



King's Oak Primary School and Nursery Class

Promoting Positive Relationships Policy



May 2026



Revisit: May 2028 or sooner if required.

From Tiny Acorns, Mighty Oaks Grow.

Contents

Introduction

Aims of Inverclyde Council's Promoting Positive Relationships Policy

Our Vision in King's Oak

Why Positive Relationships Matter

Our Core Values and Ethos

Learning Environments

Teaching/ Learning and Curriculum Delivery

How We Promote Positive Relationships

- A Nurturing Approach
- Restorative Approaches
- Trauma-informed Practice

Responding

- Universal responses
- Targeted Support
- Specialist Support

Physical Intervention including seclusion or Restraint

Working with Families

Monitoring and Review

Introduction

Inverclyde Council is located in the west of Scotland with a population of approximately 78,400 people (Scottish Government, 2021). Inverclyde Council was one of the first local authority areas in Scotland to create a Positive Relationships policy, which came into being in 2014. Inverclyde's approach has always been on the importance of positive relationships, preventative and responsive approaches, relational approaches, consequences and expectations coupled with assessment and planning for children and young people. In June 2025 the Scottish Government released guidance to support schools to foster a positive, inclusive and safe school environment through their approaches to positive relationships and behaviour, leading to Inverclyde's council updated Promoting Positive Relationships policy.

Aims of Inverclyde Council's Promoting Positive Relationships Policy

- The aim of the council policy, in accordance with Getting it Right for Every Child (GIRFEC), are to:
- Implement key national documentation, namely: Fostering a positive, inclusive and safe school environment.
- Promote positive teaching and learning environments across all establishments.
- Value every child and develop a climate of mutual respect in all our establishments.
- Maintain high expectations of the children/young people themselves, establishments, support services and the community.
- Bring the work of all agencies together to encourage a partnership approach to promoting positive relationships.
- Promote early intervention.
- Demonstrate that relationships are at the heart of an excellent establishment.
- Include all our children and young people in their establishment's and communities.
- Improve achievement and attainment.
- Actively promote the development of nurturing establishments and communities.
- Ensure staff develop an in-depth understanding of social, emotional, and behavioural issues.
- Provide high quality staff development opportunities.
- Establish a strategic and authority wide lead in this area.
- Teach children and young people the social skills needed to interact positively with others.
- Promote an ethos of empathy and understanding of all children, young people and their families.
- Reflect constantly on our practice in order to improve interventions and outcomes.
- Recognise and meet our duties and responsibilities as corporate parents.
- Provide information regarding seclusion and restraint that is in line with the document Included, Engaged and Involved, 3 (2024).

Our Vision in King's Oak

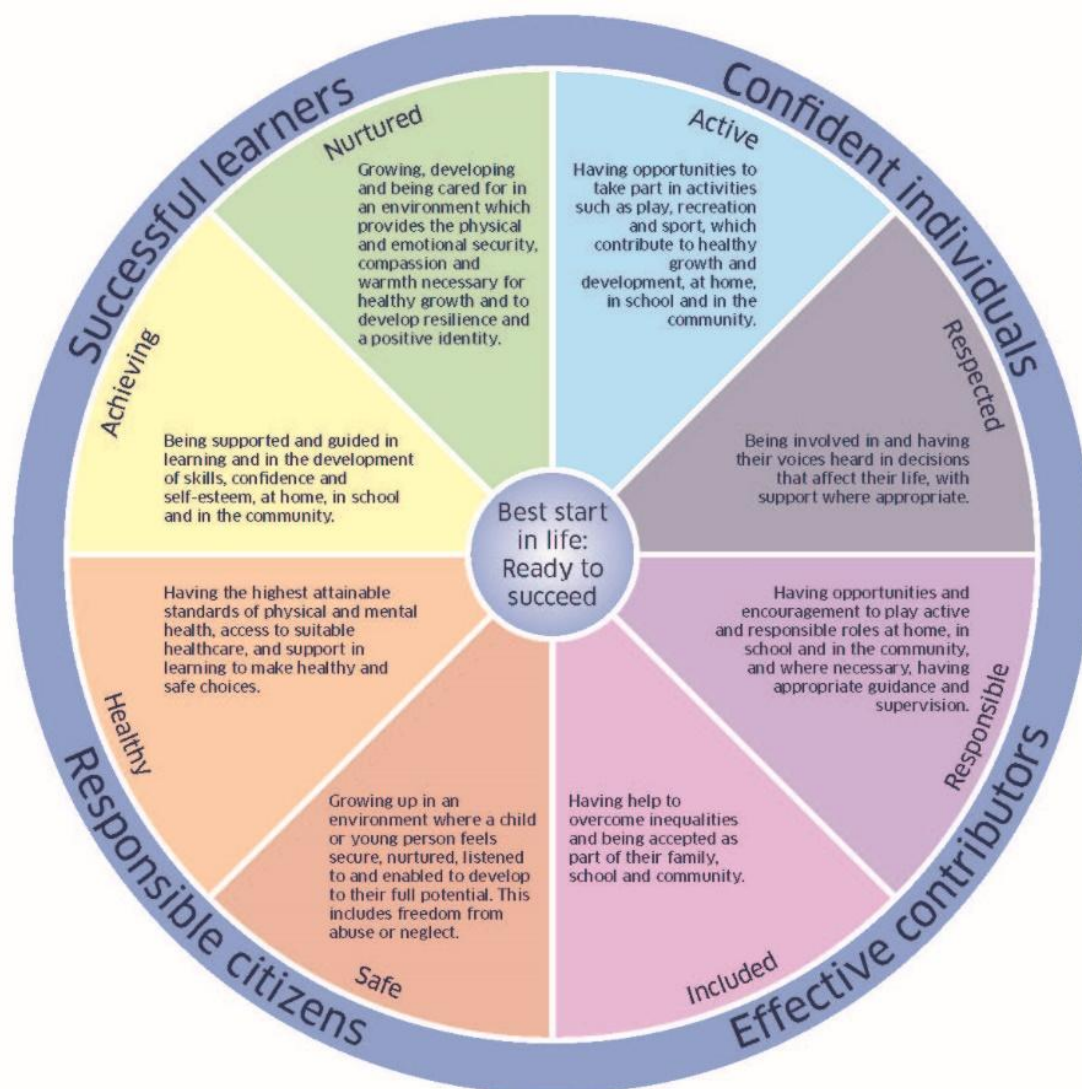
In King's Oak, we want every child to feel **happy, safe, respected** and **included**. Positive relationships are at the heart of everything we do.

As the council policy states, "*Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected, and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.*"

We believe that children learn best when they feel valued, listened to and supported. Our establishment policy explains how we work together—children, staff and families—to build a caring school community.

Effective learning and teaching is dependent on the nurturing of positive relationships throughout the daily interactions between staff and learners and between learners themselves. Positive learning environments are created to deliver effective teaching and learning.

Our establishment policy strives to support the aims associated with GIRFEC. All aspects of our work will lead to learners being:



Why Positive Relationships Matter

Positive relationships help children:

- Feel safe and ready to learn
- Recognise their own feelings and emotions and the feelings of others
- Build confidence and resilience
- Develop social and emotional skills
- Learn how to manage feelings and solve problems in a positive way
- Achieve their best

The council policy reminds us that *“effective learning and teaching is dependent on the nurturing of positive relationships.”*

Our Core Values and Ethos

Our shared school and nursery values of **respect, responsibility, kindness, honesty, ambition and safety** underpin everything we do in King's Oak

We show these values by:

- Being kind and caring
- Showing respect to others
- Using good manners
- Making safe and responsible choices
- Trying our best
- Letting others learn
- Looking after our school

These expectations are written in child-friendly language so all pupils can understand them.

Our approaches to these expectations are reflective of age, developmental stages across our establishment and in a way that children will be able to meet them. This requires consistency of approach across the establishment.

To be consistent we:

- Ask all children and young people, staff and parents/carers to uphold our establishment values and model expected behaviours to create a predictable, structured environment.
- Positively and regularly reinforce expectations across our establishment; where all staff have an understanding of an agreed approach.
- Emphasise children's rights, fostering a sense of fairness, equity, accountability and moral responsibility.

Learning Environments

“Behaviour” must be considered in the same way as any other area of the curriculum where staff would assess, plan, teach, differentiate, and evaluate in order to ensure that pupils understand and develop the skills required. This work sits at the heart of the Health and Wellbeing curriculum and is a ‘Responsibility of All’.

In promoting positive relationships it is essential that a playroom, class, playground or whole establishment environment is conducive to meeting needs and preventing any distressed behaviour from occurring.

We make sure classrooms are:

- Calm, organised and welcoming
- Clearly labelled and easy to navigate
- Designed to support different needs (e.g., quiet spaces, sensory considerations)

Staff use clear routines, visual timetables and positive language to help children feel secure.

Staff should consult an environmental checklist (appendix 1 of this policy with further examples provided within the council policy) and monitor and adapt accordingly. Checklists can be used as a self-evaluation tool in this area.

Some key questions can be considered by practitioners in the evaluation of their learning environments.

- Is the playroom/class uncluttered and well organised?
- Are areas clearly marked and signposted?
- Is the lay out and type of furniture appropriate? (heights of tables and chairs etc.)
- Are there attractive, learning focused displays on view?
- Are group dynamics/seating set to allow for the most successful interactions to take place?
- Is it appropriate to have personal work stations/time out space in the classroom or establishment?
- Are there any sensory issues affecting pupil behaviour e.g. colour, light and noise/pitch levels?
- Do staff speak in a calm, non-confrontational way?
- Are establishment values/codes of conduct displayed around the establishment in pupil friendly forms?
- Are general good practice strategies in place e.g. daily schedules, signposting for all?

Consideration should also be given to playgrounds and outdoor learning environments.

- Are suitable activities available?
- Is training in place for mentors?
- Are buddies/mentors used successfully?
- Do playground staff interact with pupils?
- Are there quiet/safe haven spaces available?
- Are children and young people encouraged to sort out problems with each other through restorative approaches or peer mediation?
- Can a resolution been found to “interval difficulties” before returning to class?

Teaching/ Learning and Curriculum Delivery

In King's Oak every measure is taken to deliver an enabling and stimulating curriculum. We use active and meaningful approaches to teaching and learning which stimulates interest, minimising opportunities for negative interactions.

Children require strong, trusting relationships and to feel known by the adults and their peers in our establishment to get the best from them. Children acquire and develop skills through adult and peer modelling, planned experiences and learning. Adults skillfully build in consistent routines and boundaries, providing structure whilst allowing children to develop skills for life, learning and work.

Well planned active learning provides opportunities for:

- progression in learning and the development of skills
- engaging and challenging children's thinking
- investigating and exploring
- consolidating learning
- focused learning and teaching
- fun and enjoyment

The Health and Wellbeing curriculum is wider than encouraging children and young people to eat well and to exercise: it encompasses a much broader, holistic approach. At the heart of health and wellbeing is the capacity to form and sustain good personal, social, and working relationships. When children and young people have good relationships, they are more likely to feel confident about their learning, have higher self-esteem, to show resilience when faced with personal challenges and to show respect for others.

We teach children how to:

- Understand their feelings
- Manage emotions
- Work with others
- Resolve conflict
- Build friendships

This is part of Health and Wellbeing, which the council describes as "everyone's responsibility."

In King's Oak we use Promoting Alternative Thinking Strategies (PATHS) as our framework for progressive social and emotional teaching and learning.

How We Promote Positive Relationships

A Nurturing Approach

We use the six nurture principles to help children feel secure and supported. Universally, staff understand that children's early experiences and emotions affect how they learn and behave and apply these principles across our establishment.

In King's Oak our targeted approach to nurture is through our nurture class; The Blossom Room where learners engage in carefully planned, small group learning opportunities with a health and wellbeing focus.

Restorative Approaches

When difficulties happen, we focus on repairing relationships rather than blame. Restorative approaches help teachers and practitioners ensure that learners can be involved in a fair process, helping all involved to understand the impact of their behaviour on others.

We ask questions like:

- What happened?
- How did it make people feel?
- How can we fix things?

This helps children learn responsibility, empathy and problem-solving by:

- Learning that one's own actions can impact on others
- Respecting the views and feelings of others
- Being fair
- Empathising with the feelings of others

The approach involves including an individual in finding a solution to the problem. Instead of asking **'Who's to blame and how are we going to punish them?'** focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as **'who has been affected and how?'** and **'How can we put it right and learn from this experience?'** (Extracted from Education Scotland website, 2019)

Trauma-Informed Practice

Some children have experienced stress or trauma. Staff use calm, predictable and supportive approaches to help children feel safe. The council notes that Inverclyde aims for services that are *"trauma informed and responsive."*

Responding

We understand that all behaviour is a form of communication. When behaviour does not meet expectations, we respond in a fair, calm and supportive way. This may involve consequences. Consequences are an important tool to help reinforce boundaries and expectations. 'Consequences' refers to the actions or interventions implemented in response to a child or young person's behaviour. The use of consequences where behaviour does not meet expectations is about addressing the young person's behaviour and supporting them in a way that reduces the likelihood of the behaviour occurring in future. Appendix 2 of this policy are illustrative examples of consequences.

Universal Responses (for all children)

- Gentle reminders
- Positive reinforcement
- Moving seat or taking a short break

- A quiet conversation to help the child reflect
- Use of non-verbal cues such as eye contact, proximity or hand signals to re-direct behaviour

Targeted Support

Some children may need extra help, such as:

- Check-ins with a trusted adult
- Small group work
- Individual support plans
- Adjustments to routines or environment

Specialist Support

Where targeted interventions have not been successful, individualised support planning may be required for some learners such as:

- Risk assessments
- Multi-agency collaboration
- Joint work Educational Psychology
- Health or social work partners

This follows the GIRFEC approach and the council's staged intervention model.

Physical Intervention Including Seclusion and Restraint

Included, Engaged and Involved Part 3 (2024) sets the national, council and establishment context for physical intervention. Physical intervention is only used as a last resort to keep a child or others safe, and only when there is an immediate risk of harm.

Restraint and seclusion should not be viewed as, or become, routine practice in schools. They should not routinely form part of a child or young person's support plan. They should only be used:

- within a culture that prioritises positive relationships, behaviour, wellbeing, and planned preventative approaches;
- to avert an immediate risk of injury to the child or young person, or to others, where no less restrictive option is viable (reflecting the principle of last resort);
- for the shortest time necessary and in the safest, least restrictive manner;
- by those who are trained (except in emergency situations where no trained staff are available); and
- where it does not degrade, punish or deprive a child or young person of their liberty.

Working with Families

We believe strong partnerships with families help children thrive. We will:

- Communicate openly and respectfully

- Share successes as well as concerns
- Involve families in planning and decision-making
- Listen to children's and parents' views

Monitoring and Review

We regularly review:

- Behaviour patterns
- Feedback from children, staff and families
- The impact of our approaches

This helps us keep improving and ensures our policy stays aligned with Inverclyde Council guidance.

Appendix 1: Suggested Environmental Checklist

Positive Expectations	
I demonstrate a clear understanding that better learning leads to better behaviour by striving to deliver excellent learning and teaching.	
I actively promote the highest possible expectations of all pupils in all areas of our school; in classrooms, in the playground, in the corridors and in the dining hall.	
I model the Code for all people within our school.	
I clearly display and refer to the Code positively within our class.	
I engage children in regular discussion and activities related to the Code of Conduct and make it clear that we follow the Code to ensure the school is a happy, safe place for everyone to be.	
I reinforce expectations in a firm, fair and friendly manner and with a clear focus on building and maintaining the positive relationships within the school.	
I maintain a safe and orderly environment by ensuring close supervision in less-structured, busier settings such as the corridors, lunch hall and playground.	
I identify, praise and reward positive conduct, by giving positive attention to positive behaviour.	
I deliver praise in a way that helps pupils understand the specific behaviour that is being recognised and the impact this has on others.	
I create a climate in school in which all pupils earn praise every day and can be recognised as Golden Pupils during the school year.	
I ensure that the school 'Magic' reward scheme and other class-based reward systems are delivered in line with school procedures.	
I avoid over-using rewards to ensure we discourage 'positive behaviour for self-centred motives'.	
I ensure that rewards are only awarded and never taken away.	
I provide a short, description of any reward systems with the class Daily Plan (or on clear display within the classroom) to inform visiting staff.	
Promoting Positive Relationships	
I know that positive, healthy relationships are achieved when individuals become Emotionally Intelligent and I ensure that Health and Wellbeing learning and teaching reflects these four factors: Self-awareness (ability to recognise their own feelings) Self-management (ability to manage these feelings positively) Awareness of others (ability to recognise the feelings of others) Relationship management (ability to manage their relationships)	
I lead the delivery of high quality learning and teaching, which specifically sets out to teach children the social skills required to be emotionally intelligent individuals.	
I identify patterns/issues or barriers to positive relationships and help address these situations proactively through the curriculum, at class, stage or school level.	
I ensure I am up-to-date with school, local and national policy and good practice on promoting positive relationships (stringently evaluated in terms of their connectedness with our core values) and I recognise the important role my own professional development plays in being able to achieve this.	

I ensure that when pupils work together they are clear on what behaviours or social goals are expected and how to achieve these.	
I ensure that children support their fellow group members in meeting social goals and that the focus is on a cooperative approach and collective responsibility.	
Managing Relationships Positively	
I use calming strategies which are based on positive communication and meet the immediate emotional needs of children.	
I lead by example and minimise unnecessary confrontation by responding assertively, but not aggressively, even in challenging situations.	
I judge the behaviour and not the person.	
I am sensitive to pupils' self-esteem by discussing issues with them privately rather than publicly.	
I seek school-based support from colleagues to help establish strategies for promoting positive relationships and managing relationships positively.	
I provide 'no-blame' support and nurture to colleagues, who are dealing with challenging behaviour or unhealthy relationships, and I ensure that my colleagues know that seeking support equates with competency.	
I actively promote a 'culture of listening' when responding to others and I ensure that respectful listening occurs at all available opportunities; children are trained to actively listen as a matter of priority.	
I relax with colleagues, have fun and ensure everyone can be included.	
I acknowledge and celebrate when things go well and talk openly and constructively about things that go wrong.	
I respect that making mistakes is part of learning and understand that 'incidents' of behaviour that contradict our school Code of Conduct can provide useful points of reference in helping children develop more appropriate forms of behaviour and relationships.	
I look at each challenging situation individually and emphasise repairing harm and I do not assign blame and dispense punishment.	
I ensure that almost all consequences are agreed or negotiated through restorative approaches, as part of a process of repairing harm.	
I value the views/feelings of all and work from their current point of view, even if their perception of a situation is different.	
I effectively use the school's 'Cool Time' procedures as a non-punitive consequence to assist with pupils' self-management skills.	
I am able to defer conversations about challenging situations until all people who are involved are calm enough to communicate positively.	
I effectively use the school's 'Mediation' procedures when conflict occurs to assist with pupils' relationship management skills.	
I only impose consequences when these are required to maintain the safety and wellbeing of children or staff and I ensure any imposed consequences help to maintain and build the wellbeing and relationships of all those involved.	
I use my professional judgement when deciding whether to report incidents to a member of the Management Team; hierarchical referral systems are understood to be disempowering, although seeking support to <u>assist</u> with significantly challenging situations can allow for 'ownership' for those involved to be protected.	

I ensure when responding to a serious incident (in which a child's behaviour may put him/her in danger, other children in danger or a member of staff in danger) appropriate members of staff are contacted using a red card/walkie-talkie system and that I fulfil my duty of care by making decisions which reduce the risk of harm.	
I record all serious incidents, including violence to staff and those where a physical intervention is required, in line with school procedures	
Supporting Children	
I identify children who may require Additional Support in order to develop healthier relationships, contribute to the solution-oriented assessment and planning process.	
I maintain accurate behaviour monitoring records for pupils identified as requiring additional support in line with school procedures.	
I respect the confidentiality of pupils who require additional support by only sharing information with those who need to know and by doing so in a way which is consistent with school values.	
I work in partnership with parents/carers in a way that is Solution-Oriented and reflects school values and I notify parents/carers promptly of improved relationships and behavioural patterns.	
I know that behaviour which contradicts our Code, if left unchecked, can lead to bullying and that I have a duty to respond to this type of behaviour and the impact it is having, rather than relying on a rigid definition of 'bullying'.	
I understand that 'bullying' represent a dysfunctional or unhealthy relationship and is a breach of Children's Rights. I do not use the term 'bully' or 'victim' to label individuals, but, instead, describe behaviour as 'bullying behaviour'	
I explicitly state to children that 'bullying behaviour is never acceptable' and I show equal concern in addressing all 'bullying behaviour'; irrespective of whether the behaviour was displayed at school, out of school or online.	
I demonstrate that anti-bullying procedures are more formal types of additional support (e.g. a Restorative Conference) that are required to effectively repair the harm for all concerned, when less formal methods have proven to be ineffective. i.e. the fear or worry about what has happened, or that it might happen again, has not yet been effectively addressed	

Appendix 2

Taken from the council policy

The table below is for *illustrative purposes only*, highlighting a range of behaviours, some possible underlying reasons, and examples of potentially appropriate responses. It aims to demonstrate that there can be a number of underlying reasons behind behaviour and that children and young people may act in similar ways for very different reasons and therefore the appropriate response will differ depending on the particular context and needs of the child. Responses should be considered in line with local authority policies, procedures and approaches as not all responses illustrated here may be appropriate or available in all areas.

Schools should take a child-centred approach when determining an appropriate response. Understanding the specific needs of each young person is crucial, as the most suitable response to a behaviour may vary – even for the same child – depending on their circumstances on a given day. In some cases, staff may not be aware of the underlying need at the time of the incident, but a response is still required. Where the underlying need is unclear, taking steps to understand it after is an important part of providing effective support.

While immediate responses to behaviour are often necessary, consistently applying universal approaches (such as simply asking a child to apologise) may address the surface level issue in the moment but fail to resolve the underlying cause. Children and young people are still developing – both emotionally and neurologically – and factors such as puberty, mood changes, societal or personal challenges can influence their behaviour. However, this table reinforces the importance of looking beyond the behaviour itself to ensure that responses support the child's development and long-term wellbeing.

The list below is not intended to be exhaustive or prescriptive and responses may sit across different categories.

Behaviour	Underlying needs and functions of behaviour	Examples of responses
Meeting or exceeding expectations.	• A child is feeling safe, valued and connected within their environment. • A child is experiencing success and positive feedback, reinforcing their motivation to engage and behave positively. • A child feels a sense of belonging and agency within the school community. • A child's needs are being proactively met, including emotional regulation, sensory input, social connection, and cognitive support. • A child may be seeking to contribute positively to the school culture and relationships	• Verbal praise that is specific and genuine. • Opportunities for increased responsibility or leadership roles. • Celebrating progress and effort, not just outcomes (e.g.: "You worked really hard to stay focused through a tough task"). • Recognition in assemblies, newsletters or merit systems. • Time with a trusted adult to reflect on what helped them succeed. • Encouraging the child to model positive behaviour or mentor peers. • Maintaining supportive relationships and regular check-ins even when behaviour is positive.
Low-level disruptive behaviour. For example: • continually disrupting learning and teaching • disengaging from learning by wandering in	• A child seeking connection may enjoy the reaction from peers or adults. • A child who struggles with low self-esteem may act out to avoid situations where they feel they might fail. • A child experiencing difficulties at home may struggle to focus and use disruption as a distraction.	• A reminder of the expectation. • Being asked/instructed to move to different seat within teaching area. • Being asked/instructed to complete work in a different room/area under supervision. • Being given an alternative activity to the rest of the class that allows the child to regulate their emotions or behaviour.

Behaviour	Underlying needs and functions of behaviour	Examples of responses
corridors instead of being in class continually or seriously disrupting extra-curricular activities at lunchtimes or after school	- A child with additional support needs may become frustrated and disruptive when this need is unmet, and they are unable to participate equally. - A child struggling with work, or with attention lapses, may disengage to avoid work they find challenging. - A child may be seeking acceptance from their friends so following the crowd - A child who struggles with transitions may find it hard to shift from classroom/ learning space expectations to a more informal setting. - A child who lacks confidence in their abilities may disrupt to avoid participating. - A child who has difficulty with authority may see after-school activities as less structured and act out	- Being asked to take a break from the class or activity for a short time. - Discussion and reflection with the child to assist self-regulation. - A reinforcement of the expectation with differentiated explanation. - A reduction in the stress load for the child, for example if they have dyslexia, Autism or ADHD. - Access to learning support. - Support strategies such as check-ins or a one-to-one conversation to help address the underlying causes of behaviour. - Period by period registration and letting home know any period a young person does not attend. - Identify a safe space for the young person if mainstream class becomes too overwhelming. - Parental communication (truancy texts, attendance information, parental meeting). - Timetable adaption
Unsafe, anti-social, or otherwise unacceptable behaviour, including shouting, abusive or potentially physical behaviour during breaks or period changes (secondary).	- A child may be showing off to friends to gain authority/ acceptance/status. - A child with ADHD may struggle with impulse control and act without considering consequences. - A child who feels excluded or lonely may engage in disruptive behaviour to gain attention or connection. - A child with autism may be seeking sensory input or struggling with personal space. - A child is not yet developmentally able to understand and manage big emotions and feels overwhelmed. - A child is modelling the behaviour of others. - A child has limited control in other areas of their life, resulting in a need to assert themselves and retain agency within the safety of the school setting. - An excitable child may accidentally knock into others without realising the impact - A child with a sensory impairment may not be aware of their proximity to others. - A child with high anxiety may rush through corridors to avoid social interactions. - A child with a history of being bullied may push through crowds defensively as	Restricted access to corridors/areas during lunchtimes/morning breaks for a period of time - Requirement to be collected by parent/ other responsible adult for intervals and/or lunchtimes. - Reflective time/exercise to consider the impact of the behaviour on themselves and others. 'Out of class two minutes early' so they move through corridors while largely empty. - Escort to collect and walk child to next class. - A reduction in transitions. - Additional adult support to aid co-regulation. - A conversation to jointly problem solve with the child and perspective take, once they are regulated, with regards to what to do differently next time. - Explicitly taught the skills they do not yet have in a way that leads to learning in this area. - Social and emotional skills curricula. - In-school alternative provision for a period of time (to allow matters to calm, time for planning, parental meetings etc). - Exclusion from school (to allow matters to calm, time for planning, meeting with parents etc). - Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc)

Behaviour	Underlying needs and functions of behaviour	Examples of responses
	a stress response or safety mechanism in response to the trauma they experienced.	
Displays prejudice based behaviours such as racism, misogyny or gender based violence, homophobia.	• A child may be seeking to establish social capital by targeting those seen as 'different'. • A child may be being influenced by other people in their lives, such as family, friends or online influences. • A child may be repeating language they have heard elsewhere. • A child may be vulnerable to prejudice based narratives because they feel excluded, or marginalised. • A child may be vulnerable to far-right radicalisation. • A child may be displaying behaviours they have themselves experienced. • A child or young person's behaviour may reflect an exertion of power or control over others, influenced by their own position of relative privilege in relation to an oppressed group	• Utilising break or afterschool time to educate and reflect on the harm caused by the prejudicebased behaviour through developmentally appropriate education and discussion. • Removal from unsupervised corridors/ areas during lunchtimes/ morning breaks for a period of time. • Requirement to undertake additional supervised activities during lunchtime/breaks. • Referral to specialist agencies. • Reviewing curricular-based responses, such as learning through Relationships, Sexual Health and Parenthood (RSHP) education to promote empathy for others and learning about the impact of language, or topics such as consent. • Identifying whole-school interventions to ensure promotion of an inclusive and respectful school culture, such as embedding a whole-school approach to anti-racism. • Some behaviours may require more tailored responses. See Respect for All
Being violent towards others.	• A child experiencing frustration or anger may be lashing out due to difficulty regulating emotions. • A child who has experienced trauma may perceive a threat and act defensively. • A child with attachment difficulties may struggle with relationships and misinterpret social cues as hostility. • A child experiencing stress at home may have heightened emotional responses and struggle with self-regulation. • A child may be modelling abusive relationships witnessed at home	• In-school alternative provision for a period of time (to allow matters to calm, time for planning and for any additional staffing or alternative placements to be put in place, parental meetings etc). • Exclusion from school (to allow matters to calm, time for planning, meeting with parents etc). • Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc). • Provide a developmentally appropriate list of actions to take when frustrated in the future. Laminated set of bullet points, for example- to remind and support them to step away, seek help and follow an agreed, and rehearsed process

