Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Supporting Positive Behaviour Policy

'When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos'

LR Knost

Date Approved by the Governing Board	Review Period	Date to be reviewed
January 2026	Annually	January 2027

Aims

At Knights Templar Community Church School, behaviour is understood neuro-scientifically as a communication of an unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove barriers to successful engagement in school life. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a safe, stimulating environment where everyone's spiritual and moral beliefs are nurtured.

We believe learning is best achieved when learners are enthused, valued and feel a sense of achievement. A close partnership between parents/carers, learners and the school staff gives a child the best foundation for a good education and we place great importance on relationships within our school and wider community.

Our vision and ethos is based on Colossians 3:23 and supported by our core Christian Values of love, hope and respect which underpin all that we strive to achieve to ensure the whole school community 'works at it with all their heart'.

Parents/carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We work in partnership to inform and consult with parents/carers in order to support acceptable behaviour in school, at home and in the wider community.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour (see Relationships Policy).

The development of positive social, emotional and learning behaviours is at the heart of our approach. Our differentiated response to behaviour recognises that our children are unique and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all children, through an ethos that values every child. We support children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

Our aim is to maximise teaching and learning time.

We remain committed to the principle of colleague support. At all times all staff, members of the governing body and volunteers should:

- feel able to voice concerns about a challenging class or a particular child
- feel comfortable to seek advice and support when necessary
- feel confident in the knowledge that no-one is expected to manage alone and a system is in place to ask for and receive to support (Assist Card)

Trauma Informed Practice

An understanding of trauma and childhood adversity underpins our approach to relationships within our school. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of adverse childhood experiences (ACEs) on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive relationships at its heart.

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or reduce the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as *divorce, loss of a loved one, illness within the family or moving house* can be experienced as traumatic leading children and adults to be affected by toxic stress.

Providing an environment that has safety, connection and compassion at its heart ensures that we never unwittingly re-traumatise any of our community members.

Key Relational Skills

We actively promote key relational skills, drawn from research, which contribute positively to the development of a healthy sense of self.

These skills, when provided within a positive relationship with an emotionally available adult, will provide a relational basis for a child's emotional, social and neurological development.

Affect Attunement: the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child

Empathy- Validation and Mental State Talk: the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – *'you are not my boss'* – *'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want'* It is not – distracting, judging, discounting, minimising or placating

Consistency: Boundaries applied in a supportive, matter of fact, non-punitive way.

Containment: Emotional containment of feelings too big for the child by a regulated and steady adult, in charge of their own feelings and emotions

Calming and Soothing: The adult will support the child to regulate themselves.

At a point when the child is fully regulated there will be some reflection and analysis of the behaviour which will involve making the child aware of the physiological clues of what happened within their body and in their actions. Adults will say what they see and label the emotions, ensuring they are explicit about the behaviour that was inappropriate, e.g. *'It's okay to feel cross, but it's not okay to…'*

Adults refocus the behaviour, e.g. What can we do next time to support you to behave differently? At this point, there will be an agreement between the child and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

PACE: Playfulness, Acceptance, Curiosity and Empathy—is a relationship-based approach that helps staff respond to behaviour with warmth, understanding and consistency. In our school, we use PACE to look beyond the behaviour and consider what a child may be communicating through their actions. Staff aim to remain calm and curious, listen without judgement, acknowledge children's feelings and help them understand the impact of their choices. This

supports positive relationships, emotional regulation and a safe, respectful learning environment for everyone.

Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. This is achieved through:

- Verbal praise
- Written comments
- Display of children's work
- Awarding of Positive Points and House Points
- Knights Awards for children demonstrating positive effort, attitude or learning behaviours
- Positive notes, emails or calls home to parents/carers to inform them of successes

Rewards are never to be taken away once earnt.

House System

All of the children are organised into four House Teams and will be able to earn House Points as a reward for good effort, behaviour and achievement.

Children are awarded House Points which are recorded by putting a token in the relevant jar. House point totals are collected every Friday morning by the House Captains and reported to the school office.

During worship every Friday afternoon, the house cup is awarded to the team with the most house points for the week.

Each half term, the winning house is rewarded with an activity afternoon.

Routines

Our expectations of good behaviour must be within the context of an ordered and calm school day. It is essential that we consider each aspect of the day. This includes:

- Positive start/endings- teachers meet children at the classroom door each day (8:40-8:50am)
- Morning check-ins- using emotion boards (age-appropriate to each class)
- The learning environment – tidy, interactive, stimulating and celebratory

- Classroom organisation – so that the basic needs are met and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day
- Worship- a time for celebration and quiet reflection

Staff Responsibilities

All Staff

- Ensure that there are good routines
- Ensure that all adult role models are consistent, friendly and professional at all times
- Remain calm
- Aim to be positive at all times by seeking out and rewarding the good
- Explain why certain behaviours are not acceptable using the TIS approach
- Be consistent about praise and rewards as well as when supporting positive behaviour
- Be aware of individual needs
- Follow the school's agreed reward system

Playtime and Lunchtime Staff

As above, plus

- Be active and engaged with the children
- Be aware of the main problem areas (places, times, individual children, etc.)
- Be active in your supervision

Senior Leadership Team

As for 'All Staff' above, plus

- Support staff in the implementation of the policy
- Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
- Take prompt and decisive action to deal with areas for development

Restorative approaches

When an incident occurs we try to:

- Give the child/ren time to calm down before speaking to them
- Showing curiosity through our questions promoting social engagement '*Will you help me understand what happened?*'
- Listen to each child explaining what has happened including any witnesses if possible
- Supporting children to find solutions *'Let's think together about what might be best to do now'*
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Boundaries

We want children to be aware that are boundaries which staff need to set to keep all learners safe and maintain a purposeful learning environment. Setting clear boundaries helps ensure all children feel contained.

Where children's behaviour has communicated an unmet need which has caused harm to self or others we have a support mechanism in place to provide reflection and repair time.

Where children are engaging their thinking brain, this will be in the form of reflection time with the adult who dealt with the initial communication of unmet need.

Support and opportunities to make repair are always given. However, if the child is not yet able to make repair at this point, then the reflection time will follow at the next opportunity.

A member of staff will speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed with communication which is clear and consistent.

Reflection and Consequence Step Up Process

Our policy is designed to help the child and to enable the adult to:

- Secure the clear facts to an incident
- Not make assumptions in their interpretations of events
- Identify triggers for each individual child in order to help them move forwards and promote positive behaviour

By having a step process, we can achieve a better understanding of each child and the triggers to their actions. There will be some children for whom a bespoke programme will apply.

Where children have a positive relationship with a specific member of the staff team, this member may be called upon to deal with a situation rather than following the set-up process. This is in line with our model of Protect, Relate, Regulate, Reflect.

Level 1	Class Teacher	Actions that can be effectively managed within a classroom or lunchtime environment by the staff member without involvement from SLT. An informal discussion with parents will take place.
Level 2	Key Stage 1 and 2 Leads	Actions that are not so easily managed within a classroom or lunchtime environment. Class teacher/MDSAs will involve colleagues from stage two of the train. Class teacher may involve parents/carers.
Level 3	Senior Teacher	Actions (including persistent level 2 behaviour) which may result in formal involvement of SLT and parents. Additionally, outside agencies may be involved.
Level 4	Head Teacher	Actions (including persistent level 3 behaviour) which always results in formal involvement of the Headteacher and parents. This will include behaviour which presents a direct threat to the welfare of school stakeholders. Additionally, outside agencies may be involved.

Relational Support Plan and Successful Inclusion Plan

At Knights Templar Community Church School safeguarding for all is paramount. We focus on de-escalation and strategies that support this including the use of Alternative Provisions. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern.

At times, children will require additional support through a Relational Support Plan or a Successful Inclusion Plan.

The plan details the team of staff best placed to support the child and follows the key-model of ***Protect, Relate, Regulate and Reflect***. It outlines strategies that can be used to support the child. This plan is shared with the parents/carers, staff and the child.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used in schools that involve a degree of physical contact with children. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances

such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used to prevent a child from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Every effort should be made to ensure two members of staff are present when a decision has been made to use reasonable force.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

The school will inform parents about serious incidents involving the use of force, in line with DfE guidance (Use of Reasonable Force DfE 2013).

Incident Report

When a serious incident occurs teachers/support staff will record the incident on CPOMs under the category of 'General School Concern- Behaviour'. This should be alerted to the Head Teacher and the Senior Teacher. If reasonable force has been used there should also be a completed entry on EECLive.

Stepping Out (Take 5)

All staff have a responsibility to support and challenge colleagues who may be triggered in situations where children have become dysregulated.

If a situation is escalating and a staff member feels that another member of staff is contributing to the situation heightening, they should inform the staff member to 'Take 5' and call for additional support with the child if needed.

Any staff member being informed to 'Take 5' must remove themselves from the situation immediately.

When safe to do so, the incident should be reported to the Head Teacher and support offered to the staff members involved to review the incident and identify any strategies that can be used to avoid a similar situation reoccurring in the future. In the case of the Head Teacher being asked to Take 5, the incident should be reported to the Chair of Governors.

The school's procedures for reporting allegations will be followed if there is concern about the use of force.

Exclusions

We recognise that exclusion from school is perhaps the most explicit form of rejection by a school of its pupils and for some excluded pupils increases the likelihood of wider social exclusion (Munn & Lloyd, 2005). Thereby contributing further to psychological distress.

However, on some occasions the Head Teacher may feel that formal processes should be activated to remove the child from the school temporarily. Exclusion is an extreme step and is taken in cases where pupil incidents of misbehaviour are not responding to the strategies employed or an incident of extreme seriousness has occurred.

Under the law, the Head Teacher, Governing Body, LA and independent appeals panel must have regard to the relevant DfE guidance when deciding whether to exclude a pupil, the period of exclusion and whether to direct the Head Teacher, where applicable, to reinstate an excluded pupil.

Only the Head Teacher or, in their absence, a senior member of staff acting with their authority, can exclude a pupil from school. A decision to exclude a pupil is a matter of judgment for the Head Teacher who will take into account the likely impact of the misconduct on the life of the school.

Before making a decision to exclude, either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's Supporting Positive Behaviour Policy and Equal Opportunities Policy
- Allow the pupil to give their version of events
- Check whether the incident may have been provoked, eg by racial or sexual harassment
- If necessary consult others, being careful not to involve anyone who may have a role in any statutory review of their decision eg members of the Governing Body

In the case of fixed period exclusions, the Head Teacher may exclude a pupil for up to 45 days in any one school year. Permanent exclusions will normally be used only as a last resort but may, in exceptional circumstances, be appropriate for a first or one-off offence such as serious actual or threatened violence, sexual misconduct, carrying of an illegal drug or carrying an offensive weapon.

The Head Teacher will inform the parent/carer of the stated period of exclusion and the reasons for it. The parent/carer has the right to make the representations about the exclusion to the appropriate body.

Serious incidents including bullying

It is important that playtime/lunchtime staff report to class teachers any incidents where a child has reported any bullying behaviour and that it is recorded accurately on CPOMs.

Behaviour during off-site visits

Positive behaviour should be expected when children are off site, on educational visits for example or at sporting events. It is to be hoped that children will behave well on the way to and from school and whenever they are wearing school uniform.

The school's usual procedures would be followed when offsite with contact being made with the Head Teacher or Senior member of staff at school if needed to provide assistance.

Appendix 1- Emotions Boards

happy

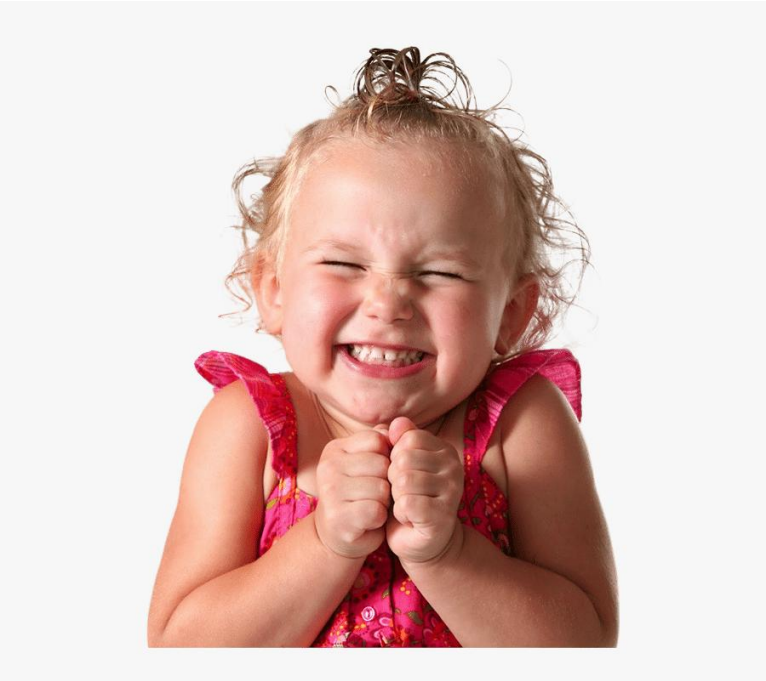
sad

angry

worried

anxious

calm



excited

confused

frustrated

upset

proud

scared

Appendix 2- Knight's Award

Knight's Award

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Signed: Date:

Knight's Award

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Signed: Date:

Knight's Award

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Signed: Date:

Knight's Award

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Signed: Date:

Appendix 3- TIS Approaches for Lanyards

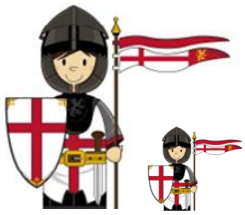
Positive responses to dysregulated children involve:

p- playful
A- acceptance
C- curiosity
E- empathy

- I notice
- I wonder
- Will you help me understand?
- It's ok to feel X but it's not safe to do X
- I can see
- I imagine

Restorative Approaches

- Will you help me understand what happened?
- Will you help me understand how you were feeling?
- Let's think together about what might be best to do now.



Knights Templar Community Church School

Appendix 4 – Reflection and Consequence Grid

Knights Templar Community Church School and Nursery

Work at it with all your heart

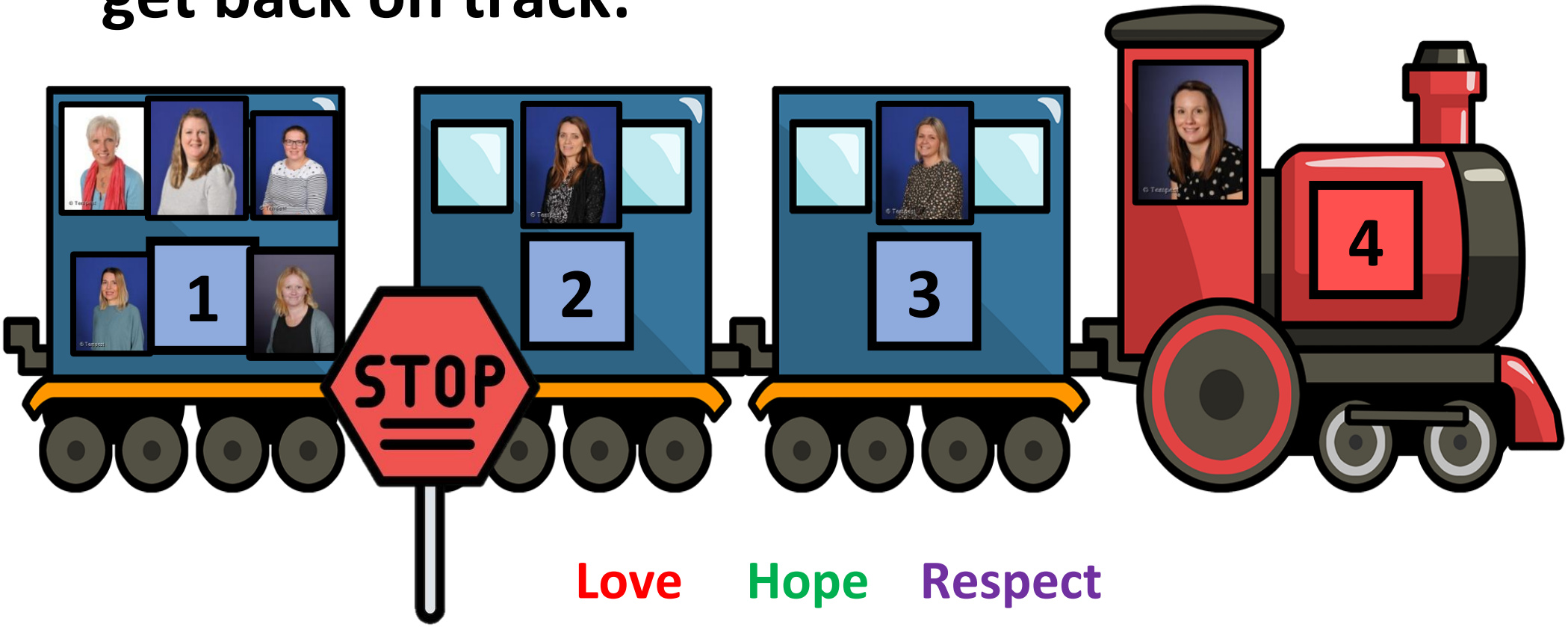
Head Teacher: Mrs Laura Weaver, BA Hons QTS

Reflection and Consequences				
	Level 1 **Class Teacher and Other Class Staff**	**Level 2** **Key Stage Lead**	**Level 3** **Senior Teacher**	**Level 4** **Headteacher**
How and Who	Actions that can be effectively managed within a classroom or lunchtime environment by the staff member without involvement from SLT.	Actions that are not so easily managed within a classroom or lunchtime environment. Class teacher/MDSAs will involve colleagues from stage two of the train. Class teacher may involve parents/carers.	Actions (including persistent level 2 behaviour) which may result in formal involvement of SLT and parents. Additionally, outside agencies may be involved.	Actions (including persistent level 3 behaviour) which always results in formal involvement of the Headteacher and parents. This will include behaviour which presents a direct threat to the welfare of school stakeholders. Additionally, outside agencies may be involved.
Types of Behaviours include	• Distracting others • Poor quality learning due to lack of effort • Playing in out of bounds areas • Throwing items – e.g rubbers • Taking school equipment without permissions e.g. school balls at lunchtime • Name calling • Reckless play • Shouting out in class • Unkindness to other children • Rudeness towards an adult • Disruption to learning of self or peers	• Refusal to cooperate with staff • Deliberate minor destruction or defacing of property • Rudeness towards others (including swearing) • Spitting • Threat to bite or impulsive bite • Inappropriate use of the internet • Rough/reckless behaviour that causes inadvertent harm to another person • Persistent disruption to learning of self or peers • Defiance	• Persistent, deliberate unkindness to an individual or group (bullying) • Inappropriate use of technology e.g trying to access blocked sites/cyber bullying etc • Intentional racist language or discrimination • Intentional homophobic or sexist language or discrimination • Deliberate behaviour that threatens the safety of others • A bite with intent • Deliberate aggression which could cause significant harm. • Deliberate verbal and or physical aggression towards adults • Continued and persistent defiance	• Deliberate and persistent damage to property/belongings despite restorative and therapeutic interventions • Deliberate and persistent harm caused to adults and or children despite restorative and therapeutic interventions. • Actions that are criminal or present a direct threat to the welfare of the school's stakeholders • Knowingly bringing dangerous items into school with an intent to cause harm • Escalated disruption that causes significant loss of learning

Reflections	• A 1:1 Discussion with the child to be curious about the actions/behaviour • Consider root causes of the behaviour with the wider team and parents/carers	• A 1:1 discussion with the child to be curious about actions/behaviours • Explore root causes of the behaviour with wider team and parents/carers • Implement therapeutic session(s) to explore the actions e.g Draw and Talk, Lego Therapy, Mindfulness, ELSA • If appropriate the implementation of Relational Support Plan	• A 1:1 discussion with the child to be curious about actions/behaviours • Review of Relational Support Plan in place, if not in place, plan to be constructed with all stakeholders • Review therapeutic interventions and impact considering next steps • Consider a bespoke timetable incorporating internal alternative provisions • Consider placing on SEND register for SEMH • Consider NDP referral • Consider family support through PFSA or Emotional Support Worker	• Review meetings with child, parent/carers, school team including SENDCo (not altogether) • Review of bespoke timetable and use of internal alternative provision • Consider part-time timetable and alternative provision, as reasonable adjustments • Review ADPRs and possible EHNCA application • Consider WSBEP panel discussion • Consider FIS support through an EHA referral or review family support
Consequences	• Stepped approach • Expectation to restore relationships with support • Expectation to complete unfinished work (if appropriate) • Refocus time (with a clear expectation and time limit) in an learning space e.g. partner class	• Stepped approach • Expectation to restore relationships with support e.g an apology, card, games, discussion (all scaffolded and supported if needed) • Expectation to complete unfinished work (if appropriate) • When regulated, opportunity to reflect on the impact on themselves and others • If appropriate, restoration of damaged property or area • Piece of work around inappropriate behaviour through use of social stories • May consider putting in place a Relational Support Plan	• Formal meeting with the school and parents/carers • Confiscated items to be collected by an adult • Internal refocus (suspension) with emotionally available adult • Expectation to restore relationships with support e.g. an apology, card, game, discussion (all scaffolded and supported if needed) • Expectation to complete unfinished work (if appropriate)	• Internal suspension • Fixed term suspension • Formal reintegration meeting with parents • Review the appropriateness of the provision in place, impact of reasonable adjustments made to date and level of support in place • May consider a managed transfer or application to a specialist provision • Permanent Exclusion

Appendix 5- Emotional Support Posters

When I struggle to manage my emotions, these are the people who help me reflect and get back on track:



Love Hope Respect

Appendix 6-

Leaflet for Visitors/Volunteers

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Restorative approaches

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- Listen to each child explaining what has happened including any witnesses if possible
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For more information please contact our TIS Lead Practitioner, Laura Weaver:

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www.knightstemplarfirst.co.uk

Knights Templar Community Church School and Nursery

Supporting Positive Behaviour

Key Information for Visiting Adults

At Knights Templar Community Church School, **behaviour is** understood neuro-scientifically as a **communication of an unmet need** or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour.

We strive to create a safe, stimulating environment where everyone's spiritual and moral beliefs are nurtured. We strive to ensure our young learners develop as good citizens based on our core Christian values of **Love, Hope, Commitment** and **Belonging.**

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers **predictability, containment** and **safety**. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour.

The development of positive social, emotional and learning behaviours is at the heart of our approach. Our differentiated response to behaviour recognises that our children are unique and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all children, through an ethos that values every child. We support children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

Trauma Informed Schools UK

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Providing an environment that has **safety**, **connection** and **compassion** at its heart ensures that we never unwittingly re-traumatise any of our community members.

Key Relational Skills

We actively promote key relational skills, drawn from research, which contribute positively to the development of a healthy sense of self.

We have a whole school commitment to cease using: harsh voices, shouting, put-downs, criticisms and shaming which are proven to be damaging psychologically and neurologically. All school staff ensure that interactions with children are socially engaging not socially defensive and are aware of facial expressions and other non-verbal communication and presenting as open, warm and engaged at all times.

These skills, when provided within a positive relationship with an emotionally available adult, will provide a relational basis for a child's emotional, social and neurological development.

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Appendix 7- Colour Monster Emotion cards

confused

angry

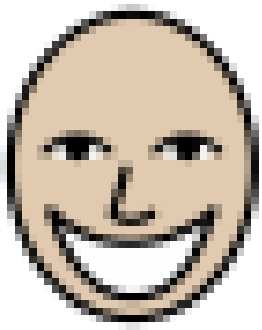
sad

happy

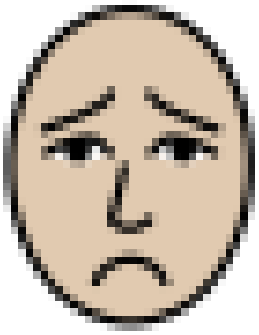
scared

calm

loved



happy



sad

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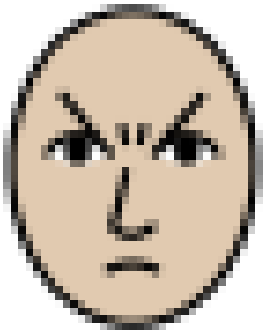
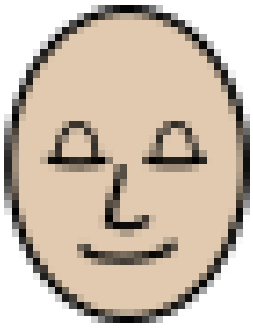
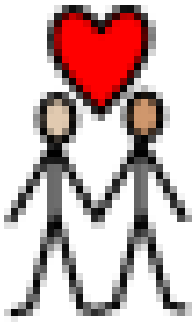


angry

confused



calm



loved

Appendix 8 – Relational Support and Inclusion Plans Template

Knights Templar Community Church School and Nursery

Work at it with all your heart

Name of Pupil	Date:
The Child's Team- who will support this child?	
Strengths/Qualities/Interests *What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?*	
•	
Protect: This explains the need for safety and security. Some children may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.	
Actions: •	
Relate: Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some children there is a need for a high level of connection within school.	
Actions: •	
Regulate: Children need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support children to develop their ability to regulate themselves.	

Actions: •
Reflect: *Some children will need adults in school to be particularly mindful of providing a high level of care.*
Actions: •

Knights Templar Community Church School and Nursery

Work at it with all your heart

Knights Templar Successful Inclusion Plan

Name		
Date of Birth	Year Group and Class	SEND Need

Child's Team	Medical Information
•	•
Likes	**Triggers**
•	
Strategies	**Non-Negotiables**
•	•

What I might look like in the zones and what strategies will help me back to green				
Zone	Blue Zone *Sad/tired/sick/bored*	Green Zone *Happy/calm/ok learning*	Yellow Zone *Frustrated/worried/ silly/excited*	Red Zone *Angry/terrified/ yelling/hitting*
Indicators				
Strategies				