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RUNNYMEDE COLLEGE

Delight, Ornament, Ability

Pre-Prep Promoting Positive Behaviour Policy 2026-2027

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Overview and Aims

The purpose of this Behaviour Policy is to establish a consistent, positive and nurturing framework across the Pre-Prep School (Pre-Nursery to Year 3). In accordance with the principles of the Rule of Law and our institutional ethos, rules and expectations are transparent, fair, comprehensible and developmentally appropriate for young learners aged 2 to 8.

This policy operates in full alignment with the *Pre-Prep Pupil & Parent Handbook*, the *Safeguarding & Child Protection Policy*, the *SEND Policy*, the *Preventing Bullying Policy* and the *Prep School Promoting Positive Behaviour Policy*. This policy complements the Runnymede College *Reglamento de Convivencia y Disciplina*. In case of any conflict between this policy and the *Reglamento*, the provisions of the *Reglamento* prevail.

The policy is reviewed annually to reflect the latest research and specialist advice in order to promote good outcomes for all children.

Core Values

The whole-school culture of Runnymede College coalesces around three fundamental values:

Kindness

Respect

Curiosity

For our Pre-Prep pupils, these values are explicitly translated into concrete, accessible daily guidelines:

Be Kind - We care for others, share and use “Kind Hands, Kind Words and Kind Feet”. We encourage others, offer help to people who need it and work together to help everyone learn.

Be Respectful - We look after school property, celebrate individual differences, listen to adults and peers and understand healthy personal boundaries.

Be Curious - We ask questions, explore our environment bravely and view mistakes as essential opportunities for learning and growth.

Best Practice in the Early Years Foundation Stage and Years 1, 2 and 3

Our approach to promoting positive behaviour is built upon an understanding of early childhood development, trauma-informed practice and neurodiversity:

Wellbeing is paramount. All learners' basic needs must be met in order to allow them to concentrate and make progress. Children who are well-rested, well-fed and have plenty of opportunities to be active are most likely to focus in a classroom environment.

All Behaviour is Communication: Unmet physiological, emotional, or sensory needs often manifest as dysregulated behaviour. Adults show curiosity to identify and support the root cause.

Relational Support and Modelling: Adults consistently model the calm tone, emotional regulation, and courtesy expected of pupils. Respect and kindness should be visible and consistent in all relationships between staff and pupils.

Predictable Routines and Low Cognitive Load: Calm, structured, and well-rehearsed transitions minimise anxiety and cognitive fatigue. Adaptations are made to reduce cognitive load so that all learners, no matter how old, can achieve their best.

Emotional Literacy: Explicit teaching of emotional regulation strategies equips children with the language they need to express their feelings appropriately, rather than resorting to inappropriate behaviours when agitated. We provide explicit vocabulary and visual supports (e.g., emotion cards) to help children articulate feelings before reaching crisis.

Play and Schemas: Play is essential to all children in order to develop social, emotional and cognitive skills. In the Early Years, cognitive schemas (e.g., trajectory, enclosing, transporting) are redirected toward constructive learning outlets rather than penalised as misbehaviour (**Appendix D**).

Restorative Justice and Repair: Instead forcing quick, insincere apologies, we guide children through an age-appropriate restorative process that helps them understand how their actions impact others, build empathy and learn how to repair relationships. Through guided mediation (such as the HighScope 6-Step Conflict Resolution process detailed in **Appendix B**) adults support children to identify and label their emotions, listen to others' perspectives and take ownership of finding practical solutions to make things right (e.g. helping to rebuild a fallen tower, offering comfort, or returning a shared toy). This process moves away from blame and shame, turning behavioural mistakes into meaningful opportunities to teach accountability, emotional regulation and social problem-solving.

Celebrating Positive Behaviour and Rewards

We use a range of rewards in order to make rules and expectations more concrete and identifiable to our pupils. Our primary objective in promoting positive behaviour is for this behaviour to be intrinsically motivated. However, we understand the importance identifying specific behaviours and choices for praise so that children recognise they are all capable of making these choices. Whilst regular verbal positive praise forms an ingrained part of our daily practice, we employ specific structured positive reinforcement systems to ensure clarity in our pupil's understanding of positive behaviour.

Examples of positive responses to behaviour:

Phase or Year Group	Positive Reinforcement Strategy	Example of Feedback Given to Pupil	Purpose and Criteria	Recording and Home Sharing
EYFS (Pre-Nursery, Nursery and Reception)	Adding to a whole class reward jar or wall display	I saw you were sharing your plasticine with everyone at table, would you like to put a pom pom in the class jar.	Whole-class collaboration, working towards group targets, going "above-and-beyond" classroom expectations.	Shared informally and celebrated in class.
EYFS and Years 1, 2 and 3	Taking home the class pet at the end of the week	This person is taking home our class pet because... <i>specific mention of their success that week.</i>	Exceptional demonstration of school values or sustained personal effort.	Class pet is sent home for the weekend, with photos and notes added to their journal to be shared with the class the following week.
EYFS and Years 1, 2 and 3	"Wow" work displays	I noticed that this person has been working hard on their writing target, so I would like to put it on display.	Exceptional effort, creatively or a milestone they have been working towards. Work that is considered a pupil's "best effort".	Displayed on class wow wall or display, Ms Albery's wow work wall or shared with parents via Arc Pathway (EYFS) or Class Dojo (Y123).

Years 1, 2 and 3	House points	Thank you for helping your friend pick up their pencils. I am giving you a house point for kindness.	Awarded for showing one the core values: kindness, respect or curiosity.	Recorded on class displays. Collated each month with totals shared in a celebration assembly, and tallied at the end of the year to decide the house cup winner.
Years 1, 2 and 3	"TEAM" recognition board	That is a lovely example of our class target, well done! You can move your name up.	The class works to achieve a weekly target. Individual children are moved up when they show this target.	Visual TEAM board on the wall. Achievement shared with parents informally at pick-up.
Years 1, 2 and 3	Star Pupil of the month	This person is a star pupil for showing curiosity through asking complex questions in our Science topic.	Consistently showing core values of kindness, respect and/or curiosity over the course of the month. Significant commitment and progress in learning and attitude to learning.	Announced in celebration assembly. Shared with parents via the "Reward and Conduct" section of the iSAMS Parent Portal.

Graduated Behaviour Framework and Incident Management

Pre-Prep behaviour incidents are managed through a tiered restorative model aligned with the Runnymede College School Rules (**Appendix A**) and the *Reglamento de Convivencia*. Learning to navigate social boundaries, regulate emotions and make positive choices is an active developmental journey, and we recognise that our pupils will inevitably make mistakes as they learn. Responding to these behavioural incidents with clarity, warmth and predictability provides pupils with the safe and healthy boundaries essential for their growth. Our Graduated Behaviour Framework offers a transparent, consistent, and staged approach that prioritises de-escalation, emotional literacy and restorative learning, ensuring every child receives the tailored support they need to develop self-regulation and thrive within our school community.

Level 1: Low-Level or Emerging Disruption

Inattention, calling out, refusal, mild rough play, minor disputes, misuse of learning resources

Handled by class teacher or duty adult through:

Proactive verbal and non-verbal redirection,
Co-regulation and brief "thinking time" (2-5 minutes with visual sand timer),
Engagement with the HighScope 6-step problem-solving model (Appendix B),
Practical amends (e.g. tidying resources, accompanying a friend to the nurse)



Persistent / Unresolved

Level 2: Repeated Disruption or Targeted concern

Repeated defiance, persistent disruption of lessons, deliberate unkindness or exclusion in play, biting or kicking as an emotional response, intentional damage to property

Handled by class teacher, duty adult, SENCo or member of SLT through:

Any of the actions listed in Level 1,
Remove from the situation to a quiet space, supervised,
Missed break or time in play, with a restorative conversation and/or action,
Restorative reflection sheet (Years 2 and 3),
Creation of an Individual Behaviour Support Plan (IBP).

All level 2 incidents are logged on MyConcern by the adult who managed the incident. Parents are contacted via phone call or email by the class teacher within 24 hours of the incident.



Escalation / Severe Safety Concern

Level 3: Serious Misconduct or Safety Crisis

Severe physical violence causing injury, dangerous absconding from supervised areas, severe destruction of property, harmful or concerning sexualised behaviours, persistent defiance failing previous tiers.

Actions:

Immediate staff intervention to secure physical safety,
De-escalation with possible restrictive physical intervention to ensure safety,
Direct escalation to Head of Pre-Prep and Pre-Prep Deputy Head (Pastoral),
Likely involvement of SENCo, School Counsellor and Coordinadora de Bienestar y Proteccion,
Medical support and triage by School Nurse, if required,
Formal disciplinary measures, including possible suspension or permanent exclusion, with involvement of Assistant Headmistress or Headmaster

All level 3 incidents are logged on MyConcern by the adult who managed the incident, with any follow up actions clearly recorded. Parents are contacted via phone call or email by a member of SLT and a formal meeting is requested.

Developmental Context and Age-Appropriate Tiering

When categorising and responding to behaviour within this framework, staff carefully consider each child's age, individual developmental stage and emerging emotional maturity. Behaviours are not assessed in isolation, what is understood as an expected, emerging developmental response in a younger child may represent a more serious pastoral concern in an older pupil. For example, physical impulses such as biting, pushing or difficulty sharing are often typical manifestations of schema exploration or pre-verbal frustration in Pre-Nursery and are addressed through Level 1 co-regulation and redirection. Conversely, sustained or intentional physical aggression in Year 3 would indicate a significant lack of self-regulation or deliberate harm, warranting a Level 2 or Level 3 response with SLT involvement and targeted intervention. Applying professional judgment alongside our understanding of child development ensures that all consequences, restorative conversations and parent communications remain fair, proportionate, and constructive for every individual learner.

Communication Protocols with Parents

Runnymede College operates in active partnership with parents. We ensure communication regarding behaviour is prompt, transparent and collaborative:

- **Level 1 Communications:** Addressed through daily informal handovers at classroom doors or via brief pastoral messages on Arc Pathway (EYFS) or ClassDojo (Years 1–3).
- **Level 2 Communications:** Class Teacher contacts parents directly via official school telephone or email within 24 hours of the incident. If recurring patterns indicate the need for targeted strategies, an IBP meeting is scheduled.
- **Level 3 Communications:** Parents are contacted by telephone on the same day by the Head of Pre-Prep or Pre-Prep Deputy Head (Pastoral). A formal meeting is convened, and an official written follow-up is documented in the pupil's file.

Individual Behaviour Support Plans (IBP):

- An IBP is created for pupils requiring sustained Level 2 support.
- Developed collaboratively by the Class Teacher, Pre-Prep SENDCo, School Counsellor, SLT and parents, the plan outlines specific targets, known triggers, environmental adjustments and calming strategies (**Appendix E**).
- Written parental agreement and co-signature are mandatory before implementation, with formal reviews conducted every 4 to 6 weeks.

Positive Handling, De-escalation and Restrictive Intervention

Supportive and Developmental Physical Contact

Supportive touch is a natural and necessary part of early years education. Staff routinely engage in positive, non-restrictive physical contact to:

- Comfort a distressed, hurt, or dysregulated child (e.g. gentle side hug, holding a hand).
- Guide a child safely during transitions, Forest School, or physical activities.
- Administer first aid or assist with intimate care in accordance with school safeguarding procedures

Understanding Dysregulation: Stages of Distress and Support

Our approach to de-escalation is informed by the Team Teach Stages of Distress and Support framework (**Appendix G**). Dysregulation is non-linear and understanding each stage ensures adults intervene proactively and avoid premature demands during recovery:

Stage	Characteristic Behaviours	Recommended Adult Response & Support Strategies
1 - Anxiety/Trigger Individuals may feel anxious or upset.	Hands over ears, hiding under tables, rocking, pacing, repeated questions, withdrawal, refusal to speak or silence	Reassurance and diversion: Intervene early to remove sources of frustration. Use CALM body language and a low, slow and quiet voice. Use supportive help scripts and positive reassurance. Divert to a calming activity.
2 - Defensive/ Escalation	Agitated movement, louder/higher vocal pitch, confrontational language ("You can't make me"), tearing paper, picking up objects, low-level property damage	Focus is on de-escalation. State desired behaviours positively and clearly. Offer two simple, limited choices. Quietly guide peer audience away and discreetly remove hazardous objects. Provide a dignified, safe exit route.
3 - Crisis	Physical violence toward others, severe self-harm (e.g. head-banging), throwing items, using objects as weapons, dangerous absconding.	Make the immediate environment safe. Offer a change of environment or guide to a place of safety. Move furniture and remove objects that may become weapons. Call for help and use another member of staff as a "change of face" for the child in crisis. Where immediate risk of injury exists and all other strategies have failed, certified staff deploy reasonable force as an exceptional last resort.

Stage	Characteristic Behaviours	Recommended Adult Response & Support Strategies
4 - Recovery	Sitting hunched, hiding face, quiet sobbing, rocking or tapping, refusing to talk or premature apologies.	Give time and space to breathe without placing academic or verbal demands. Remain visible, calm, and emotionally available. Avoid discussing the incident immediately. Remove sources of frustration and use individualised strategies to support regulation, including breathing techniques and co-regulation.
5 - Depression	Crying, withdrawal, expressing shame, embarrassment or negative self-talk.	Give calm time and space for recover, offer unconditional positive regard showing emotional availability, offer a drink of water or quiet sensory tasks. Praise the child's successful effort to regain self-regulation.
6 - Restoration	Calm, regulated posture, communicative, joining back in routines comfortably.	Complete a restorative conversation (and Reflection Sheet where age-appropriate). Rebuild relational trust. Review the incident to identify triggers and update the child's IBP if relevant.

Restrictive Physical Intervention (Use of Reasonable Force)

Restrictive Physical Intervention (RPI) involves the use of reasonable, proportionate force to restrict a child's movement against their will. RPI is never used as a punishment, consequence, or to force compliance. It is strictly reserved as an exceptional last resort where all de-escalation has failed and intervention is immediately necessary to prevent:

- Significant physical injury to the child (e.g. climbing dangerously, running away)
- Serious physical injury to peers or members of staff (e.g. persistent attacks, severe biting).
- Catastrophic damage to property creating an immediate secondary safety hazard.

Restrictive holds may be conducted by staff members who have received safer handling training. If no trained staff member is available, any member of staff may use the minimum necessary reasonable force in incidences of life threatening emergencies, and in non-life threatening situations where the safety of the child or other children is at risk.

Force must be the absolute minimum required to maintain safety and applied for the shortest time possible. Prone (face-down) or supine (face-up) floor holds, mechanical restraints, pressure on the neck, torso, or joints, and any hold obstructing airways are strictly forbidden.

Post-Incident Support: Reflection, Restoration and Collaborative Learning

Following a significant behavioural incident or period of crisis, the primary focus shifts from managing behaviour to rebuilding emotional safety and repairing relationships. Pupils are supported to develop effective self-regulation skills through structured adult guidance, empathetic active listening and consistent co-regulation. At Runnymede College we work with parents to guide pupils through reflection and restoration both in school and at home, aiming for a coordinated, unified approach.

1. Ensure readiness for reflection

- We never force pupils to discuss an incident immediately after it has occurred. Restorative and reflective conversations cannot occur whilst a child is in a heightened physiological state, or during the immediate post-crisis recovery. Demanding explanations or apologies too early can re-escalate the child and does not support development of healthy self-regulation skills.
- Adult-guided reflection begins once the child is restored to a regulated state, showing calm body language, normal breathing and open communication skills.

2. Adults guide reflection and readiness at school

- Adults provide a quiet, neutral environment when the pupil feels safe.
- Adults use a calm, low tone of voice and supportive posture (e.g. at the child's level).
- Adults facilitate the restorative conversation using accessible, non-treating and open prompts (e.g. What happened? What were you feeling at the time? How do you feel now? Who has been impacted? What could we do differently next time? What can we do to make things better now?). Adults use visual prompts to support understanding and communication.
- Adults support the child to make practical, meaningful amends. Where age-appropriate, children are given time to complete a structure reflection sheet which is then discussed with an adult.
- Adults end the conversation explicitly confirming that the incident has been resolved, or if not outlining the specific next steps (e.g. meeting with parents, conversation with another child involved). Adults provide positive reassurance that the pupil is safe, valued and ready for a fresh start.

3. Parents support the process at home

- Parents should avoid questioning immediately at pick-up. Allow time for the child to decompress and reconnect emotionally at home before revisiting the day.

- When talking about an incident, parents should use calm, open-ended questions. Avoid interrogative or leading questions, and show gentle curiosity through prompts like “tell me about what happened during playtime today” and “how were you feeling when that happened?”.
- Young children often recount events through an egocentric lens, omit key context or struggle to recall details accurately, especially when they have experienced big emotions. Where there are discrepancies between the narrative shared by the school and the child’s perspective, we ask parents to trust the professional observations and factual account provided by school staff.
- Parents should reinforce the language used at school, focusing on developing understanding of the core values (e.g. “we have to show respect to the resources at school, otherwise we won’t have anything to help us learn”).
- Parents should acknowledge and validate their child’s feelings and emotions, while maintaining clarity on the boundaries of behaviour (e.g. “it is okay to feel angry or frustrated, but it is never okay to hit or throw”).
- Parents should support children to see tomorrow as a new day. Ask them what their plan is to restore any relationships and praise them for learning from their mistake and wanting to try again.

4. Adults come together to review and learn from the incident

- Following an incident, the Class Teacher, Pre-Prep SENDCo, parents and relevant staff review what happened to identify unmet needs, sensory overstimulation or specific environmental triggers.
- Insights gained from post-incident reflections and parental conversations are incorporated directly into the child’s IBP. Updated support strategies are shared transparently to maintain continuity across both home and classroom environments.
- If a child’s account at home differs significantly from the school’s record, or if parents have questions regarding how an incident unfolded, we encourage families to contact the Class Teacher directly and respectfully. Approaching these conversations as curious, collaborative partners helps clarify miscommunications, ensures a shared understanding, and keeps the child’s wellbeing and growth at the centre.

Appendix A: Runnymede College School Rules

We will uphold the school values at all times, ensuring we are kind, respectful and curious.

Manners

- Treat pupils, staff, and visitors with respect.
- Use polite language and behaviour.
- Hold doors open and be considerate of others.

Punctuality & Attendance

- Arrive on time to school, lessons, and activities.
- Attend all lessons, registrations, assemblies, and compulsory events.
- Parents must inform form tutors about absences or appointments, through the Parents Portal.
- Appointments should be made outside of school hours, wherever possible.

Academic Expectations

- Submit your own work at all times.
- Copying, cheating, plagiarism, and misuse of AI are unacceptable.
- Arrive prepared with the correct equipment, including a charged iPad, where relevant
- Listen carefully, contribute positively, and follow staff instructions.
- Speak English unless instructed otherwise.

Uniform

- Wear full school uniform smartly at all times.
- Shirts/blouses must be tucked in; shoes must be formal, black or navy.
- Wear the correct PE kit for sports lessons (you are only permitted to wear your PE kit on the day you have PE)
- Jewellery should be minimal; small earrings and a necklace of religious or sentimental significance are permitted.
- Hair should be neat, tidy, and of a natural colour; long hair should be tied back and off their face.
- Excessive makeup, unnatural nail varnish, and extreme hairstyles are not permitted.

Use of Devices

- Mobile phones and smart watches are not permitted.
- Only School iPads are permitted and should be used for educational use only (except for Sixth Form)
- Messaging apps, games, VPNs, unauthorised downloads are forbidden.
- Photos, videos, or recordings must not be taken without permission.
- Use technology safely, responsibly, and respectfully.

Non-Negotiables / Red Lines

- The following will result in serious disciplinary consequences or expulsion:
- Misuse of technology or online behaviour.
- Cheating or plagiarism.
- Bullying, harassment, or discrimination.
- Violence or threatening behaviour.
- Possession or use of alcohol, vapes, smoking materials, or drugs.
- Any behaviour that risks the safety or wellbeing of others.
- Disrespectful behaviour towards any member of staff.
- Repeated defiance of school rules or staff instructions.

Campus Rules

- Respect the school campus and leave spaces tidy.
- Look after school property and store items in designated areas.
- Dispose of rubbish properly.
- Move calmly and quietly around the school.
- Stay within authorised areas only.
- No eating inside school buildings, Julia, or the Library.
- Founders, Prep and Pre-Prep Building Rules
- Wait quietly outside classrooms until invited in.
- Keep corridors calm and quiet.
- Stand behind desks at the start and end of lessons (for Senior and Prep pupils)

Library Rules

- Maintain a silent, respectful study environment.
- Take care of books and return them to the correct location.
- Use the borrowing system correctly and return books promptly.

The Julia Rules

- Respect the sports facilities and equipment.
- Use the correct changing rooms.
- Leave spaces tidy and as you would like to find them.

Sports Pitches & Courts

- No food is allowed on the sports pitches or courts.
- Do not play with the rubber infill on the field. Avoid pulling the turf with your hands.
- Shake your shoes before leaving the pitch
- Do not lean or step on the nets.
- Do not leave backpacks, clothing or any other items on the pitches.

Dining Hall Rules

- Follow staff instructions and queue patiently.
- Show good manners and be respectful.
- Eat a balanced diet and try the food provided.
- Clear away trays and leave tables tidy.
- Do not take food provided by the school outside the dining room.

Break & Lunchtime Rules

- Follow staff instructions and remain in permitted areas.
- Always be respectful and inclusive during social time.
- School buildings are out of bounds unless supervised (except Sixth Form).
- iPads must remain in lockers (Prep and Senior).

Trips & Visits

- Represent the school positively at all times, wearing the appropriate uniform.
- Follow school rules and all safety instructions.
- Respect staff, the public, and the environment in all interactions.
- Do not litter the buses or places you visit.

Fire Alarm & Emergency Procedures

- Treat all alarms as real and follow staff instructions immediately.
- Leave buildings calmly using designated routes.
- Go directly to assembly points and remain silent.
- Do not re-enter buildings until instructed.
- Tampering with fire safety equipment is a serious offence.

Appendix B: High Scope Restorative Conflict Resolution Tool

Steps in Resolving Conflicts

- 1. Approach calmly, stopping any hurtful actions.**
 - Place yourself between the children, on their level.
 - Use a calm voice and gentle touch.
 - Remain neutral rather than take sides.
- 2. Acknowledge children's feelings.**
 - "You look really upset."
 - Let children know you need to hold any object in question.
- 3. Gather information.**
 - "What's the problem?"
- 4. Restate the problem.**
 - "So the problem is . . ."
- 5. Ask for ideas for solutions and choose one together.**
 - "What can we do to solve this problem?"
 - Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.**
 - "You solved the problem!"
 - Stay near the children.

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Pasos para la solución de conflictos

- 1. Acérquese tranquilamente e interrumpa acciones violentas o dañinas.**
 - Póngase entre los niños agachándose al nivel de ellos.
 - Use una voz tranquila y un toque suave para calmarlos.
 - No tome lado en el conflicto — permanezca neutro.
- 2. Reconozca las emociones y los sentimientos de los niños.**
 - "Se ven muy molestos."
 - Déjelos saber que usted necesita guardar los objetos disputados.
- 3. Investigue el conflicto.**
 - "¿Cuál es el problema? ¿Qué pasa entre ustedes?"
- 4. Vuelva a plantear el motivo del problema.**
 - "Entonces el problema es que . . ."
- 5. Pídale ideas para resolver el conflicto y ayúdeles a solucionarlo juntos.**
 - "¿Qué podemos hacer para resolver este problema?"
 - Anime a los niños mismos a pensar en su propia salida al conflicto.
- 6. Prepárese para respaldarlos y dar apoyo adicional.**
 - "¡Se la arreglaron ustedes mismos!"
 - Quédese cerca de los niños.

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Appendix C: Visual Communication and Emotional Regulation Aids

 hurt leg	 want to slide	 want a toy	 want a bike	 want to play
 hurt hands	?			 water play
 hurt head	What happened?			 Forest
 hurt tummy	 pushed	 tripped	 slipped	 Toilets

 happy	 OK	 angry	 bad	 sick
 tired	?			 sad
 silly	How do you feel?			 lonely
 energetic	 scared	 not sure	 sorry	 hot

Appendix D: Schema Support and Play Redirection Guide

Schema	What it looks like in play	Possible negative behaviours	How to support healthy development
Trajectory	Throwing, dropping, pushing objects through the air. Often seen running back and forth.	Throwing items at others, launching toys across the room.	Provide safe throwing zones with soft balls, ramps, scarves, and outdoor activities.
Rotation	Spinning themselves or toys, twirling, watching things go round.	Disruptive spinning near others, dizzy-induced imbalance.	Offer spinning tops, hoops, spinning wheels, and safe areas to rotate freely.
Enclosing	Creating enclosures with toys or their bodies, circling or boxing in.	Trapping others in small spaces, possessiveness over built zones.	Provide tunnels, cardboard boxes, and enclosed spaces for play.
Enveloping	Wrapping themselves or toys in materials, covering objects.	Hiding resources, wrapping dangerously tight.	Use dressing-up clothes, scarves, fabric, or containers. Wrap toys in paper as part of junk modelling or role play gift giving.
Transporting	Moving items from one place to another repeatedly.	Hoarding toys, removing materials from shared areas.	Provide bags, wheelbarrows, baskets, and defined transport areas.
Orientation	Looking upside down, climbing under or over things.	Unsafe climbing, hanging off furniture.	Set up climbing frames, tunnels, and rotating obstacle zones.
Connecting	Tying, taping, or gluing items or structures together.	Taping items inappropriately, tangling materials.	Offer construction kits, string, junk modelling, and tying games.
Positioning	Lining up objects precisely, arranging items in order.	Frustration when patterns are disrupted, obsessiveness.	Provide loose parts, shape sorters, and pattern-building activities.

Appendix E: Individual Behaviour Support Plan (IBP) Template

Child's Name:

Date:

Individual Behaviour Plan

Behaviour identified:

Underlying need/function of the behaviour:

New behaviour we want to start (should provide same kind of function as original behaviour):

What do you notice about him/her when he/she is happy, content, and at baseline?	What helps keep him/her in this phase?
What do you notice when he/she is starting to become unsettled?	What helps in these moments to reduce those feelings?
What do you notice when he/she has reached crisis mode?	What helps in this moment?
What do you notice when he/she is coming down from this crisis mode?	What helps in this moment?

Parent signature:

Staff signature:

Appendix F: Brook Traffic Light Tool for Sexual Behaviour

We proactively promote healthy boundary setting and body positivity through our PSHE curriculum, behaviour expectations and daily classroom practises. Clear boundaries among young children may involve teaching children to say 'no' or 'Stop, I don't like it'; asking a peer if they would like to play; or if they would like a hug and other early forms of consent.



Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Appendix G: Team Teach Stages of Distress and Support Model

