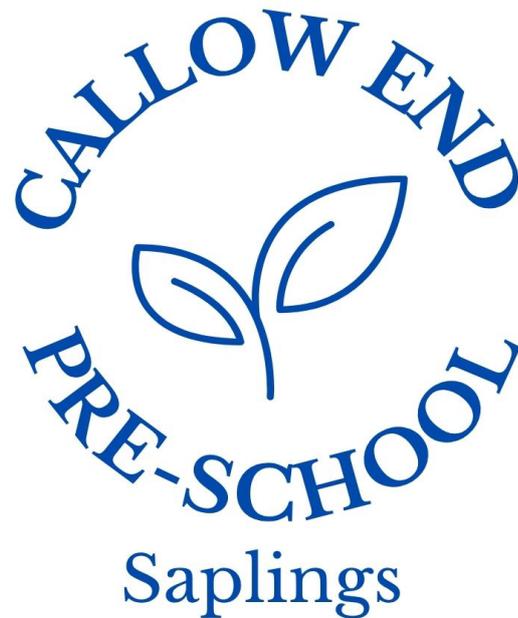


# Callow End CE Primary School



## Pre-School behaviour policy

Policy written: January 2026

Policy review date: January 2028

Member of staff responsible: Debbie Lindsey and Samantha Curtis

## OUR CHRISTIAN VISION

We are a Church School and Pre-School with a commitment to providing quality education that meets the needs of our community. Creating successful learners, confident individuals and responsible citizens through a Christian approach of love, care and cooperation, so that everyone has confidence and a lifelong love of learning in order to flourish as human beings.

### Policy statement

At Callow End Pre-School, we believe that children thrive when they understand what is expected of them and others. Through warm, consistent relationships with caring adults who act as positive role models, children learn respect, kindness, and an appreciation of their own individuality. We actively promote British values and consistently encourage and praise positive, caring, and polite behaviour. Our environment supports children to develop respect for themselves, for others, and for the world around them.

As children grow and develop, they begin to understand boundaries, the difference between right and wrong, and how their actions affect the feelings, needs, and rights of others. Clear and age-appropriate boundaries are essential to ensure children's safety and the safety of their peers. Developing these skills requires sensitive adult guidance to model appropriate behaviour, support emotional regulation, and intervene when children experience conflict or strong emotions.

In such situations, key staff work closely with children to identify possible triggers, support reflection, and help them learn strategies to manage their feelings and behaviour. At pre-school, boundaries are set in a supportive and nurturing way that helps children recognise the impact of their behaviour within their own environment and the wider community. Restrictions on children's natural curiosity, exploration, and developing ideas are kept to a minimum, allowing them to learn and grow with confidence.

### We aim to:

- promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour
- recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- encourage self-discipline, consideration for each other, our surroundings and property
- encourage children to participate in a wide range of group activities to enable them to develop their social skills
- ensure that all staff act as positive role models for children
- talk things through, encouraging self-control and responsibility and restoring friendships. We will always involve parents and seek to work together for the benefit of the child.
- encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- work in partnership with parents by communicating openly
- praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- promote non-violence and encourage children to deal with conflict peacefully
- provide a key person system enabling staff to build a strong and positive relationship with children and their families
- provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- support and develop self-regulation and empathy as appropriate to the stage of development

- have a named person who has overall responsibility for behaviour management.

## Procedures

We have a named member of staff with overall responsibility for supporting children's personal, social and emotional development, including all matters relating to behaviour.

The named Behaviour Lead is **Mrs Debbie Lindsey**, who is responsible for:

- Advising and supporting staff in relation to behaviour management
- Working alongside EYFS staff to remain up to date with current legislation, guidance, and research relating to behaviour
- Supporting the review and development of policies and procedures in line with the Early Years Foundation Stage (EYFS)
- Accessing relevant external expertise when required and acting as a central point of contact for all those involved
- Attending regular external training and ensuring that all staff access appropriate in-house or external behaviour management training

Our pre-school rules focus on **safety, care, and respect for one another**. Rules are kept to a minimum and are always appropriate to the children's age and stage of development. Children are regularly involved in establishing and understanding these rules, encouraging cooperation, participation, and a clear understanding of behaviour expectations that reflect each child's individuality.

When children display inappropriate behaviour, such as physical harm towards another child or adult (including biting) or verbal hurtful behaviour, staff respond calmly and supportively. Children are helped to talk through their actions and, where appropriate, to make amends in an age-appropriate way. Staff ensure that the child who has been hurt is comforted and reassured, and it is clearly explained that the behaviour is unacceptable. We always acknowledge children's feelings, such as anger or upset, while reinforcing that it is the behaviour, not the child, that is not acceptable.

## Staff Training

- We familiarise new practitioners and volunteers with the pre-school's behaviour policy and its guidelines for behaviour.
- We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

**In order to manage children's behaviour in an appropriate way we will:**

- attend relevant training to help understand and guide appropriate models of behaviour
- implement the setting's behaviour procedures including the stepped approach
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary
- Check that all staff have relevant in service training on positive behaviour. We keep a record of staff attendance at this training

## Partnership with Parents

We are committed to working in partnership with parents and carers to support children's development in all areas, including behaviour, and we take into account each child's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at pre-school. Through clear and effective communication, we aim to provide consistency for children, helping to reduce frustrations and misunderstandings that can lead to behaviour that is unacceptable or misunderstood.

Where behavioural difficulties continue, parents/carers will be further invited into the setting to meet with relevant practitioners. By working together, home and pre-school will explore possible underlying causes and share positive strategies to ensure a consistent approach between the setting and home. An action plan, shared between pre-school and home, will be agreed and reviewed regularly to monitor outcomes.

## Expectations of behaviour

At Callow End Pre-School, we aim to ensure that the individual needs of all children are met by providing clear, consistent, and developmentally appropriate expectations for behaviour through:

- **Respect:** encouraging all children to respect themselves, other people (including their feelings, beliefs, and values), and the pre-school environment, including equipment and property.
- **Understanding and compassion:** helping children to understand other people's views and experiences, and to be caring and tolerant towards others.
- **Responsibility:** enabling children to develop an increasing ability to make choices and take responsibility for their own actions. In particular, we support children to understand the consequences of their behaviour.
- **Fairness and equality:** helping children to understand how to be fair to all, including sharing and giving everyone an equal chance, while recognising that individuals have different needs. All practitioners will model this behaviour through their actions.
- **Kindness:** promoting acts of kindness towards one another and supporting children to behave gently with others.
- **Support and the use of positive reinforcement:** acknowledging considerate behaviour and reinforcing positive actions to build children's confidence and self-esteem.

## Use of rewards and sanctions

- All children need consistent messages, clear boundaries, and guidance to help them manage their behaviour intrinsically through self-reflection and self-control.
- Rewards such as excessive praise or stickers may provide an immediate change in behaviour but do not teach children how to act when a 'prize' is not offered, nor do they provide children with the skills needed to manage situations and emotions independently. Instead, children may learn to be 'compliant' and respond to meet adults' expectations in order to obtain a reward (or out of fear of a sanction). If rewards are used, the type of reward and its purpose must be carefully considered before being applied.
- Children should never be labelled, criticised, humiliated, punished, shouted at, or isolated by being removed from the group and left alone in 'time out' or on a 'naughty chair'. However, where necessary, children may be accompanied and temporarily removed from the group to help them calm down and, where appropriate, supported to reflect on what has happened.

## Strategies to encourage positive behaviour

### We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging those to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

### We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

### We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

### We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

### We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

## Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers, and students to use positive strategies when responding to inconsiderate behaviour, helping children to find solutions that are appropriate to their age and stage of development. Such strategies may include acknowledging feelings, explaining what behaviour was not acceptable, and supporting children to regain control of their emotions so that they can learn more appropriate responses.
- We ensure that there are sufficient popular toys, resources, and activities available so that children are meaningfully engaged, reducing unnecessary conflict over sharing and turn-taking.
- We acknowledge and reinforce considerate behaviour, such as kindness and a willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging within the group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in response to inconsiderate behaviour.
- When children behave in inconsistent ways, we help them to understand the consequences of their actions and support them in learning more appropriate ways to cope.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or 'time out' strategies that exclude children from the group.
- We never use physical or corporal punishment, such as smacking or shaking, and children are never threatened with these.
- We do not use techniques intended to single out or humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of any such incident (including what happened, what action was taken and by whom, and the names of any witnesses) are reported to the EYFS Lead and recorded in the child's personal file. The child's parent(s) are informed on the same day.
- In cases of serious misbehaviour, such as racial or other forms of abuse, we make the unacceptability of the behaviour and attitudes clear immediately, using explanation rather than personal blame.
- We do not shout or raise our voices in a threatening manner when responding to children's inconsiderate behaviour.

## Children under three years old

- When children under three years old behave in inconsiderate ways, we recognise that the strategies used to support them must be developmentally appropriate and will differ from those used with older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours in young children include tantrums, biting, and fighting. Staff remain calm and patient, offering comfort during intense emotions and helping children to manage and talk about their feelings in order to resolve issues and promote understanding.
- If tantrums, biting, or fighting occur frequently, we seek to identify possible underlying causes, such as changes or upheaval at home or frequent changes in carers. In some cases, a child may not have settled well, and the behaviour may be linked to separation anxiety.
- We focus on ensuring that each child's attachment figure within the setting, their key person, builds a strong, secure relationship to help the child feel safe and supported.

## Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will, at some stage, hurt another child or say something hurtful, particularly when emotions are high. However, it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is usually momentary, spontaneous, and often occurs without consideration of the feelings of the person who has been hurt.

- We recognise that young children may behave in hurtful ways because they have not yet developed the skills needed to manage intense emotions that can sometimes overwhelm them.
- We support children in managing these feelings, as they do not yet have the biological or cognitive capacity to regulate them independently.
- We understand that self-management of intense emotions, particularly anger, develops as the brain matures and neurological systems form to manage the physiological responses triggered by fear or frustration.
- We therefore support this process by calming the child who is upset or angry, as well as comforting the child who has been hurt. By helping children return to a calm state, we support the development of the brain's ability to regulate emotional responses.
- We do not use punitive responses to a young child's outbursts, as these can have the opposite effect.
- We recognise that young children need support to understand the range of emotions they experience. We help children identify and name their feelings and support them to express these verbally, making clear connections between events and emotions. For example: *"Adam took your car while you were enjoying playing with it. You didn't like that, did you? It made you feel angry."* Older children are supported to verbalise the feelings that motivated their behaviour more independently.
- We help children to develop empathy by supporting them to understand that others have feelings too, and that their actions can affect others. For example: *"When you hit Adam, it hurt him and made him cry."*
- We support the development of pro-social behaviour, such as resolving conflicts over toys. For example: *"You are feeling better now and Adam has stopped crying. Let's see if we can find another car so you can both play."*
- We recognise that the same difficulties may occur repeatedly while children are developing skills such as sharing and turn-taking. Both biological maturation and cognitive development require repeated, supported experiences with problem-solving, guided by patient adults and clear boundaries.
- We promote social skills through positive role modelling, structured activities, role play, and stories. We build children's self-esteem and confidence by recognising their emotional needs and developing close, secure relationships with them.

- We help children to understand the impact of their hurtful behaviour on others. We do not force children to say sorry, but encourage this when it is clear they are genuinely remorseful and wish to express this to the child they have hurt.
- When hurtful behaviour becomes a concern, we work closely with parents to identify possible causes and agree solutions together. Common reasons why very young children may display persistent hurtful behaviour include:
  - A lack of secure attachment with an adult who can interpret and meet their needs, either at home or within the pre-school setting
  - Inconsistent or inappropriate adult responses, which may result in negative behaviour patterns becoming established as a means of expressing anger
  - Limited language skills or limited understanding of English, leading to frustration
  - Exposure to aggressive behaviour at home, emotional distress, or potential safeguarding concerns
  - A developmental condition that affects behaviour.

## Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

### Our procedures

The pre-school uses the following strategies to help prevent biting: sensory activities, teething or biting rings, adequate resources, and staff who are able to recognise when children need additional stimulation or quieter times. However, in the event that a child is bitten, the following procedures will be followed. The most relevant staff member(s) will:

- Comfort the child who has been bitten and check for any visible injury. First aid will be administered where necessary. An accident form will be completed, and parents will be informed at the end of the day or by telephone if deemed appropriate. The bitten area will continue to be observed for signs of infection. For confidentiality reasons and to avoid possible conflict, the name of the child who caused the bite will not be disclosed to parents.
- Explain to the child who caused the bite, in terms they can understand, that biting (the behaviour, not the child) is unkind, and help them to understand that it makes staff and the child who has been bitten feel sad. Where developmentally appropriate, the child will be encouraged to say sorry, or they will be supported to develop empathy by offering comfort, such as giving the bitten child a favourite book or comforter. An incident form will be completed and shared with parents at the end of the child's session.
- If a child continues to bite, carry out observations to identify possible causes, such as tiredness or frustration.
- Arrange a meeting with the child's parents to agree strategies to reduce and prevent biting behaviour. Parents will be reassured that biting can be part of normal development and will not be made to feel that they are at fault.
- In the event that a bite breaks the skin, prompt treatment will be given to both the child who has bitten and the child who has been bitten to reduce the risk of infection.

If a child or a member of staff sustains a bite where the skin has been severely broken, urgent medical attention will be sought after initial first aid has been administered.

In cases where a child repeatedly bites and/or has a special educational need or disability that may increase biting behaviour (for example, in some cases of autism where communication skills are limited), the SENCo will carry out a risk assessment.

## Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

### Use of physical intervention

- The term physical intervention is used to describe any physical contact by an adult to a child such as grabbing or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind is never used or threatened.

### Consequences

If inappropriate behaviour continues, the practitioners will emphasise that it is the behaviour they disapprove of not the child, whilst encouraging the children to comfort and make amends for their behaviour, e.g. asked to get a tissue, give it a rub better or offer a comforting cuddle if they have hurt another person.

At no time during disciplining a child would practitioners use physical punishment, e.g. smacking, shaking or slapping. Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would be reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

We have a range of strategies that we will use to discourage inappropriate behaviour depending on the child's age.

### Initial intervention approach

We will use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

### Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons, then a focused intervention approach should then be applied.

This approach allows the key-person and the Behaviour co-ordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

Practitioners will follow the ABC method which uses key observations to identify

- an event or activity (**antecedent**) that occurred immediately before a particular behaviour,
- what **behaviour** was observed and recorded at the time of the incident, and
- what the **consequences** were following the behaviour.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

### Strategies we use:

<b>Toddlers 2-3 years</b>	<ol style="list-style-type: none"> <li>1. Stop sign method, using a clear hand signal.</li> <li>2. Distraction from the situation with another toy/activity.</li> <li>3. Positive praise for good behaviour</li> <li>4. Age appropriate language to be used.</li> <li>5. Using golden rules with visual aids to encourage good behaviour.</li> <li>6. Giving choices.</li> </ol>
<b>Pre-school 3-5 years</b>	<ol style="list-style-type: none"> <li>1. Stop sign method, using a clear hand signal.</li> <li>2. Calm down time using a bottle or shaker.</li> <li>3. Reward charts to encourage appropriate behaviour.</li> <li>4. Golden rules books for both indoor and outdoor boundaries.</li> <li>5. Appropriate language is used at all times.</li> <li>6. Giving choices.</li> </ol>

### Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

We also have visual aids across the EYFS to help aid understanding and reduce anxiety for children.

Callow End Pre-School will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches.

### Step 1

- We will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO). During the meeting, the key person will use their knowledge and assessments of the child to share any

known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.

- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

## Step 2

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

## Communication

**Children:** For younger children, they are exploring their feelings and testing out boundaries and whilst you still need to discourage inappropriate behaviour their understanding is limited. For 3 & 4 yr olds, the practitioners will work with the children to record expectations for behaviour and this will be agreed with the children by creating golden rules and will be discussed with children on a regular basis.

**Practitioners:** As part of the induction procedure, all practitioners will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Practitioners will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the pre-school will join with us in partnership. Practitioners will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers to understand and identify possible causes of negative behaviour. Practitioners will attempt to focus directly on positive features of the child's behaviour. Practitioners use positive techniques including re-direction of children, early intervention to prevent disagreements that children cannot handle. Anticipation of and the elimination of potential problems e.g. equipment and time tabling will help to discourage unacceptable behaviour.

**Parents/Carers:** A full copy of the policy can be found on the pre-school page of the Callow End Primary School website. If a child is demonstrating a pattern of inappropriate behaviour then the parents/carers will be informed on the day and if this is persistent the parents may be invited in on a regular basis to discuss their child's behaviour and agree a course of action.

## Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually occurs in children five years and over but if it does occur in our pre-school, we will deal with it in the following way:

- We will show the children who have been bullied that we are able to listen to their concerns and act upon them. We give reassurance to the child or children who have been bullied.
- We intervene to stop the child who is bullying from harming the other child or children
- We explain to the child doing the bullying why their behaviour is not acceptable
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.



## Callow End Pre-School Behaviour Incident Form

Date			
Who was involved in the incident? (Please circle)	Child	Adult	Member of staff
Name			
Date of birth			
Date of incident			
Time of incident			
Place incident occurred			
Explain fully the events leading up to the incident and the incident			
Witnessed by			
Is there anything we could do to prevent this happening again?			
Staff signature			
Behaviour Lead signature			
Parents' comments			
Parent signature & print name			

## Top tips for helping your child develop emotional literacy

- **Accept your child's emotions and their emotional responses.** Don't immediately judge, criticise or negate how your child is feeling. Name the emotion for them and say things like: 'Oh, that sounds really frustrating,' or, 'How lovely, I can tell how excited you are.'
- **Label their emotions with them.** Doing so helps children feel understood. For example, say, 'You sound upset,' or, 'You look worried.'
- **Encourage your child to talk about their feelings.** Create an environment where it's safe to talk openly about feelings and emotions free from judgement, criticism or finger-pointing. Say things like: 'You sound really fed up. Shall we have a chat?' and, 'How did that make you feel?'
- **Help them to recognise the signs about how others may be feeling.** In stories, books or TV programmes, ask open-ended questions to help your child step into the shoes of a character or person. Say, 'How do you think that made him feel?' or, 'How would you feel if that happened to you?'
- **Teach them how to calm down and press their imaginary 'pause button'.** Encourage them to take three deep breaths and say a simple mantra of, 'I can feel calm inside.' After that, encourage them to go and do something they find calming and relaxing.
- **Teach children alternative ways of expressing their frustrations.** Ask your child an open-ended, empowering question to help them feel that they have choices. For example, say, 'How could you explain how you feel using your words rather than hitting?' or 'Can you think of a different way to let him know how angry you are?'
- **Recognise what motivates them to perform at their best.** Encourage your child rather than praise them: focus on celebrating the behaviour and effort, not just the result. Say things like, 'I've noticed that when things get difficult you just keep trying – that's fantastic.'
- **Model how to remain calm and in control when you are tired, angry or fed up.** Say, 'I've had a tough day at work – let's talk about this later when I've had a chance to relax'.