



BEHAVIOUR POLICY

360 Vision Childcare, we believe all children deserve a nurturing, inclusive environment where behaviour is guided with empathy and support.

Our core values are:

- Kindness
- Respect
- Empathy
- Equity
- Emotional Wellbeing

We promote positive behaviour through relationship-building, modelling, and restorative practice, not punitive responses.

Aims of this Policy

- Promote positive behaviour and emotional development
- Provide consistent expectations and responses
- Support children in understanding their feelings and behaviour
- Intervene with empathy and appropriate boundaries
- Offer a trauma-informed, inclusive approach for all

Our Approach

We view behaviour as communication. We focus on:

- Positive Reinforcement
- Respectful Modelling
- Emotional Literacy
- Restorative Practice
- Safe Spaces for Regulation

Behaviour Escalation Framework

This tiered response ensures consistent and appropriate action at each level of behaviour:

Level	Description	Response	Who Responds
1 – Universal	Expected behaviour; minor issues (e.g. shouting, refusal)	Praise positive behaviour, redirection, visual cues, choices, reminders, move seat.	All staff
2 – Targeted	Repeated low-level disruption, dysregulation	Calm reminder, offer regulation tool or space, 1:1 conversation.	Key staff or room lead
3 – Concern	Ongoing disruption, verbal aggression, physical outburst repeated level 2 or escalated behaviour.	Remove from situation, restorative conversation, log behaviour. Time out and sit out of free play time.	Room lead/ Manager/ DSL
4 – Serious	Harm to self/others, damage to property, bullying	Risk assessment, incident report, parent meeting, individual support plan.	Manager/ DSL
5 – Critical	Persistent unsafe behaviour despite support	Multi-agency input, Early Help, short-term exclusion only if essential	DSL/ Manager /SENCO/ External support

Paul Dix's 5 Pillars and how we implement them in our settings

Based on 'When the Adults Change, Everything Changes':

1. Consistency – Clear, calm expectations and follow-through from all staff.
2. Boundaries – Fair and firm, communicated with compassion.
3. Relationships – Staff build secure, trusting connections with each child.
4. Positive Recognition – Focus on catching children doing the right thing.
5. Restorative Practice – Repairing harm, not punishing mistakes.

Restorative Practices in Action

We use restorative conversations to help children:

- Reflect on how their actions affected others
- Express their emotions safely
- Repair relationships and trust
- Rebuild community and inclusion

Example prompts:

- What happened?
- How were you feeling at the time?
- Who else was affected?
- What can we do to make it right?

Sanctions & Consequences

Sanctions are proportionate, explained clearly, and aim to teach rather than punish:

Behaviour	Possible Sanctions
Minor disruption, Level 1	Calm reminder, choice offer
Repeated disruption, Level 1 x3, or Level 2	Temporary withdrawal, reflection time
Physical aggression Level 3 or 4	Parent meeting, individual support plan
Persistent unsafe behaviour Level 4, or persistent Level 5	Multi-agency referral, fixed-term exclusion as last resort

The attached appendix provides a shared understanding for staff, parents/carers and managers of what constitutes different levels of behaviour within 360 Wrap Around provision.

Inclusion & Equity

We adapt responses based on:

- Neurodiversity
- Cultural needs
- Past trauma
- Special Educational Needs & Disabilities (SEND)

Exclusion is used only when all other options have been exhausted and with full partnership from families and professionals.

Family Partnership

We work with families by:

- Sharing concerns early and sensitively
- Co-creating behaviour support plans
- Using consistent language and approaches at home and in the setting

Staff Training & Wellbeing

All staff receive training in:

- Positive behaviour and attachment-aware practice - In house
- De-escalation and emotional coaching - Outsourced in person manual handling and deescalation and in house
- Restorative approaches - In House
- Cultural competence - In house and online where possible

Monitoring & Review

This policy is reviewed annually or in response to:

- New statutory guidance
- Feedback from children, families, or staff
- Emerging needs in the setting

360 Wrap Around Ltd is a company registered in England and Wales. Ofsted URN: 2836731.

Company Registration Number 15426736. Registered Office: 12 Moreton Way, Slough, England, SL1 5LT.

Behaviour policy



Completed by: Jemma Davis

Position: Director, 360 Vision CIC

Date: 14th April 2025

Review Date : April 2026

Appendix - The attached appendix provides a shared understanding for staff, parents/carers and managers of what constitutes different levels of behaviour within 360 Wrap Around provision.

Examples of Behaviours

Level 1 Behaviours / Level 2 if repeated

Context	Examples of Behaviours
Learning Spaces	<ul style="list-style-type: none"> • Talking when expected to listen • Calling out repeatedly • Fiddling with equipment • Turning around or distracting others • Incomplete or below-expectation work • Excessive noise • Lack of respect for others or equipment • Verbal unkindness
Dining Room / Playground / Free play space	<ul style="list-style-type: none"> • Running indoors • Being too loud • Throwing food • Disrupting play • Accidental physical contact causing minor harm

Level 2/ 3 Behaviours Repeated or Escalating Behaviour

Area	Examples of Behaviours
Behavioural Conduct	<ul style="list-style-type: none"> • Continued poor behaviour following repeated Level 1 • Repeated verbal unkindness or mocking • Inappropriate challenge or refusal to follow staff instructions • Swearing
Peer Safety & Conduct	<ul style="list-style-type: none"> • Deliberately hurting another pupil • Putting another pupil at risk of harm

Level 4 Serious Behaviour

Area	Examples of Behaviours
Safety & Conduct	<ul style="list-style-type: none"> • Continued poor behaviour following Redirection • Physical or emotional violence • Abusive or threatening language • Persistent disruption after sanctions
Property	<ul style="list-style-type: none"> • Defacing or damaging school property

Level 5 Immediately

Category	Examples of Behaviours
Severe Misconduct	<ul style="list-style-type: none"> • Severe or repeated physical violence • Violence towards a member of staff • Repeated destruction of school property
Safeguarding & Online Safety	<ul style="list-style-type: none"> • Racist, discriminatory or sexualised language or behaviour • Creating, exploiting or sharing sexual imagery • Sharing sexual images on public platforms • Malicious allegations

EYFS

For EYFS to Year 2, behaviour expectations and responses must always be appropriate for age and SEND considerations.