Positive Behaviour and Relationship Policy

Required Review Frequency	C&S Committee to determine –
Next Review Due:	May 2028
Committee Responsible:	Curriculum & Standards Committee
Document Location	School

Annual Review	November 2026
FGB	
Reviewed October 2024	No changes made
Reviewed January 2025	Appendix 1 updated
Reviewed November 2025	References to Thrive school approach removed as we are no longer subscribing to Thrive.

Our school is invested in supporting the very best possible relational health between all adults and children.

Our Christian Values are woven through our curriculum, our interactions and how we support the children in making choices in their behaviour.

We firmly believe that all children have the right to learn and adults have a right to teach in a positive environment.

Aims:

- To build positive relationships with all children.
- To give attention to the behaviour that we want to see.
- To demonstrate consistent and calm adult behaviour.
- To provide clarity of expectations and boundaries.

Children use behaviour as a way of communicating. It is the adults' responsibility to understand and identify what they are trying to communicate.

Aims:

- All adults are **role models** for positive behaviours.
- **Protect**- we always ensure children are safe and protected. This may mean they need to be removed from danger or triggering situations and environments.
- **Relate**- we support our children through meaningful relationships with emotionally available adults. These relationships help our children to feel safe, valued and understood.
- **Regulate**- we support our children through the use of therapeutic interventions and restorative conversations to regulate our children to the point that they are able to re-enter the classroom.
- **Reflect**- we support our children to think about their actions, repair relationships, and think about how they will deal with situations that arise differently next time.

We want all people to feel safe, happy and respected in school.

Aims:

- To provide consistent routines which are shared with the children.
- To set clear rules and expectations with appropriate follow-up actions applied fairly for all children.

What happens when a child demonstrates unacceptable behaviour?

In our schools, we understand that a child can express an unmet need through inappropriate behaviours, e.g., shouting, swearing, refusal to follow instructions, etc. In addition to this, we are aware of the impact of Adverse Childhood Experiences (ACES) have on children and young people and the emotional difficulties that may occur as a result. Up to date neuroscience research also tells us that the synapses and neuronal pathways are not always fully developed in some children, and they are therefore unable to regulate their emotions in the same way as their peers. We follow the principles of a relational approach to help support children with their social and emotional development**.**

Reflection is key and ensures that children are supported to think about the consequences of their actions. They are supported to understand how their behaviour has impacted another child/ren, classroom environment etc. and why the behaviour is unacceptable. When a child is regulated and able to understand why and what has happened, formal consequences can be used.

Boundaries and Consequences

Setting boundaries is really important. They are like lines on a sports field. If you cross them, the consequence is the game stops, or someone gets a penalty. Children can understand boundaries and consequences in the same way.

Boundaries make children feel safe as they know what's expected of them. They tell children that adults are in charge and are looking after them. Boundaries and consequences teach children to make good choices.

We firmly believe that all children have the right to learn in a positive environment. As such, we have six 'Flying High rules' that we expect everyone to follow in school, which are displayed clearly in every classroom and around the school environment.



Always do your best.

Take care of each other and our school.

Be kind, polite and respectful.

Follow the adults instructions.

Listen carefully.

Be polite.



We regularly remind children of our school values so that children and staff can be 'living' the school values, for us to achieve our vision of Excellence, Enjoyment and Achievement together in a nurturing Christian Community. 'They will soar on wings like Eagles – Isaiah 40:31'.

Pupil conduct in school

In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly and safely around the classroom and shared spaces.

During larger gatherings such as collective worship, children and adults should arrive and leave in silence and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. This ensures the session can be led safely and demonstrates respect for the class teacher/coach.

All staff are expected to respond to behaviour around the school; inappropriate behaviour should consistently be challenged. The class community are expected to show respect to others by listening attentively, not distracting others and remaining focused on their learning.

Rewards

We believe that rewards are essential for the promotion of positive behaviour within school. Praise for behaviour is as important as praise for high attainment. Praising students will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

At St Helen's, this includes:

- Specific verbal praise
- Stickers and stamps
- Visiting the executive head, head of school and other senior leaders to celebrate their work
- Award of house points via Class Dojo
- Receiving a 'postcard home'
- Certificates as part of our celebration assembly
- Values shields
- Photos shared with parents/ carers via Class Dojo
- Positive phone calls or messages home
- Individual Class Based Rewards e.g. marbles in a jar for extra play

Sanctions

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out as **appendix 1.** We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increased severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team.

Persistent Unacceptable Behaviour

Children that regularly display unacceptable behaviour may require a specific behaviour individual action plan to address their difficulties. This will normally be drawn up by the class teacher in discussion with the head teacher, parents/carers and SENCO if appropriate.

Please also refer to the Exclusion and Anti-Bullying policies.

Sometimes in the short term, behaviour which is deemed to be very inappropriate, such as continuous physical behaviours to other children or adults, can result in an internal suspension or external suspension. An internal suspension will be used when the nature of an incident is deemed by a member of the senior leadership team to warrant the child being away from his/ her peers for the wellbeing and safety of others. This will also allow the child in question to reset and regulate their emotions in a calm, quiet space alongside a senior member of staff where possible, or in another classroom for the morning / day if SLT staff are unavailable. This is at the discretion of the senior leaders, but where this is warranted, this will be communicated with parents.

Working together to promote excellence in behaviour.

The school collaborates with parents/ carers so that children receive consistent messages about school expectations of being respectful, responsible and safe.

If parents/carers have any concerns, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

The power to discipline beyond the school gate.

The school believes that the main responsibility for a pupil's behaviour beyond the school day lies with parents/carers. However, we are also aware of the importance of pupils representing the school well, within the local community, especially when in school uniform. Therefore, in most cases, if the school is made aware of poor behaviour outside of the school day/premises, a senior member of staff will liaise with a child's parents/carers. Most discipline for such behaviour should then be given at home, by the child's parents/carers, however sanctions may be applied within school when appropriate. In more serious cases of poor behaviour outside of school hours (such as vandalism or violence), the police may be contacted.

If the school receives reports of bullying outside of school hours, including cyber-bullying, it will work with the parent/ carers to bring about positive change.

Defining bullying

Please also read the school Anti Bullying Policy

In generic terms (and as stated in the DfE document 2011 "Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies"), bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Responding to and Supporting Behaviour

We support through:

- Having trusted adults children can talk to
- Posters displayed around the school, e.g. children's anti-bullying posters, Childline, NSPCC
- Collective Worship themes and values
- Good communication with parents/carers
- Peer support
- External agencies
- Listening and not judging
- A compassionate, understanding approach

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:

1. Listen to the child who has been bullied and identify the type of support they feel they need.
2. Listen to the child who has bullied and identify the type of support they need.
3. Apply disciplinary protocols consistently and fairly.
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties.
5. Complete the schools' recording forms and involve other members of staff or outside agencies as appropriate.

Child Protection

Our school recognises that, under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Safeguarding Lead for Child Protection who will refer to Children’s Services Social Care.

Reporting

Our school has a clear system for gathering information about behaviour within school. We track the outcomes of individual incidents of unacceptable behaviour and bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children/young people and parent/carers.

Resources

DfE resources

DfE Behaviour and Discipline in Schools Guidance:
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links

Schools’ duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents/ carers / carers , Beat bullying have developed the Cybermartyrs peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents/ carers / carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

Key Documents

i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents/ carers / carers and pupils http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools

iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)

iv. Ofsted. Children on bullying A report by the Children's Rights Director for England http://www.ofsted.gov.uk/resources/children-bullying

v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008 www.ofsted.gov.uk/resources/**children-bullying**

vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. www.homeoffice.gov.uk/**equalities/equality-act**

vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594

viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-**reports/surveys**/forthcoming-**surveys**

ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society http://www.gires.org.uk/assets/Schools/TransphobicBullying

St Helen's Positive Behaviour and Relationship Policy Appendix 1

<table>
<tr><th colspan="3">What does this look like in practice?</th></tr>
<tr><td colspan="3">Rewarding positive behaviour:
• Specific verbal praise – I love the way you have… I can see you've worked hard at… I've noticed…
• Stickers and stamps
• Positive house points recorded on Class Dojo
• Share learning with the class, other teachers or Senior Leaders
• Postcards home
• Positive phone calls/messages home
• Celebration assembly at the end of each week – certificates and values shield
• Photos on Class Dojo portfolio
• Individual Class Based Rewards – marbles in a jar for extra play etc.</td></tr>
<tr><th colspan="2">Start here each morning</th><th>Scripts</th></tr>
<tr><td>Turn-around time</td><td>Turn-around time.
(Re-Focus and Reminder): A simple strategy to engage the child's focus or a reminder about the school rules. The amount of time before a warning is given is dependent on adult choice and the context of the situation.</td><td>Various strategies:
- Let's look at your work together. Can I help you with…?
- Are you OK? I wonder if… I imagine that… I noticed …
- I love how you've…let's do… next.
- Remember to…
- You were great at…yesterday, let's see that again today!</td></tr>
<tr><td>Warning</td><td>Warning: A clear warning is given to the child, identifying which behaviour needs to change and what will happen it this behaviour continues. If possible, the adult will take the child aside to have this conversation.
After warning: staff seek opportunities to praise positive change ASAP.</td><td>- I noticed you were…so this is a warning that you need to… If this continues you will need to.....
- Is there anything you think will help you with this? (e.g., move to another seat, collect a resource, etc)
- I know you will...
- Remember when you… (reminder of positive choices previously) I need to see…/I know you can… (set expectation)
- Thank you for listening. Let's go and have another try!</td></tr>
<tr><td>Time out</td><td>Time out: If inappropriate behaviour continues after the warning, the child is asked to move to another space inside the classroom or in an area nearby within sight of the teacher for approximately 2-5 mins to complete work independently.
Except YR/Y1: Reception teachers will send the child to Year 1 and vice versa.

Return: staff will seek opportunities to praise positive change ASAP.
Repair: At next break time or end of day, the staff member will have a restorative conversation with the child.
Logical consequence: The child may need to apologise to someone/tidy up a mess they made/finish work during break time.</td><td>- You have continued to…so now you need to… I'll come and see you in X mins and see if you're ready to come back. We'll talk about it at break time.
- On re-entry: Are you ready to come back and learn? I know you will…now (set expectation for change).
<u>Restorative Conversation at Break time</u>:
1. Be curious: Why do you think I asked you to have a time out? Is there anything you want to tell me about that? I wonder if… I imagine that… I noticed that…
2. Reflect back – I hear that… My view was/is…
3. Acknowledge impact: Why do you think this was a problem? How did this affect you/others?
4. Problem-solve: How could we do things differently next time? What can I do to help you?
5. Repair: What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work)
6. Encourage: I still think you're brilliant… Next time I know you can… I think you're improving at…</td></tr>
</table>

Reflection time	**Reflection time:** If inappropriate behaviour persists following time out, the teacher will complete a **reflection time note** and send the child to the office to give this to a member of SLT. **15 mins of next break will be missed with an SLT member.** **Logical consequence:** The child may need to apologise/tidy up a mess/finish work during break time. **Repair:** At the next opportunity, the teacher will have a restorative conversation with the child. **Return**: staff seek opportunities to praise positive change ASAP **Parents/ carers informed:** During the reflection time, the member of SLT will write to the child's parents to inform them and invite them to ask the class teacher for more information. **Recorded on CPOMS:** Teacher will record on CPOMS.	- You have continued to…so now you need to… We'll talk about it at break time. - On re-entry: Are you ready to come back and learn? I know you will…now (set expectation for change). **Restorative Conversation:** 1. **Be curious:** Why do you think I asked you to have a time out? Is there anything you want to tell me about that? I wonder if… I imagine that… I noticed that… 2. **Reflect back** – I hear that… My view was/is… 3. **Acknowledge impact:** Why do you think this was a problem? How did this affect you/others? 4. **Problem-solve:** How could we do things differently next time? What can I do to help you? 5. **Repair:** What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work) 6. **Encourage:** I still think you're brilliant… Next time I know you can… I think you're improving at…

Severe Behaviour Incidents – straight to 'reflection time' step, even if other steps not completed

There are some occasions when it is necessary to apply the severe clause. A child will automatically be sent to a member of the SLT (or in their absence the most senior teacher) with a reflection time note for these serious breaches of the Behaviour Policy:

- Lower-Level Physical Behaviour e.g. pushing, a single open-hand hit
- Rudeness to staff, including disrespectful verbal abuse or swearing at staff
- Racism or an equivalent infringement of equal opportunities e.g. use of inappropriate sexual language
- Wilful damage to property

A **restorative conversation** will occur between the SLT leader and child. **They will return to class if calm enough and will miss the next available break time**. In the event of a serious incident at lunch time, the child will miss the rest of their lunchtime and depending on the time and the severity of the incident may miss part of the following breaktime.

Logical consequence: The child may need to apologise/tidy up a mess/finish work during break time.

Repair: At the next available opportunity, the staff member involved will have a restorative conversation with the child. **Return**: staff will seek opportunities to praise positive change ASAP.

Parents/ carers informed: During the reflection time, the member of SLT will write to the child's parents alongside the child to inform them.

Recorded on CPOMS: Staff member involved with original incident will record on CPOMS.

Serious or Repeated Physical Aggression

Serious or repeated physical aggression (injury to others, biting, repeated punching or kicking, use of objects as weapons, repeated incidents in a short period) will require the child being immediately removed from the situation, followed by support to calm and regulate. The seriousness of the situation will be assessed and the Executive Head Teacher will be consulted.

The child may receive an **internal suspension** for a proportionate period, completing learning tasks out of class with supervision, followed by reintegration into the classroom. The class teacher will record the behaviour on CPOMS. A member of SLT will note the internal suspension on CPOMS and inform parents. Continued aggressive/unsafe behaviour following internal suspension may result in external suspension. If the child has caused **serious harm** in a repeated physical attack, an **external suspension** may be issued. Parents/carers will be informed verbally and in writing and Local Authority officers will be informed.

Follow-up action

Two leadership team time outs in the same day will lead to internal suspension.

Teachers will flag repeated behaviour concerns on CPOMS and meet parents to discuss. For persistent inappropriate behaviour, parents/carers will be expected to attend a meeting with a member of SLT. Pupils with SEND may have further adaptations made to their SEND Support Plan. Pupils without SEND may be offered support in the form of an Individual Behaviour Plan (IBP).

Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary suspension or permanent exclusion.

When dealing with children in crisis:

- **Stay calm and consistent** – your tone and body language should signal safety and control
- **Act early** – Address early signs of distress before behaviour escalates.
- **Attune** to their emotional state and **show empathy**: through facial expression, body language and tone of voice. Kneel or sit at the child's level if safe to do so.
- **Use age-appropriate language** – Be clear, simple, and supportive.
- **Contain: "**I am not leaving. I care about you. I'm ready to help when you're ready."
- **Co-regulate:** Remain calm, model calming breathing/stretching/squeezing techniques or give them safe space. "I'm giving you space but I'm here when you're ready".
- **Provide indirect opportunities to engage with distraction or calming techniques –** quietly engage in a calm activity yourself nearby, narrating what you are doing or noticing things around you aloud to yourself, rather than speaking directly to them, which invites them to join in if they are ready
- **Understand their behaviour as communication** – their body language or vocalisations in response to what you do will tell you whether they need more space and quiet or are ready to engage with you
- **Give limited, simple choices:** "would you like to take a break in the calm space or stay here?"

When children are ready to talk:

- **Lend your thinking brain:** WIN language **"**I wonder if…" "I imagine that…" "I noticed that…"
- **Be curious:** What do you think happened? Why do you think that happened? How did that feel in your body? Children may find it helpful to draw/show their feeling instead of describing verbally, or you could draw what happened while you talk it through. Use Zones of Regulations visuals to support.
- **Reflect back:** You're saying you felt…so you…because…
- **Empathise:** I understand that… (you are angry/frustrated / it was difficult that…) It must feel… I can see why…
- **Validate**: It's OK to feel…when… I hear you… I know you felt it was unfair when…
- **Set limits**: I can't let you…because… (behave unsafely / hurt others / make others feel unsafe / stop others playing/learning) We must… (share equipment / keep everyone safe / let everyone learn/play)
- **Problem-solve:** Let's decide what you will do next time you feel like this. What do you think will help?
- **Repair:** What do we need to do now? (Apologise to someone/get an ice pack for someone who is hurt/tidy up the mess/fix something that was broken/complete the work)
- **Encourage:** I still think you're brilliant… Things went wrong but we got through it together…I believe you can do it… I know it's tricky, but I know you will... I've really noticed that you've improved at. I love the way you talked to me so calmly today… Well done for asking for help like we practised…

Break and lunch times

If you see/hear a child behaving inappropriately, follow the procedures above. Aim to have conversations privately instead of in front of other children. Seek support from SLT immediately for any 'red card' incidents.

If you have been told that a child has behaved inappropriately and you haven't seen/heard it, avoid making assumptions and remain curious:

"Let's have a conversation, I'd love to hear your view on something." "Is everything OK this breaktime?" "I noticed that…, can you tell me anything about that?" "I wonder if you could tell me what happened with X?" "I've spoken to X and wondered what your view is of what happened?"

Listen to both sides of the story. Once you are clear on the situation, follow the behaviour steps above.

P	**Playfulness** Adults should be – open / available / flexible / engaged / have a sense of fun / imaginative and connected.
A	**Acceptance** Acknowledging the child and their emotional state as being true and valid, and representing this back to them.
C	**Curiosity** Showing authentic interest in finding out about the child and their experience.
E	**Empathy** Being alongside the child without negative judgement.



Severe Behaviour Incidents

Guidance regarding severity of physical behaviour

Lower-Level Physical Behaviour
e.g. pushing, a single open-hand hit

Internal consequence:

- See 'severe behaviour incidents – straight to reflection time' above.
- Internal suspension may be used if behaviour is repeated or if it is not appropriate to reintegrate the child into class.

Serious or Repeated Physical Aggression
e.g. injury to others, biting, repeated punching or kicking, use of objects as weapons, repeated incidents in a short period

A member of the SLT is called to support the removal of the child from the area. The seriousness of the physical assault is assessed.

The child has not seriously harmed an adult or child and can be supported to calm and regulate.

The child has **seriously** harmed an adult or child in a repeated physical attack, e.g. punching, kicking, biting, use of objects as weapons

An **internal** suspension is applied for a proportionate period. The child is reintegrated back into the classroom.

If once back in class, the child continues to act aggressively and poses a significant risk to the safety and wellbeing of staff and children

The Head Teacher issues a suspension. Parents/carers are informed verbally and in writing. The local authority officers are informed.

Each incident is assessed individually considering the needs of the child.
The school is also aware of its responsibility to ensure that the child understands that every action has a consequence, and it would be neglecting its duty if appropriate action is not taken giving a clear message that physical aggression is not acceptable in any circumstance.

Staff behaviour:

- Maintain a calm and professional approach at all times. Have an attitude of PACE: Playfulness, Acceptance, Curiosity and Empathy. When you are dealing with a challenge, stick to our shared script and be calm and not condescending.
- Treat children fairly, listening to both sides of the story.
- Give children time to process what you are saying and think about what they would like to say.
- Model the behaviour you want when you deal with children and staff – promote positive relationships.
- Ensure conversations are private. Do not publicly shame a pupil in your comments or tone of voice. Avoid comments about how a child 'should' be able to behave at a particular age, remembering that our children are developing at different rates and have different windows of tolerance.
- Respect colleagues when they are dealing with a child. Discretely ask if they need help through a signal, but do not interrupt or stand and join in.
- Recognise and accept secondary behaviours and do not follow children to repeat messages. Do not bite back. Do not take comments personally.
- Be aware of your own window of tolerance; if you are dysregulated when supporting a child, use your own strategies to self-regulate and move away to seek help if needed.
- Contribute to our corporate responsibility, where we all support each other beyond the classroom. i.e., spot & compliment children doing the right thing, even if they are not in your class. Add to our school culture.
- Have unconditional positive regard – greet children positively regardless of their behaviour the last time you saw them ("It's great to see you" "I love your…" "We missed you yesterday") Do not regularly refer to previous incidents of poor behaviour.