



**At King's Court First school out ethos is caring, sharing and learning together.**

**Our rules: Ready, Respectful, safe!**

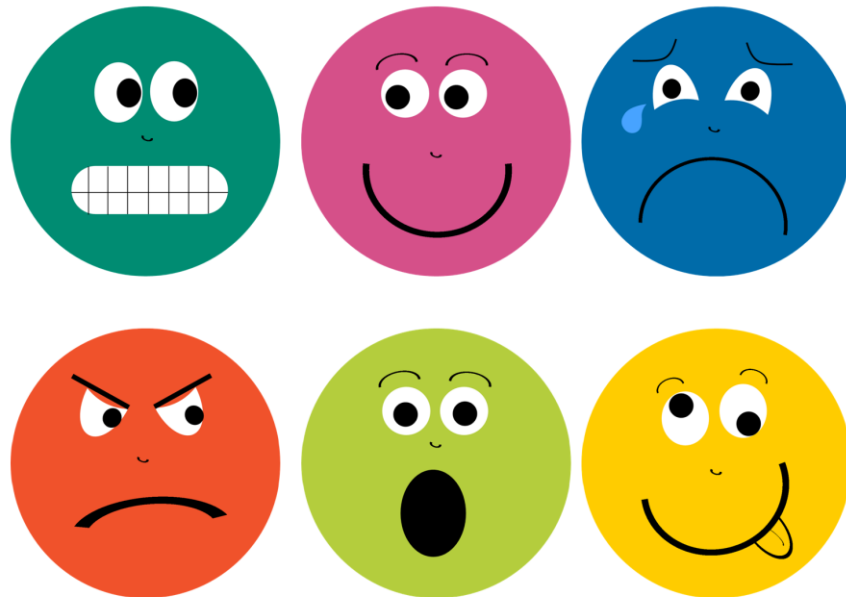
**Behaviour Intent: We value**

- Building positive relationships and the careful use of language as essential for creating a culture of belonging
  - Children feel **Positive** through 'ready, respectful, safe' and take **Pride** in themselves

Principles that drive our nurture intent and leadership

**Firm Fair Flexible Forgiveness (4 Fs)**

**Behaviour is a form of communication**



THE  
**ZONES**  
of regulation

sad bored tired sick	calm happy focused ready to learn
excited silly frustrated nervous hyper	out of control anger rage terror

Trauma Informed School Relationships Policy

**Protect, Relate, Regulate and Reflect**

## Nurture classroom essentials

Visual timetable -written or pictures

Mood boards – emotional check ins

Calm down area in each classroom

And/or reading space – simulating and inviting for all children, friendly spaces

Bubble box

Children have a trusted adult to talk to

Calm kits

Drawers and resources labelled to create order

Positive affirmations displayed

Notice boards for information and independent learning

Access to fresh drinking water and snacks

Interactive displays – clearly labelled. Photographs of positive classroom experiences

Every child valued – at least one piece of work named and displayed

Behaviour and rewards displayed

Spelling, phonics and mathematics resources on the tables to scaffold learning

Independent learning environment, clearly labelled resources, clutter free

## Strategies

New face

Happy breathing

Regulate- relate – reason

Name the emotion (name it to tame it)


Prevention – be pro-active

**Language** - examples


‘It’s okay to feel like that’

‘I feel like that too’

‘Hands are not for hurting’



how do you spell love?  
- right



**Attachment is about relationships**, and how we *think and understand* relationships.

A child's first attachment is vitally important. It provides a blueprint for how they understand, think about and behave within future relationships

you don't spell it -  
you feel it.  
- pooh

## Script 2

### Restorative meeting

Tell me what happened

Tell me what you were thinking at the time

Tell me what you think about it now

Tell me about how what you did might have made others feel


Tell me about your ideas to put things right

Reasonable adjustments: where a child has a mental health condition that amounts to a disability and this adversely affects their behavior. Adults make reasonable adjustments, the physical environment, the support we offer, and how we respond in particular situations

### Impact

Adults build emotional currency with children.

Children feel safe in school to take pride in themselves, they are positive through ‘ready, respectful and safe’



**Secure attachment** is...  
The concept of the child or young person truly knowing and feeling **secure** of the person taking care of them is at the core of attachment theory.

Having someone that they **trust** and can rely on.

"Piglet sidled up to Pooh from behind. 'Pooh!' he whispered. 'Yes, Piglet?' 'Nothing,' said Piglet, taking Pooh's paw. 'I just wanted to be sure of you.'"

