Pupils paired with a 'buddy' to support
- Parents asked to come into school to support the action taken by the Headteacher
- Further action as deemed necessary
- The Headteacher or SENCO may involve external agencies for further support and guidance. This may result in an Inclusion Support Programme (ISP) to be drawn up and implemented.

In specific cases it may be necessary that the pupil may be removed from the classroom for periods of time as internal time out. In the unlikely event of the problem persisting or an incident of extreme severity, the Headteacher will consider a suspension or exclusion using DfE exclusion guidelines:

<https://www.gov.uk/government/publications/school-exclusion>

If the inappropriate or poor behaviour dictates, one or more of the above steps may be skipped. In exceptional circumstances, it may be necessary for the Headteacher to issue an automatic suspension. Examples of this could include but are not limited to:

- Persistent disruptive behaviour
- Dangerous behaviour that could seriously harm the welfare of other pupils, adults or themselves.

On rare occasions, it may be necessary for the Headteacher to impose a permanent exclusion to a pupil. Examples of this could include but are not limited to:

- Serious actual or threatened violence against another pupil or a member of staff
- Pupil failed to heed warnings about similar behaviour in the past
- Sexual abuse or assault
- Carrying an offensive weapon
- Supplying an illegal drug

### **Dangerous Behaviour**

Sometimes, it may be necessary to respond to a more severe situation very quickly if a child is not responding to the usual consequences, and is causing severe disruption in the classroom. At times, it may be necessary to remove a child from the classroom immediately so teaching and learning can continue.

If the child can be safely encouraged to leave the classroom for some reflection time, they should do this.

- If the child refuses to leave the classroom, and is in danger of hurting others, the teacher should make the judgement as to whether it is safer to take the rest of the children elsewhere (e.g. ICT suite/ school hall).
- No child should be physically handled / removed / restrained, unless they are at risk of hurting themselves, others or school property. All members of staff are aware of the regulations regarding the use of force by teachers. Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

- If staff cannot calm and settle a child, we will call the parents to come into school. If the child cannot be calmed and settled, we will then consider suspension if they are risking the safety of themselves or others.
- In extreme cases, the school will follow guidance provided by Kent LA. This may include suspension or exclusion. Exclusion is the ultimate penalty for persistent, uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of the other children in the school. Parents will usually have prior warning that this step is to be taken. Suspension can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases, exclusion could be permanent. The chair of Governors is always kept fully informed of all cases of unacceptable behaviour and where the possibility of exclusion is being contemplated.
- Children's individual needs will be taken into consideration when following the steps in this policy or writing an ISP.

### Break Times and Lunch Times

High expectations are applicable in all areas of the school grounds, including the playground. The school uses Sports Leaders to ensure that equipment is available for children to use. The school also uses Peer Mediators to ensure positive behaviour on the playground. The aim of the Peer Mediation Programme at Hildenborough School is for "Peers" to resolve conflict within the school playground using mediation. This important role is extremely beneficial to the children during break and lunch times and by taking on this role, the peer mediators commit to helping the children in our school to have enjoyable and trouble-free break and lunchtimes.

The children who take on this role are given full training, including how to mediate, when it is appropriate to mediate and when they should involve an adult. All mediation is logged and shared with the relevant class teacher(s) as necessary.

To ensure consistency across the school, we will use a variation of the stages of warning as follows:

- **Stage 1 reminder:** Reminder of our values and ask the child if they think they are currently showing them. If not, what could they do now?
- **Stage 2 caution:** If the child does not change his/her behaviour, they will be told what a consequence might be should they choose to continue.
- **Stage 3 time out:** If the behaviour continues, a child will be asked to sit and have some time out, 'reflection time' so they can calm down and remove themselves from the situation. If they refuse to do this, then a red card should be sent to the offices to alert a member of SLT.
- **After this point, we would hope that the behaviour changes and fair play continues.**

In some circumstances, staff will use their professional judgment to issue a 'reflection time' straight away, without a reminder or caution. For example, if the child is very heightened or has physically hurt another child with intent.

It is not expected that behaviour incidents at lunch time are brought into the positive learning environments. Therefore, all matters should be dealt with unless in more serious incidents. All incidents that occur must be recorded on CPOMS by the member of lunch time staff.

## **Bullying**

Bullying is behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- This policy is used to support any bullying instances. We deem this to be a display of behaviour which usually has a root cause affecting the bully.

For more details, please refer to our anti-bullying policy.

## **In line with the Positive Relationships and Behaviour for Learning Policy, parents'/carers' responsibilities are to:**

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Be aware of and support the school rules and expectations.







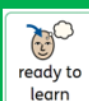




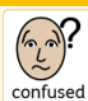

















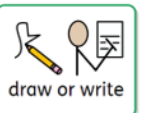




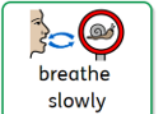


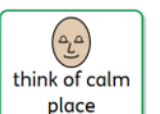
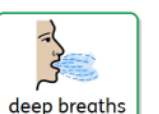
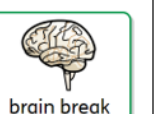

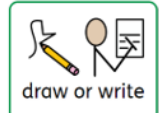

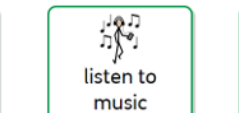
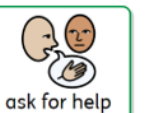
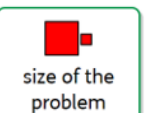

## APPENDIX 1: Our Passport of Experiences

<p><b><u>This Year and Every Year</u></b></p> <ul style="list-style-type: none"> <li>• Visit the local church</li> <li>• Perform a song</li> <li>• Take part in philosophical discussions</li> <li>• Create a self-portrait (passport document)</li> <li>• Create a piece of art</li> <li>• Build a den</li> <li>• Visit the local library</li> <li>• Go pond dipping</li> <li>• Hunt for minibeasts</li> <li>• Take part in a sporting event</li> <li>• Make a link with the local community- Local Cafe</li> <li>• Learn First Aid</li> <li>• Develop spirituality</li> <li>• Learn about our world/ global issues</li> <li>• Name a variety of tree</li> <li>• Listen and enjoy music from a range of genres</li> <li>• Learn about and support a charity</li> <li>• Write a letter (passport document)</li> <li>• Learn about an artist</li> <li>• Learn about an author</li> <li>• Walk Molly</li> <li>• Care for the chickens</li> </ul>	<p><b><u>In My Reception Year</u></b></p> <ul style="list-style-type: none"> <li>• Get soaked in the rain</li> <li>• Plant seeds/ bulbs and watch them grow</li> <li>• Go on a seasonal walk- Autumn, Winter, Spring and Summer</li> <li>• Make leaf rubbings</li> <li>• Bake a biscuit</li> <li>• Make a paper boat to see if it floats</li> <li>• Retell a story to an audience</li> <li>• Post a letter in a Post box</li> <li>• Meet animals and pets</li> <li>• Take a photograph</li> <li>• Enjoy a space themed day</li> <li>• Observe the life cycle of a butterfly</li> <li>• Have a teddy bears picnic</li> <li>• Climb a tree</li> <li>• Visit a farm</li> <li>• Go to Ridings Cafe</li> </ul>
<p><b><u>When I am in Year One</u></b></p> <ul style="list-style-type: none"> <li>• Make a healthy wrap</li> <li>• Learn about a religious festival- Diwali</li> <li>• Discover a new religion- Judaism</li> <li>• Go on a bug hunt</li> <li>• Make a home for a small insect or animal</li> <li>• Take part in a role play day- Kings and Queens</li> <li>• Write a weather report</li> <li>• Catch a bus</li> <li>• Visit Tonbridge Library</li> <li>• Visit the beach</li> <li>• Walk barefoot on the sand/ in pebbles</li> <li>• Skim a stone</li> </ul>	<p><b><u>When I am in Year Two</u></b></p> <ul style="list-style-type: none"> <li>• Play a board game</li> <li>• Taste a food you've never tried before</li> <li>• Buy something and check your change (Farmers Market)</li> <li>• Dress up as a historical character and act out an important historical event- Battle of Hastings Day</li> <li>• Become a nature detective</li> <li>• Make an animation in Computing</li> <li>• Grow a plant and make a diary- Bore Place Visit</li> <li>• Start a collection and share it with your class</li> <li>• Walk to a local landmark- War Memorial</li> <li>• Make a puppet</li> <li>• Visit a castle- Tonbridge</li> <li>• Learn about other religious buildings- a mosque</li> </ul>

<p><b><u>When I am in Year Three</u></b></p> <ul style="list-style-type: none"> <li>• Learn to sew and make an item</li> <li>• Make a canopic jar</li> <li>• Create a print</li> <li>• Light a candle- birthday cake</li> <li>• Learn to play a card game</li> <li>• Produce fossil rubbings/ cast</li> <li>• Dress as an Egyptian</li> <li>• Visit a museum</li> <li>• Look after the local environment- Litter Picking</li> <li>• Perform in an arena</li> </ul>	<p><b><u>When I am in Year Four</u></b></p> <ul style="list-style-type: none"> <li>• Make a sculpture</li> <li>• Create sculpture trail</li> <li>• Attend a Tudor banquet</li> <li>• Learn to play a musical instrument</li> <li>• Take a walk alongside a river/ canal</li> <li>• Learn about the Tudors and visit a local landmark</li> <li>• Take a train ride</li> <li>• Experience a theatre</li> <li>• Sleep overnight</li> <li>• Build a campfire</li> <li>• Toast a marshmallow</li> <li>• Go stargazing, search for constellations</li> <li>• Perform in an arena</li> </ul>
<p><b><u>When I am in Year Five</u></b></p> <ul style="list-style-type: none"> <li>• Write an application form- Year 6 responsibilities</li> <li>• Programme an electrical device for a purpose</li> <li>• Plan and cook a healthy meal</li> <li>• Enjoy a blind taste test</li> <li>• Write questions and interview another person</li> <li>• Complete a local field work study</li> <li>• Walk through a forest</li> <li>• Learn a song in a foreign language</li> <li>• Write a film script</li> <li>• Visit a film studio</li> <li>• Visit a science laboratory</li> <li>• Connect with Tonbridge School</li> <li>• Learn to ride a bike on the road &amp; go on a bike ride</li> </ul>	<p><b><u>When I am in Year Six</u></b></p> <ul style="list-style-type: none"> <li>• Write a speech</li> <li>• Experience time away from home as part of a residential</li> <li>• Design and build an electrical model</li> <li>• Pitch a model design</li> <li>• Take part in a debate and/or presentation</li> <li>• Learn to restart a heart</li> <li>• Learn about finance, how to budget</li> <li>• Design a poster/ leaflet for a charity</li> <li>• Take part in an activity as part of leaving a legacy at Hildenborough</li> <li>• Meet significant person and interview them</li> <li>• Learn about ways to keep ourselves safe</li> <li>• Learn about other religious buildings- a synagogue</li> <li>• Visit a cathedral</li> </ul>

APPENDIX 2: Zones of Regulation

### Which Zone Are You In?

Blue <i>Moving slowly</i>	Green <i>Ready to learn</i>	Yellow <i>Slow down</i>	Red <i>Time to stop</i>			
 tired  slow  sad  unwell  bored	 happy  ready to learn  calm  okay  focused	 frustrated  confused  worried  silly  excited	 angry  out of control  terrified  raging  over-excited			
 drink water	 ear defenders	 stretch	 1 2 3 count	 walk away	 snack	 squeeze and release
 move	 read a book	 draw or write	 <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;">Which tool could you use?</div>	 take a walk	 self talk	 wall push ups
 breathe slowly	 time alone	 sensory tent	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;">Which tool could you use?</div>	 think of calm place	 deep breaths	 brain break
 use fidgets	 draw or write	 Talk about it	 listen to music	 ask for help	 size of the problem	 ask for a hug

**APPENDIX 3: A moment of Reflection (EYFS/KS1/SEND)**

broke something	threw something	shouted at someone	sad	bored	quiet	tired		
bad words	<b>What happened?</b>	ran away	frustrated	silly	<b>? What were you thinking or feeling?</b>	Worried	anxious	
made noises		no work	Excited	fidgety		scared	giggly	
rude to someone	hurt someone	Something else	Angry	Terrified	out of control	Frustrated	loud	Something else

me	class	friend	teacher	sad	sorry	guilty	ashamed
mum	<b>Who has been affected?</b>	child		anxious	<b>? What are you thinking or feeling now?</b>	scared	
Dad				worried		unsure	
brother or sister	My family		Someone else	ok	calm	better	something else

write it down	write a letter	talk with someone	say sorry	talk to teacher	Ask for time out	fiddle with something	talk to someone
no reward	<b>What needs to happen to put it right?</b>	time out	fix something	Count to 10	<b>Next time I could....</b>	Take deep breaths	
draw				Play with someone else		Sit next to someone else	
Make a plan	Make a change	think about zones	something else	Walk away	Listen to teacher	Think about zones	Something else

A large copy of this can be found in: T:\SEND\3. Resources\Behaviour Named: A moment of reflection KS1

### APPENDIX 3: A moment of Reflection (KS2)

Child's Name		Date and Time
Behaviour (please highlight)		Staff Member
Absconder Disruptive Insufficient work Team Teach Incident	Defiance Friendship Issue Physical Verbal	
What happened?		What was the trigger?
		Has this happened before?
		Yes/ No, (relevant details)
What were you thinking/ feeling at the time?		What do you need to do to make things right?
What will you do differently next time?		
Staff member: Record on CPOMS <input type="checkbox"/>		Contact parent/carer: <input type="checkbox"/>

## APPENDIX 4: Example Behaviour Plan

### Example Behaviour Plan

