



Behaviour and Relationships Policy

This policy outlines Forestdale Primary School's approach to promoting positive behaviour, building strong relationships and creating a safe, inclusive environment in which all pupils can learn, thrive and succeed.

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Policy Statement

At Forestdale Primary School, we believe that positive relationships are the foundation of learning, wellbeing and personal growth. We are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and experiences a strong sense of belonging.

We recognise that behaviour is a form of communication and that children need support, guidance and opportunities to develop the skills required to manage their emotions and behaviour successfully.

Our approach is based on the principle of **"Connect Before Correct."** Through strong relationships, emotional regulation and restorative practice, we support children to reflect, repair and move forward. By responding with consistency, empathy and calmness, we help every child develop self-regulation, resilience and responsibility.

Our Inclusive School Community

At Forestdale Primary School:

- Everyone is welcomed, valued and included.
- Every child is treated with dignity and respect.
- We have high expectations alongside high levels of support.
- Positive relationships are at the heart of everything we do.
- Staff and families work together to support children.
- We recognise and respond to individual needs.
- We promote equity, belonging and participation for all.
- Every child has the right to feel safe, supported and ready to learn.

Our Core Principles

At Forestdale Primary School, we believe:

- Every child deserves to be known, understood and valued.
- Behaviour can be taught, learned and changed.
- Children do well when they can. When they struggle, they need support, not shame.
- Behaviour is a form of communication and should be met with curiosity rather than judgement.
- Strong relationships create the conditions for positive behaviour and successful learning.
- Emotional regulation is a skill that develops over time and must be explicitly taught and modelled.

- Children learn to regulate themselves through co-regulation with calm, trusted adults.
- Consistent routines, clear expectations and predictable responses help children feel safe and secure.
- Recognition, encouragement and meaningful praise strengthen positive behaviour and self-belief.
- Repairing relationships after difficulties is an essential part of learning and growing.

Adults at Forestdale will:

- Build positive, trusting relationships with pupils.
- Model the behaviour, language and attitudes we want children to develop.
- Remain calm and respectful, especially during times of challenge.
- Seek to understand the reasons behind behaviour.
- Support children to identify, understand and manage their emotions.
- Teach, practise and reinforce positive behaviour and learning habits.
- Help children repair relationships and learn from mistakes.
- Provide clear boundaries that are delivered with warmth and consistency.

We understand that children are most able to learn from correction when they first feel connected, safe and understood.

Aims of Our Policy

Through this policy we aim to:

- Create a culture where positive relationships support learning, wellbeing and success.
- Develop emotionally literate children who can recognise, understand and manage their feelings.
- Teach children the skills needed to regulate their behaviour and make positive choices.
- Promote kindness, respect, empathy and responsibility throughout the school community.
- Ensure all children are treated fairly and with dignity.
- Foster a calm, purposeful and welcoming environment where everyone can thrive.
- Support children to reflect on and repair the impact of their actions.
- Work in partnership with parents, carers and external agencies where appropriate.
- Ensure every child feels a sense of belonging and connection within our school community.

Creating a Calm and Purposeful Environment

Every child has the right to learn in an environment that is calm, safe and free from disruption.

We achieve this through:

- Consistent routines and expectations.
- Positive relationships between staff, pupils and families.
- Explicit teaching of behaviour and emotional regulation through our behaviour curriculum.
- Recognition of effort, progress and positive contributions.
- Early support when children experience difficulties.
- Restorative approaches that focus on learning and repairing relationships.
- Adults taking responsibility for creating the conditions in which children can succeed.

We believe behaviour improves most effectively when adults model calmness, consistency and respect. By creating predictable environments and responding positively to behaviour, we help children develop the confidence, self-regulation and skills needed to thrive in school and beyond.

Our School Values and Rules

Together, we will create a culture of high expectations where every child is known, valued and challenged to achieve their very best.

Every decision we make, every interaction we have and every opportunity we provide should reflect this commitment.

We believe that every child deserves adults who believe in them, champion them and refuse to place limits on what they can achieve. Through strong relationships, high-quality teaching and unwavering consistency, we will ensure that every pupil flourishes academically, socially and emotionally.

Values

At Forestdale we have 5 values which are part of everything we do:



At Forestdale Primary School, we have three simple school rules:

Be Ready

Be Respectful

Be Safe

We believe that positive behaviour is learned through teaching, modelling, practice and encouragement. We do not assume that children automatically know what our expectations look like. Instead, we explicitly teach and regularly revisit what it means to be **Ready, Respectful and Safe** in different situations across the school day.

Our school rules are modelled consistently by all staff and are displayed throughout the school. Through our behaviour curriculum, daily classroom practice and positive relationships with adults, pupils are supported to understand what these expectations look, sound and feel like. This shared understanding helps children develop the skills, confidence and self-regulation needed to make positive choices and contribute to a safe, respectful and successful learning community.

Our school also promotes and expects our pupils and staff to demonstrate the basic British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.**

Staff Responsibilities and Consistent Relational Practice

At Forestdale, we believe that positive behaviour is taught through strong relationships, clear expectations and consistent practice. Behaviour is not assumed; it is explicitly taught, modelled, practised and reinforced through our behaviour curriculum and daily interactions.

All staff will:

- Teach and regularly reinforce expected behaviours through the behaviour curriculum.
- Model respectful, positive and self-regulated behaviour.
- Create calm, safe and predictable environments where pupils can succeed.
- Meet and greet pupils positively and build strong, trusting relationships.
- Prioritise **connection before correction**, responding to behaviour calmly, fairly and consistently.
- Provide opportunities for pupils to practise and develop positive behaviours.
- Notice, recognise and celebrate pupils who demonstrate expected behaviours.
- Follow up behaviour concerns using restorative conversations that support reflection, learning and relationship repair.
- Respond consistently to behaviour that falls below expectations and provide appropriate support.

- Use agreed strategies, reasonable adjustments and personalised support to meet individual needs, including those of pupils with SEND.
- Work in partnership with parents and carers and seek additional support when required.

Curriculum Including Behaviour Curriculum

At Forestdale, behaviour is taught in the same way as any other aspect of learning. Our behaviour curriculum clearly sets out the routines, habits, values and behaviours that help pupils learn successfully and contribute positively to the school community. Staff explicitly teach, model, practise and revisit these expectations throughout the year and across all aspects of school life.

In addition to the explicit teaching of behaviour expectations, pupils develop social, emotional and relationship skills through the wider curriculum, particularly through PSHE, RSHE, Religious Education, assemblies and everyday classroom interactions. These opportunities help pupils develop the knowledge, understanding and skills needed to build positive relationships, manage emotions and become responsible members of society.

Through our behaviour curriculum and wider curriculum experiences, pupils learn:

- The school's values, rules and expectations.
- Positive social skills, including sharing, turn-taking, listening, cooperation, politeness and effective communication.
- How to build and maintain healthy, respectful relationships.
- How their actions affect themselves and others.
- Strategies for recognising, understanding and regulating emotions.
- Vocabulary for expressing feelings and needs appropriately.
- How to resolve conflict peacefully, repair relationships and make positive choices.
- Collaborative skills that enable them to work effectively with others.
- Respect for differences and an understanding of equality, diversity and inclusion.
- The importance of empathy, kindness, tolerance and mutual respect.
- The value of supporting one another and contributing positively to the school community.
- The behaviours and routines that support learning, wellbeing and safety.
- The impact and consequences of their words and actions on themselves and others.

By consistently teaching and reinforcing these behaviours through lessons, assemblies, routines, playtimes and daily interactions, staff help pupils develop confidence, self-regulation and the skills needed to become successful learners and responsible members of the Forestdale community.

See Appendix 1 for the Forestdale Behaviour Curriculum.

Recognition and Reward

At Forestdale, we recognise and celebrate positive behaviour to reinforce the expectations taught through our behaviour curriculum. As a general principle, pupils are praised publicly and corrected privately, helping to protect dignity and nurture positive relationships. Staff use their professional judgement and knowledge of individual pupils to ensure recognition is meaningful and appropriate, understanding that public praise may not always be the best approach for every child.

We have carefully considered our approaches to positive recognition to ensure they have the greatest positive impact for pupils and support a culture of belonging, achievement and success.

Our main system for recognising positive behaviour is through **ClassDojo Points**. These points are awarded for demonstrating the behaviours, values and routines identified in our school rules and behaviour curriculum.

All staff can award ClassDojo Points, enabling positive behaviour to be recognised consistently throughout the school day. The system focuses solely on positive recognition and is used within school to celebrate pupils' successes and efforts.

At Forestdale, the focus is on personal growth and achievement rather than competition between pupils. Pupils work towards individual reward milestones, recognising their own effort, progress and positive choices. The more points pupils earn through demonstrating positive behaviours, the more rewards and recognition they can access.

Examples of rewards can be found in Appendix 2.

In addition to ClassDojo points, pupils may receive recognition and praise in the following ways:

- Stickers.
- Verbal praise from adults, with feedback that is specific and meaningful, for example: *"I am impressed with your handwriting today because all of your letters are sitting correctly on the line."*
- Postcards sent home by class teachers or other members of staff to celebrate success and share achievements with parents/carers.
- Weekly Celebration Assembly awards:

English Worker of the Week

Awarded to a pupil who has demonstrated outstanding effort, progress or achievement in English. This may include reading, phonics, handwriting, spelling, composition or a sustained commitment to improving their learning.

Maths Worker of the Week

Awarded to a pupil who has demonstrated excellence, progress or perseverance in mathematics. This may include fluency, reasoning, problem-solving, presentation of work or a positive attitude towards learning.

Values Award

Awarded to a pupil who has consistently demonstrated the school's current

value through their actions, attitudes and interactions with others. The first recipient will be selected by the class teacher. Thereafter, recipients may nominate a peer who has exemplified the value, with teacher guidance and oversight to ensure nominations are appropriate and inclusive.

Curriculum Award

Awarded to a pupil who has demonstrated exceptional effort, progress or achievement in a curriculum area beyond English and Mathematics.

These awards are designed to celebrate learning behaviours, personal development, effort and achievement, and to reinforce the school's commitment to promoting a positive culture for learning.

Houses

At Forestdale, all pupils are allocated to one of four school houses. ***See Appendix 3.*** The house system promotes a sense of belonging, teamwork and healthy competition across the school.

House points are awarded through participation and success in whole-school competitions and challenges, including, but not limited to:

- Sports tournaments and events
- Spelling competitions
- Times Table challenges
- Other curriculum-based competitions and enrichment activities

House points are accumulated throughout the term and contribute towards each house's overall total. At the end of each term, the house with the highest number of points is recognised and celebrated. Pupils in the winning house will be rewarded with the opportunity to attend school in their own clothes for one day, incorporating their house colour where possible.

The house system is intended to encourage participation, teamwork, resilience and pride in the school community.

Responding to Behaviour

When behaviour falls below expectations, staff will respond calmly, consistently and proportionately. Wherever possible, staff will seek to understand the reason behind the behaviour and support pupils to regulate, reflect and make positive choices.

Our approach is not solely concerned with enforcing rules. It is designed to promote positive relationships, support personal responsibility and create a culture where every member of the school community feels safe, respected and able to learn. Pupils are encouraged to learn from mistakes, repair harm and move forward positively.

Graduated Response

1. Reminder

The pupil is reminded of the expected behaviour and given the opportunity to make a positive choice.

2. Reflection and Reset

If the behaviour continues, the pupil is provided with time and support to reflect, regulate and return to learning successfully. This may include a brief period away from the activity, classroom or peers where appropriate.

3. Reflection Time

Where behaviour continues to impact learning, safety or the wellbeing of others, pupils may be required to spend part of their break or lunchtime engaged in a period of reflection.

Reflection time is intended to support pupils in understanding the impact of their behaviour, rebuilding relationships and planning for future success. It is not intended to be purely punitive.

Pupils will not routinely miss the entirety of their break or lunchtime. Wherever possible, children will retain time to play, socialise and regulate. Pupils will be given opportunities to earn back time through demonstrating improved behaviour, positive choices and a readiness to re-engage with learning. The length of reflection time will be proportionate to the incident.

During reflection time, and when the pupil is emotionally regulated and ready to engage, the class teacher will facilitate a restorative conversation and/or restorative reflection activity. The purpose of this process is to help the pupil reflect on their actions, understand the impact on others and identify strategies for making positive choices in the future.

Only in exceptional circumstances and following discussion with a member of the Leadership Team, may a pupil miss the whole of a break or lunchtime.

4. Repair and Restore

Following an incident, a restorative conversation will take place to repair relationships, reflect on the impact of behaviour and agree how the pupil can move forward successfully. Where appropriate, pupils will be supported to take actions that repair any harm caused.

Further guidance on the graduated response and restorative practices can be found in ***Appendix 4.***

Serious or Extreme Behaviour

Whilst the majority of behaviour incidents can be addressed through the school's graduated response, some behaviours require an immediate response due to the level of risk, harm, disruption or concern involved. In these circumstances, support will be sought from the Behaviour and Attendance Lead, Pastoral Team or a member of the Leadership Team.

Examples of serious or extreme behaviour include, but are not limited to:

- Repeated or significant disruption to learning.
- Persistent refusal to follow reasonable instructions.
- Physical aggression towards a child or adult, whether intentional or resulting from unsafe behaviour such as play fighting.
- Verbal abuse, threatening behaviour or intimidation towards a child or adult.
- Bullying, peer-on-peer abuse, persistent teasing or taunting.
- Discriminatory behaviour, including racist, homophobic, transphobic, sexist or other prejudice-based incidents.
- Sexual harassment or sexualised behaviour, including child-on-child sexual harassment.
- Deliberate spitting (unless directly related to an identified Special Educational Need and/or Disability).
- Persistent use of offensive, abusive or threatening language.
- Deliberate damage to school property or the property of others.
- Theft.
- Repeated disruption to playtimes, sports or organised activities.
- Leaving school premises or a supervised area without permission.
- Behaviour that places the safety or wellbeing of themselves or others at risk.
- Making malicious accusations against pupils or staff.
- Possession of prohibited or dangerous items.
- Bringing tobacco products, vapes, alcohol, drugs or drug paraphernalia into school.
- Abuse or harmful behaviour occurring online or outside school that impacts the safety, wellbeing or relationships of members of the school community.

Where necessary, a pupil may be removed from the classroom for a short period to ensure safety, restore calm and enable education to continue in a managed environment. This will be used proportionately and only when other strategies have been ineffective, or where the seriousness of the incident requires immediate action.

Following any serious incident, a restorative meeting will take place when the pupil is ready and regulated. Parents/carers will be informed and may be invited to attend a meeting to discuss support strategies and next steps. Depending on the nature and severity of the incident, additional sanctions may be considered, including suspension or permanent exclusion, in line with statutory guidance.

Prohibited Items

School staff have the legal authority to confiscate items that are considered unsafe, inappropriate or prohibited. Staff may search for and confiscate items including:

- Knives and weapons.
- Alcohol.
- Illegal drugs or drug paraphernalia.
- Stolen items.
- Tobacco products and vapes.
- Fireworks.
- Pornographic images.
- Any item that has been used, or is likely to be used, to commit an offence, cause injury or damage to property.

The school reserves the right to involve external agencies, including the Police, where behaviour is considered seriously harmful, dangerous or potentially criminal.

Use of Reasonable Force

At Forestdale, our relational approach to behaviour means that physical intervention is rarely required. Staff are trained to use preventative and de-escalation strategies and will always seek to resolve situations through calm communication, regulation support and relationship-based approaches.

However, the law permits school staff to use reasonable force to prevent a pupil from:

- Injuring themselves or others.
- Committing an offence.
- Damaging property.
- Seriously disrupting the good order and safety of the school.

Any use of reasonable force will always be a last resort and will involve the minimum force necessary for the shortest possible time. Any incident involving physical intervention will be recorded in accordance with school procedures and reported to the Headteacher. Parents/carers will be informed as soon as practicable following the incident.

Our priority is always to ensure the safety, dignity and wellbeing of all members of the school community whilst supporting pupils to learn from incidents and successfully restore relationships.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group, by another person or group, where the relationship involves an imbalance of power:

Bullying is therefore:

- **Deliberately hurtful**
- **Repeated, often over a period of time**
- **Difficult to defend against**

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly; excluding; tormenting
Physical	Hitting; kicking; pushing; taking another's belongings; any use of violence
Racial	Racial taunts; graffiti; gestures
Homophobic	Because of, or focussing on the issue of sexuality
Sexual	Explicit sexual remarks; display of sexual material; sexual gestures; unwanted physical attention; comments about sexual reputation or performance; or inappropriate touching
Direct or indirect verbal	Name-calling; sarcasm; spreading rumours; teasing; spreading malicious rumours; excluding from social groups, sending of malicious email or text messages
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child	Physical aggression, including sexualised aggression; threats; taking or breaking property; name calling of many kinds, sometimes focused on personal or family characteristics including disability, race, religion, gender, sexual orientation, family income, intelligence, body shape, or appearance; Exclusion and ostracism in many forms, all of which may have the effect of stopping someone from having friends or social connections; Digital and online behaviours.
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Details of our School's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

Physical Aggression Towards Staff

The safety and wellbeing of staff and pupils is of paramount importance. Whilst incidents of physical aggression towards staff are rare, they are taken extremely seriously.

All staff are expected to use preventative and de-escalation strategies wherever possible. However, where there is an immediate risk of injury, damage to property, criminal activity or serious disorder, school staff have the legal power to use reasonable force where it is necessary and proportionate to do so. Any use of force must involve the minimum level of intervention necessary for the shortest possible time to reduce the risk presented.

Reasonable force will only ever be used as a last resort when other strategies are ineffective, inappropriate or unsafe in the circumstances. It must never be used as a punishment.

Where a pupil displays physical aggression towards a member of staff:

- Staff should prioritise the safety of all involved.
- Additional support should be requested from the Leadership Team, or other trained staff as soon as practicable.
- The incident should be managed using de-escalation and relational approaches wherever possible.
- Any use of reasonable force must be necessary, proportionate and in accordance with statutory guidance and school procedures.

Following any significant incident involving physical aggression towards staff:

- The incident must be recorded as soon as practicable and, wherever possible, on the same day.
- The Headteacher and/or Designated Safeguarding Lead must be informed.

- Parents/carers will be informed of the incident as soon as practicable and normally on the same day.
- Appropriate support will be provided to both the pupil and the staff member involved, including opportunities for reflection, restoration and repair.
- Any injuries sustained will be recorded and managed in line with school health and safety procedures.

The school recognises that incidents of aggression can be distressing for staff. Staff involved in such incidents will be offered appropriate support and, where necessary, time away from their duties immediately following the incident.

As a relational school, we recognise that behaviour is a form of communication and seek to understand the factors that may have contributed to the incident, including any unmet need, additional vulnerability, SEND, trauma or emotional dysregulation. Following an incident, the school will work with the pupil, parents/carers and relevant professionals to identify preventative strategies, reasonable adjustments and additional support where required.

Whilst physical aggression towards staff is unacceptable, our response will balance accountability with support. Decisions regarding sanctions, suspension or permanent exclusion will be made on a case-by-case basis, taking account of the individual circumstances, the level of risk, the effectiveness of previous interventions and whether appropriate preventative and de-escalation measures were in place.

Suspension and Permanent Exclusion

At Forestdale, suspension and permanent exclusion are regarded as serious sanctions and will only be used as a last resort. Our approach is rooted in positive relationships, understanding behaviour as a form of communication and working collaboratively with pupils, families and external agencies to provide support and prevent exclusion wherever possible.

The Headteacher may suspend or permanently exclude a pupil where they consider this to be a lawful, reasonable, fair and proportionate response to a serious breach, or persistent breaches, of the school's behaviour policy, and/or where allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others.

Examples of behaviour that may result in suspension or permanent exclusion include, but are not limited to:

- Persistent breaches of the school's behaviour policy despite appropriate support, intervention and reasonable adjustments.
- Repeated behaviour that significantly disrupts teaching and learning.
- Serious verbal abuse, threatening behaviour or physical aggression towards pupils or adults.
- Bullying, discriminatory behaviour, harassment or prejudice-related incidents.

- Sexual harassment or sexualised behaviour.
- Significant damage to school property.
- Theft.
- Possession of prohibited items.
- Behaviour that places the safety or wellbeing of others at significant risk.
- A one-off incident of an exceptionally serious nature.

A suspension or permanent exclusion may also be considered where a pattern of behaviour demonstrates a continuing and serious breach of the school's behaviour policy, even if the most recent incident would not, in isolation, normally warrant exclusion.

Following a suspension, the Headteacher or a member of the Senior Leadership Team will meet with the pupil and their parents/carers to discuss the incident, review any support required and plan for a successful return to school. The focus of this meeting will be on restoring relationships, identifying any underlying needs and agreeing strategies to support future success.

Permanent exclusion will only be considered after appropriate support, intervention and alternative strategies have been explored, unless the severity of the incident means that permanent exclusion is the only appropriate response.

The school recognises that some pupils may be more vulnerable to exclusion, including those with Special Educational Needs and Disabilities (SEND), an Education, Health and Care Plan (EHCP), children who are looked after, previously looked after children and those with identified safeguarding needs. Before any decision is made, the school will consider any contributing factors, including unmet needs, SEND, disability, mental health, safeguarding concerns and any reasonable adjustments that may be required. Where appropriate, the school will work closely with parents/carers and external agencies to identify additional support and interventions.

In line with our relational approach, every effort will be made to help pupils learn from their mistakes, repair relationships and successfully remain part of the school community. However, the school has a duty to ensure the safety, wellbeing and education of all pupils and staff, and exclusion may be necessary in circumstances where this cannot be achieved through alternative measures.

Recording Behaviour Incidents

In the case of a serious incident of poor behaviour, or following a succession of incidents, a record will be made on CPOMS (school internal system) by the member of staff who initially witnessed the behaviour. Where appropriate, and once the pupil is regulated, the class teacher will support the pupil to reflect on what has happened using restorative approaches.

Records on CPOMS will be brief and concise and be objective accounts of what has happened. Staff will avoid giving their opinion or using emotive language, unless quoting directly what a child/adult has said.

Persistent Behaviour

Persistent behaviour concerns will be identified through the monitoring and analysis of behaviour records. Where a pattern of behaviour emerges, the Leadership Team and Behaviour and Attendance Lead will undertake a thorough assessment of the pupil's needs to identify any underlying factors that may be contributing to the behaviour. This may include consideration of the pupil's social, emotional, mental health, communication, learning and safeguarding needs, alongside discussions with staff, parents/carers and, where appropriate, the pupil.

Following this assessment, appropriate support and interventions will be identified and implemented. This may include the development of an **Individual Behaviour Plan (IBP)**, targeted pastoral support, additional interventions, reasonable adjustments within the classroom or referral to the Deputy Headteacher and SENDCo for further assessment.

Where concerns suggest that a pupil may have unmet Special Educational Needs and/or Disabilities (SEND), consideration will be given to placing the pupil on the SEND register and implementing additional support in accordance with the SEND Code of Practice. Where appropriate, the school may also seek advice and involvement from external agencies to ensure that the pupil receives the support needed to achieve success in school.

The effectiveness of all interventions will be regularly reviewed, with adjustments made as necessary to ensure support remains responsive to the pupil's needs and promotes positive outcomes.

Behaviour at Playtime, Lunchtime and Beyond the School Day

The principles of this policy apply throughout the school day, including playtimes, lunchtimes and any after-school activities led by school staff. All staff are expected to respond to behaviour consistently using the school's relational approach and graduated response.

During playtimes and lunchtimes, staff will actively supervise pupils and support them to resolve minor disagreements independently where appropriate.

Where behaviour falls below expectations, pupils will be reminded of expectations and given opportunities to reflect, regulate and make positive choices. Pupils should not be removed from play or brought inside simply as a punishment for making a poor choice.

Wherever possible, they should be supported to learn from the situation and successfully return to positive play.

If a pupil requires additional support to regulate, or if their behaviour is continuing to impact the safety, wellbeing or enjoyment of others, a short period of reflection may be used as part of the school's graduated response. **The Den** may be used as a space for regulation, reflection and restorative conversations; however, it must not be used as a punishment. Its purpose is to support pupils in returning to a calm, regulated state so that they can rejoin learning or play successfully.

Any time spent away from play should be proportionate, purposeful and focused on helping the pupil reflect, regulate and repair relationships.

The majority of incidents should be resolved by staff on duty through support, guidance and restorative conversations, enabling pupils to return to learning successfully. Where behaviour escalates, presents a risk to safety or meets the criteria for serious or extreme behaviour, support will be sought from the Behaviour and Attendance Lead or a member of the Leadership Team. Any investigation will involve speaking with those involved and any witnesses before appropriate next steps are agreed.

The school also reserves the right to apply this policy to behaviour that takes place outside of school where there is a clear link to the school community. This includes behaviour when a pupil:

- Is taking part in a school-organised or school-related activity.
- Is travelling to or from school.
- Is wearing school uniform or is otherwise identifiable as a pupil of the school.
- Poses a threat to another pupil, member of staff or member of the public.
- Behaves in a way that could adversely affect the reputation, safety or orderly running of the school.

In all circumstances, our priority is to support pupils to understand the impact of their behaviour, make positive choices and maintain safe, respectful relationships with others.

The Role of Parents and Carers

The role of parents/carers is crucial in helping school develop and maintain good behaviour. Parents have an important role in supporting the School's behaviour policy and we ask that they reinforce the policy at home, as appropriate.

Active parental/carers involvement and support is welcomed, appreciated and encouraged in order to:

- Ensure that children attend school regularly, arriving on time, in correct uniform, alert and ready for the tasks ahead
- Ensure that children are collected promptly, at the end of the day
- Understand and reinforce the school language and rules as much as possible

- Support the school's values, expectations and relational approach to behaviour.
- Support the work of the school as staff seek to support the whole family

Most online incidents amongst young people occur outside the school day and off the school premises. Although parents are responsible for this behaviour, such incidents that occur online inevitably affect children in school. We ask that parents support the school in ensuring pupils only have access to age-appropriate material and monitor their usage.

We will always aim to contact parents and carers quickly when there are concerns about an escalation of poor behaviour. However, staff will not routinely contact or inform parents and carers about minor behaviour issues. Specific arrangements may be made with individual parents and carers such as sharing information on a weekly basis by telephone or by completing a Home-School communication book.

If parents or carers have a concern about behaviour, contact should be made in the first instance with the Class Teacher. We ask that parents do not approach other parents about incidents that have occurred within school or publicise concerns on social media. If the issue cannot be resolved, an appointment should be made to speak with the **Deputy Headteacher**. The **Headteacher** will always be made aware of any serious issues and may intervene by speaking to the pupil and/or parents/carers concerned.

Regulation and Co-regulation

At Forestdale Primary School, we recognise that the ability to regulate emotions, behaviour and attention is a skill that must be explicitly taught, practised and developed over time. We believe that emotional regulation is fundamental to learning, wellbeing and positive relationships, and therefore opportunities to develop regulation skills are embedded throughout the school day.

Pupils are taught to recognise, understand and communicate their emotions through our PSHE and RSHE curriculum, alongside the use of Emotion Coaching and the Zones of Regulation approach (*see Appendix 5*). Through this work, pupils learn that all emotions are valid and that they can use a range of strategies to manage their feelings and return to a state where they are ready to learn.

Every classroom contains a Regulation Station, located alongside a Zones of Regulation display. These displays support pupils in moving through a simple process from "**How do I feel?**" to "**Take what you need**", encouraging self-awareness, independence and self-regulation. Pupils are explicitly taught how to use the Regulation Station and are regularly reminded of the strategies available to them.

The regulation tools available focus primarily on practical strategies that pupils can access independently and at any time throughout the day, with most not requiring physical resources. These may include breathing techniques, movement breaks, positive self-talk, grounding exercises, sensory strategies, asking for help or using a regulation prompt. Where appropriate, some pupils may also have personalised regulation tools or individual support plans.

We recognise that some pupils may need opportunities to pause, regulate and return to learning successfully, sometimes with adult support and sometimes independently. Regulation Stations, calm spaces within classrooms and designated shared spaces across the school provide pupils with opportunities to regulate in a safe and supportive environment whilst remaining connected to learning wherever possible.

Through our approach, pupils are supported to:

- Develop a broad vocabulary for identifying and expressing emotions.
- Recognise how emotions can influence behaviour, learning and relationships.
- Understand how factors such as change, sensory experiences, friendships, physical wellbeing and environment can affect their emotional state.
- Recognise the signs that they may need support or regulation.
- Develop problem-solving and self-management skills.
- Identify and use a range of effective regulation strategies.
- Build resilience, independence and confidence in managing challenges.

By explicitly teaching and modelling regulation skills throughout the school day, we aim to equip pupils with lifelong strategies that support their emotional wellbeing, relationships and success in learning.

Supporting Pupils with SEND, Social, Emotional and Mental Health (SEMH) Needs, and Those Undergoing Assessment

At Forestdale, we are committed to maintaining high expectations for all pupils whilst providing the support and adjustments necessary for every child to achieve, belong and thrive within our school community. We recognise that some pupils may require additional support to help them regulate their emotions, access learning and meet behavioural expectations.

We are committed to fulfilling our duties under the Equality Act 2010 and the SEND Code of Practice. We recognise that behaviour may, at times, be influenced by a pupil's special educational needs, disability, social, emotional or mental health needs, communication difficulties, medical needs or other vulnerabilities. Our approach seeks to understand the underlying reasons for behaviour and provide appropriate support whilst maintaining high expectations for all.

Where concerns about behaviour arise, staff will consider whether there may be underlying needs contributing to the behaviour and will work proactively to identify and remove barriers to learning. This may involve consultation with parents/carers, the SENDCo, pastoral staff and external professionals where appropriate.

We aim to anticipate and reduce potential triggers for dysregulation by providing reasonable adjustments and tailored support. This may include:

- Planned movement or sensory breaks.
- Adaptations to the learning environment.
- Adjustments to seating arrangements.
- Alternative methods of communication.
- Personalised regulation strategies and support plans.

- Adjustments to uniform requirements where appropriate.
- Additional adult support or check-ins.
- Staff training to develop understanding of SEND, neurodiversity and SEMH needs.
- Implementation of recommendations from external professionals, including Educational Psychologists, advisory teachers and health professionals.

All adjustments and support strategies will be determined on an individual basis, taking account of the pupil's strengths, needs and circumstances.

Whilst we recognise that SEND, SEMH needs or other vulnerabilities may be factors in a pupil's behaviour, we will not automatically assume that a behaviour incident is directly linked to an identified need. Instead, staff will consider the specific circumstances of each incident, including whether the pupil understood the expectation or instruction given, whether reasonable adjustments were in place and whether the pupil's needs may have affected their ability to respond appropriately at that time.

We understand that pupils experiencing social, emotional and mental health difficulties may present behaviours associated with stress, anxiety, trauma, low self-esteem, adverse childhood experiences (ACEs), sensory needs or emotional dysregulation. In some cases, behaviour may be a response to unmet needs, feelings of overwhelm or barriers within the learning environment.

Our priority is to support pupils to return to a regulated state through co-regulation, relationship-based approaches and appropriate adjustments. We recognise that meaningful reflection, problem-solving and restorative conversations are most effective when a pupil feels safe, calm and emotionally regulated. Once regulation has been achieved, staff will work with pupils to understand what happened, repair any harm caused and identify strategies to help them succeed in the future.

Where behaviour concerns persist, a thorough assessment of need will be undertaken to identify any underlying factors and determine what additional support may be required. This may lead to the implementation of an Individual Behaviour Plan (IBP), targeted interventions, involvement from external agencies or consideration of SEND support, ensuring that pupils receive the provision necessary to achieve positive outcomes

Links with other policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND and Inclusion Policy
- Attendance Policy
- Equality Information and Objectives
- Online Safety Policy
- Environment Policy
- Presentation Policy
- Teaching and Learning Policy

Legislation, guidance and statutory requirements

This Policy is based on policies related to current Government legislation and advice from the Department for Education (DfE):

Legislation

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- Human Rights Act 1998
- Children and Families Act 2014
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

Department for Education Guidance

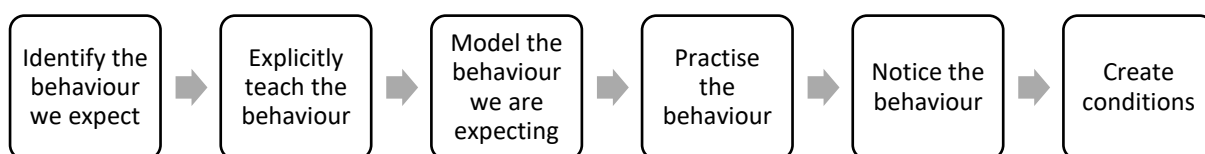
- Behaviour in Schools (DfE)
- Searching, Screening and Confiscation: Advice for Schools (DfE)
- Keeping Children Safe in Education (KCSIE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Supporting Pupils at School with Medical Conditions
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (Statutory Guidance, effective from 26 July 2026)
- Restrictive Interventions, Including Use of Reasonable Force, in Schools: Guidance for Schools in England (April 2026)
- Mental Health and Behaviour in Schools
- Mobile Phones in Schools (where relevant)

Appendix 1

Our Behaviour Curriculum

Our Behaviour Curriculum sets out the behaviours, routines and habits that all pupils are explicitly taught at Forestdale Primary School. By consistently teaching, modelling and reinforcing these expectations, we create a safe, respectful and purposeful learning environment where every child can succeed.

Through the curriculum we will:



We implement the behaviour curriculum through deliberate and planned approaches:

Assemblies	PSHE and RSHE programme of study	Routines	Pedagogy	Consistency	Culture
Whole school focus on values and expectations	Focus areas: ❖ Families and people who care for me ❖ Caring friendships ❖ Respectful, kind relationships ❖ Online safety and awareness ❖ Being safe	Focused purposeful practice of class-based routines	Expectations included within all lessons	Application of policy	Promoting positive relationships TIASS (trauma informed attachment aware school)

At Forestdale Primary School, we have three simple school rules:

Be Ready

Be Respectful

Be Safe

Pupils will be taught the following examples of these three rules 'What does this look like?' Visual support will be used in class (using Widgit symbols) as well as Makaton signs where necessary.

Be Ready	Be Respectful	Be Safe
❖ Look towards the adult who is talking and giving instructions ❖ Trying your best even if something is difficult ❖ Coming to school every day and being on time ❖ Following the classroom routines that have been taught you ❖ Having the right equipment ready for learning ❖ Listen to the adult who is teaching you ❖ Getting in a comfortable position to listen. Keeping hands and feet to yourself ❖ Putting your hand up to answer questions. Join in lessons.	❖ Being a good listener -Looking towards the speaker -Not interrupting -Hands still and ready -Ears listening carefully -Nodding or answering when it is your turn ❖ Giving people space ❖ Looking after our school and playgrounds ❖ Using kind words and manners. ❖ Think about other people's feelings ❖ Using hands, feet and mouth in a kind way ❖ Being helpful	❖ Only ever walk around school. SMART walking ❖ Listening to bells and signs in school and following adult instructions ❖ Playing safely with others. ❖ Being safe online ❖ Using equipment and resources in the right way ❖ Telling an adult if something is wrong

Building culture through expectations

	Using manners • Know I that should always say 'please' when I am asking for something • Know that I should say 'thank you' when I receive something or someone does something kind for me • Know that I should say 'Good morning/good afternoon to others if spoken to • Hold doors open for adults • Know that a calm and polite tone is respectful • Know that we should address all adults with their title and surname (e.g Mrs Billingham). • Know that we say "excuse me" or "sorry to interrupt" when you would like to get someone's attention.	Expectations around school- Indoor • Know that at Forestdale we walk 'SMART' S- single file M- must be on the left A- arms by your side R- really quiet voices and really good manners T- terrific teeth. Give us a smile! • Choose it, use it, put it away (not leaving resources on the floor) • Take turns • Close doors carefully • Chairs pushed back under the tables • Ask an adult if you need to leave the room • Follow the classroom rules for getting out of your seat • Try to go to the toilet during break and lunchtimes • Legendary lining up when asked by a teacher to line up Line order (decided by teacher) One behind the other Faces forward Hands by side Voices off Stand still
	Lunchtimes • Know that I need to wash my hands before lunch • Know that I cannot eat in corridors or walking around school • Know that I collect my food and sit down in my seat • Use a knife, fork and spoon to eat • Clear own plate if possible • Leave my place tidy at the end of lunch • Quiet voice in the dining hall when chatting • SMART walking around school • Raise hand for support from an adult • End of lunchtime- 1st whistle STOP where you are, double whistle- walk to lines • I will only come into school if I have permission to do so: Den Pass, Toilet Pass, adult bringing me in • Legendary lining up when asked by a teacher to line up Line order (decided by teacher) One behind the other Faces forward Hands by side Voices off Stand still	Expectations around school- outdoor • Know that I must walk from my class using SMART walking • Know that I must play safely without using my hands, feet and mouth in way that would cause someone pain • Know that I cannot 'playfight' because I might cause someone pain by accident • Know that I must share and take turns with equipment • Know that when it is the end of an activity, break, or lunch that on the 1st whistle I will Stop where I am, on the double whistle I will only walk to my lines • Legendary lining up when asked by a teacher to line up Line order (decided by teacher) One behind the other Faces forward Hands by side Voices off Stand still EYFS • SMART walking from outside to inside • Know that I must wear the right outdoor clothes • Stay inside the area the adult shows us • Not run around the outdoor area unless we are playing a game with an adult • Looking when running

		• Choose it, use it, put it away (not leaving toys on the floor) • Find a good space for big games and building • Keep things out your mouth • Wash your hands when you come back inside
	General classroom expectations • Answer 'Good morning/Good afternoon in the register if I am able to • Know that I should be using the toilet at break and lunchtimes as not to interrupt learning time as much as possible. • Know that I need to put my water bottle and lunchbox in the correct place • Know that I should not talk when the teacher is delivering a lesson, or another child has been asked to talk as this will stop myself and others from learning. • Know that I should not have any objects on my desk that will disrupt me • Know that I have a responsibility to ensure that the classroom is kept tidy • Know that I should respect the classroom resources • Know that I should follow the expectations for presentation in my books • Know where to sit in class during lessons, including carpet/tables and line spaces (directed by teacher) • Know I should not leave the classroom without telling an adult first • I will tuck my chair in when I move away from the table. • Walk around the classroom sensibly (not running, jumping or climbing)	School uniform expectations • Know that we must wear full school uniform and that it is worn correctly. • Know that we should tell our parents if our uniform gets dirty or damaged. • Take care of other children's uniform, especially when playing and painting. • Know that we must have long hair tied back. • Know that we must not wear make-up or nail varnish.

Routines and Transitions	Whole School	
	SMART Walking S- single file M- must be on the left A- arms by your side R- really quiet voices and really good manners T- terrific teeth. Give us a smile!	Legendary Lining up Line order (decided by teacher) One behind the other Faces forward Hands by side Voices off Stand still
	Sitting - Know that there are different ways that I can sit on the carpet that is safe for everyone: -criss and cross it -one leg pop it -Mountain high -or legs to the side -taller hack if you're at the back -and it is fair to sit on a chair - Know that there are different ways to sit on a chair that is safe for everyone -Arm stretch up -knee hugs -shoulders -palm push -body twist -wake up hug - Know that I need to tell an adult if I need to move to a different seated position as it may affect other people	Assemblies - Legendary lining up in classroom. Line order (decided by teacher and may be different for assembly) One behind the other Faces forward Hands by side Voices off Stand still - Enter the hall using SMART walking - Follow my adult and do not sit down until instructed to sit - Sit on bottom in cross and cross it if possible- <i>Reasonable adjustments made</i> - Remain silent unless singing or answering a question - Try and join in singing. If do not want to sing then listen. Do not talk. - Respond to 'good morning everyone' by saying 'good morning Miss/Mr/Mrs.. - Raise hand to answer or ask a question - Know that we face the leader of assembly and keep our eyes on them or towards the front. - When leaving assembly wait until instructed to stand - SMART walking back to the classroom - Celebrate others achievements by clapping - Call for attention signal in every assembly Adult: "Forestdale!" Children: "Respectful, ready, safe!"
	Beginning of the day - Know that I arrive on time to school. - Know that when I greet an adult, when entering the classroom, I choose one of the school's greetings: Say hey in your way -Handshake -Highfive or fist bump -Wave -Saying 'Good morning/afternoon' -Hug	Class based - Know that when an adult uses a 'stop or call for attention signal' I will stop what I am doing and respond in the correct way - Respond to 'good looking, good listening, sitting and joining in' prompts when an adult points to the visual or uses these phrases Good looking- eyes towards the speaker Good listening- eyes towards the speaker, not interrupting, hands still and ready, ears listening carefully, nodding or answering when it is your turn

	• Know that I put my lunchbox in the correct place and my bag and coat on my peg • SMART walking when going to my classroom • Know that I sit in my seat (sitting) when I have entered the classroom and begin my morning task • Know that I have to respond to my name in the register (if able to) End of the day • Know that when my teacher signals, I should collect my things for home and return to the classroom. I should then sit in my chair or on the carpet • EYFS- know that when my teacher calls my name it is safe to go home so I will stand up from the carpet, pick up my belongings and walk to my teacher • Year 1- know that I line up (legendary lining up) when my teacher tells me to do so. Know that I will SMART walk and only leave school when it is safe to go • Year 5 and Year 6- Know that when the teacher calls my name it is safe to go home so I will tuck my chair under the table and walk to the door	Sitting- Know that there are different ways to sit on a chair or carpet that is safe for everyone Joining in- putting your hand up to answer questions, join in lessons • Know that the visual timetable is a tool to help me feel safe, prepared, and ready to learn throughout the day. • Know that I can use the Regulation Station to identify strategies that help me manage my feelings My teacher will: - Choose a VIP every day in the first 30 days of term - Have a seating plan in place and will communicate this with me if they change it - Ensure that the visual timetable is up to date and referred to throughout the day including planned movement breaks - Teach me the routine in my class for collecting items such as whiteboards - Choose monitors for our classroom (these may be whole class/group monitors and may be changed throughout the year)
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Inclusion and Adaptations

The Behaviour Curriculum applies to all pupils. However, staff will take account of each child's age, developmental stage, individual circumstances and SEND needs when teaching, supporting and responding to behaviour. Reasonable adjustments will be made where appropriate to ensure that all pupils can successfully access and achieve the expectations of the curriculum.

Visual timetable

A visual timetable will be displayed in every classroom. It should be located within the main teaching area, typically near the interactive whiteboard or easel. Wherever possible, the timetable should be presented from left to right; however, in some classrooms a vertical format may be more appropriate to maximise available space.

Teachers will refer to the visual timetable at the start of the day and throughout the day as lessons change. When a lesson has finished, teachers will remove or turn over the corresponding symbol and verbalise the transition to the class, for example: *"Maths has now finished and it is now English."*

In EYFS and KS1, a **Now and Next** board will be used alongside the visual timetable to further support pupils' understanding of the sequence of activities. In KS2, teachers may choose to incorporate time symbols to show when lessons will start and finish.

'Who' symbols featuring photographs of the adults supporting the class during the day or specific lessons, will be positioned next to the visual timetable.

Visual timetables are an integral part of classroom routines at Forestdale. They should form part of the structure of every lesson and support the delivery of the school's behaviour curriculum by providing consistency, predictability and clear transitions throughout the day.

Stop Signal Examples

Call and Response Signals

Teacher: "One, two, three, eyes on me!"

Children: "One, two, eyes on you!"

Teacher: "Ready to learn?"

Children: "Ready to learn!"

Teacher: "Hocus pocus!"

Children: "Everybody focus!"

Teacher: "Macaroni and cheese!"

Children: "Everybody freeze!"

Teacher: "Hands on top!"

Children: "That means stop!"

Teacher: "Stop and stare!"

Children: "Show you're aware!"

Teacher: "Waterfall, waterfall!"

Children: "Shhhh..." (making a waterfall sound that gradually gets quieter)

Teacher: "1, 2, 3..."

Children: "Looking at me!"

Teacher: "Class, class!"

Children: "Yes, yes!"

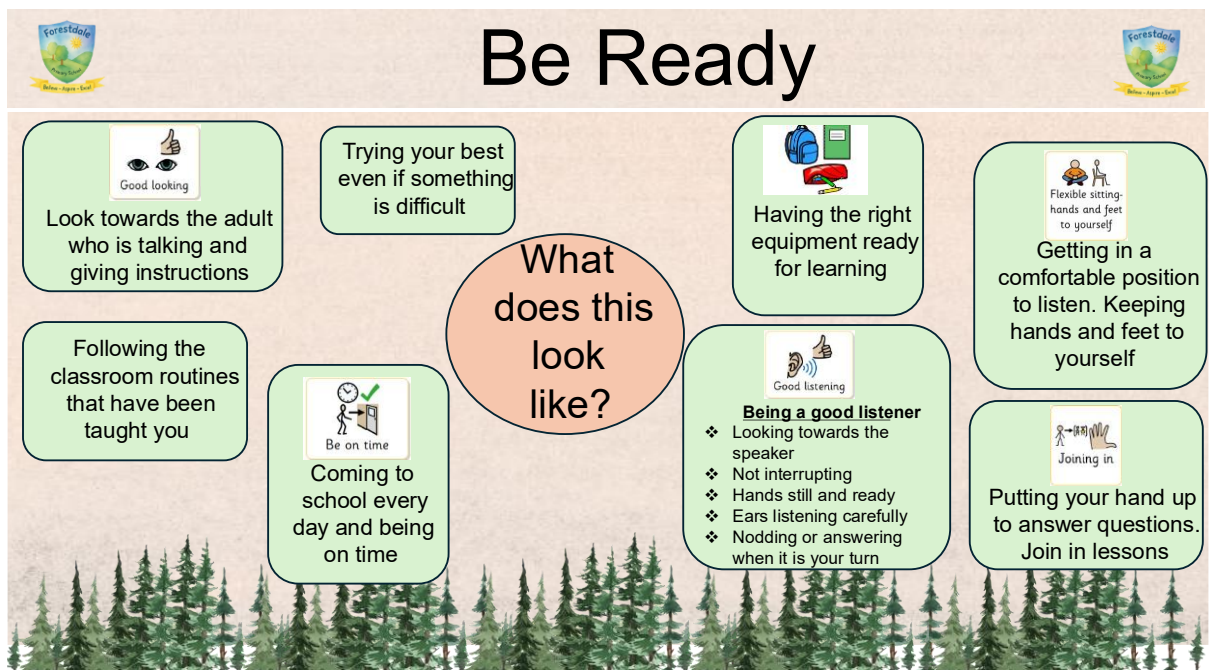
Teacher: "Eyes and ears!"

Children: "Ready to hear!"

Non-Verbal Signals

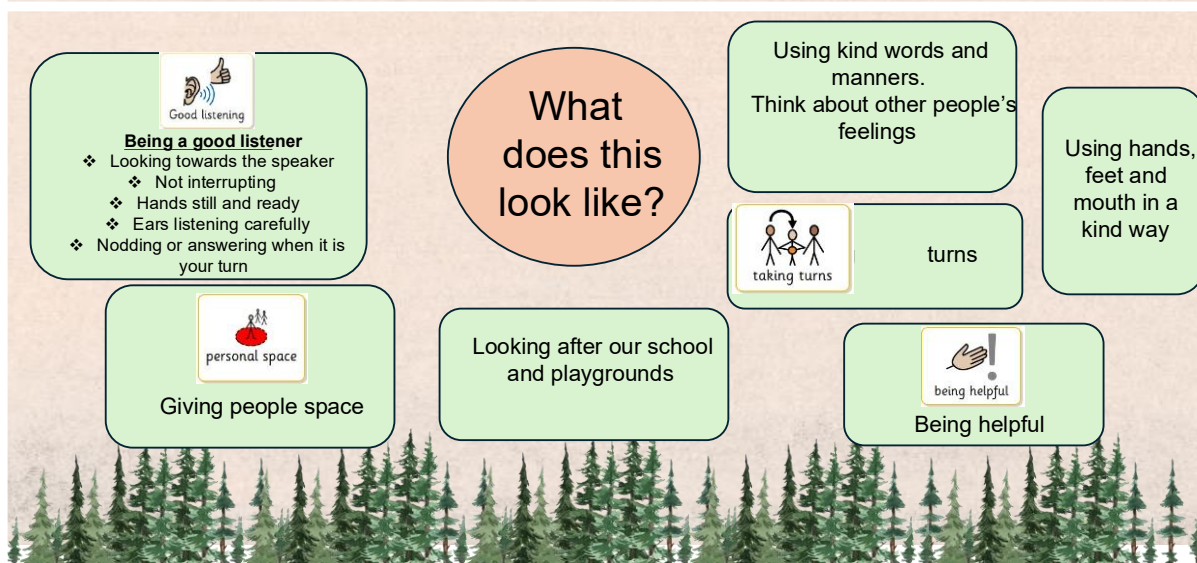
- Raise your hand and wait for children to copy.
- Ring a chime or bell once.
- Clap a rhythm for children to repeat.
- Flick classroom lights off and on (if permitted by school policy).

- Use a visual cue card (e.g., red = stop, green = discuss).
- Countdown on fingers: Hold up 5 fingers and count down silently.
- Visual timer: Pupils know they must be silent before it reaches zero.
- Silent finger countdown.

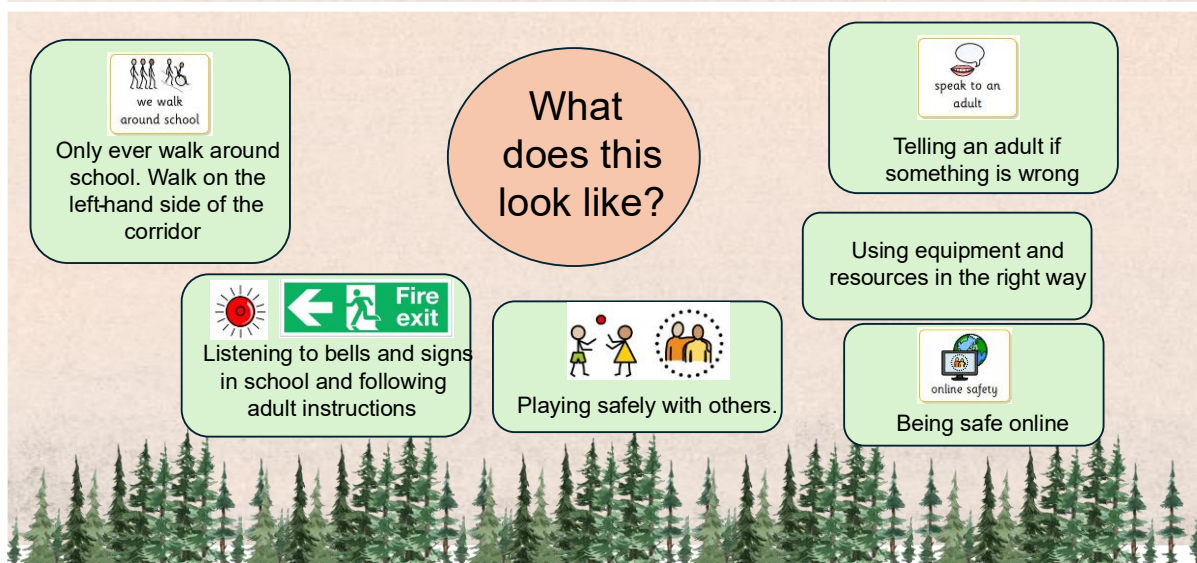




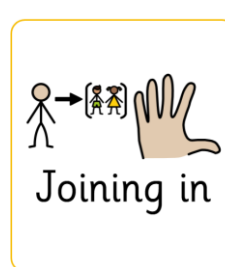
Be Respectful



Be Safe



Attention prompts



SMART Walking



Moving around school

S	 Single file walking
M	 Must be on the left
A	 Arms by your side
R	 Really quiet voices
T	 Terrific teeth (smile)

Legendary Lining Up



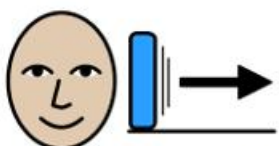
Legendary Lining Up



Line Order



One behind the
other



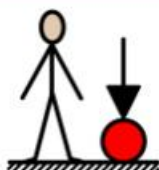
Faces forward



Hands by side



Voices off



Stand still

Say hey in your way



wave



high five



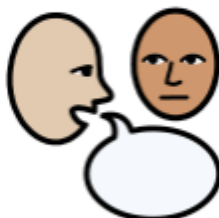
fist bump



hand shake

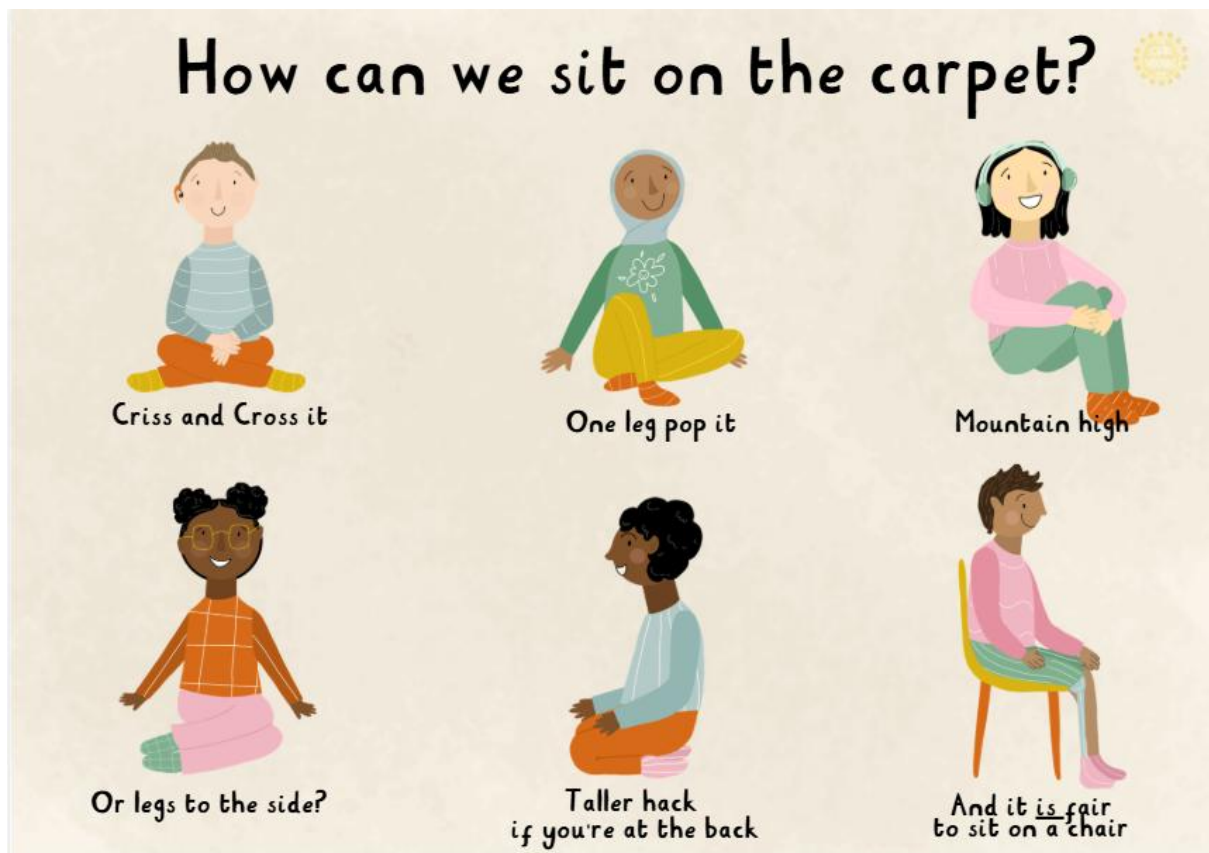


hug



Saying hello

Sitting



How can we move in our chair?



Arm stretch up



Knee hugs



Shoulders



Palm push



Body twist



Wake up hug

Appendix 2

Points System

What we are looking for?



Showing good listening skills



Demonstrating our values



Following instructions



Effort in class



Excellent work



On task



Participating in class



Using manners



ClassDojo

Rewards

Each term the rewards will change after consultation with children.

30 Dojos	• Smelly sticker
100 Dojos	• Certificate from Deputy Headteacher
150 Dojos	• Choose a new Avatar (Monster)
200 dojos	• Choose a game of your choice with a friend for 15 minutes
300 Dojos	• Prize from Mrs Billingham's prize box
400 Dojos	• Can wear own clothes to school and nominate one friend
500 Dojos	• Bring a suitable toy from home for a day
600 Dojo	• A drink and a biscuit with an adult of your choice



ClassDojo



Autumn Term 2026

Whole Class Rewards

The class with the highest amount of dojos for the week will get to choose:

• 15 mins extra play

• 15 mins free time on laptops

• 15 mins of games



ClassDojo

Appendix 3

House System



Appendix 4- Graduated response and restorative practice

Scripts and advice to support the graduated response

Graduated Response

1. Reminder

The pupil is reminded of the expected behaviour and given the opportunity to make a positive choice.

2. Reflection and Reset

If the behaviour continues, the pupil is provided with time and support to reflect, regulate and return to learning successfully. This may include a brief period away from the activity, classroom or peers where appropriate.

Strategies can be used to make connections, promote emotional literacy and give encouragement for example:

Quiet word:

- “Is everything okay Bob?” (listen to response!)
- “Bob we’re all listening at the moment, thank you for keeping your lips quiet and showing me five” • (Stern tone) “SMART Walking Bob” (pleased tone) “Thank you Bob”

Drawing Attention to impact of behaviour (accidental or otherwise) on others:

- “Can you see that Sarah is crying – I wonder how she is feeling? I wonder what made her feel that way? I wonder what we could do to help Sarah feel better?”

Re-direction:

- “Bob, come and have a go at this activity with me.”

Distraction: • “Bob please take this note to the office for me.”

Where intervention is needed, conversations around poor behaviour should happen in private to reduce counterproductive shame on children.

Behaviour is discussed, following a script, in terms of how it does not follow the school rules of be ready, be respectful, be safe; and how it is impacting on others. The conversation should be about the behaviour rather than being made personal to the child so that the child knows they are still cared for.

Adults should remember that the aim of the conversation is for the adult to offer support to the child to improve their behaviour, not to punish the child. Conversations to support behaviour would be with the adult who was supervising the child at the time of the behaviour– whether this be the class teacher, teaching assistant or lunchtime supervisor.

This demonstrates to children that all adults are equally responsible for supporting behaviour regulation.

3. Reflection Time

Where behaviour continues to impact learning, safety or the wellbeing of others, pupils may be required to spend part of their break or lunchtime engaged in a period of reflection.

Reflection time is intended to support pupils in understanding the impact of their behaviour, rebuilding relationships and planning for future success. It is not intended to be purely punitive.

Pupils will not routinely miss the entirety of their break or lunchtime. Wherever possible, children will retain time to play, socialise and regulate. Pupils will be given opportunities to earn back time through demonstrating improved behaviour, positive choices and a readiness to re-engage with learning. The length of reflection time will be proportionate to the incident.

During reflection time, and when the pupil is emotionally regulated and ready to engage, the class teacher will facilitate a restorative conversation and/or restorative reflection activity. The purpose of this process is to help the pupil reflect on their actions, understand the impact on others and identify strategies for making positive choices in the future.

Only in exceptional circumstances and following discussion with a member of the Leadership Team, may a pupil miss the whole of a break or lunchtime.

4. Repair and Restore

Following an incident, a restorative conversation will take place to repair relationships, reflect on the impact of behaviour and agree how the pupil can move forward successfully. Where appropriate, pupils will be supported to take actions that repair any harm caused.

It is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil.

1. What happened? (use neutral, dispassionate language.)
2. How were you feeling at the time?
3. Who has been hurt/upset/affected?
4. What did you do / should we do to put things right?
5. What shall we do next time so that this doesn't happen again?

Remember that it is not the severity of the sanction that is important; it is the certainty that this follow up will take place.

- The conversation needs to make it clear that unacceptable behaviour affects others and the school community.
- Avoid being applied to a whole group for the activities of individuals

- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- Be in proportion to the offence.
- Be a way to repair the damage done by the behaviour

Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child.

Examples of restorative consequences

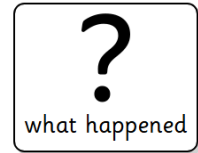
Incident	Reparative Response
Incident against another person	Show the person that has been affected by the child's action that they are sorry: - Verbal apology - Written letter, card/picture - Helping the adult get the appropriate first aid equipment e.g plaster, wet paper towel, ice pack - Comic strip/restorative sheet completed if necessary
Disruption in class	Adult discusses with child during break/lunchtime how this affected others' ability to learn and identify ways to contribute more appropriately. May complete a restorative sheet/comic strip. They help prepare materials for the next lesson or assist in creating a summary of missed instructions for themselves. If their behaviour created disorder, they help organise classroom resources, tidy the learning space, or assist with classroom routines.
Incident related to damage to property	A natural reparation would be: • Tidy any mess made • Clean up an area
A particular activity which has been causing issues e.g. football at break time	A measure to help that time be successful e.g. • reduced time • increased supervision • choosing a different activity.

Restorative Meeting Prompts

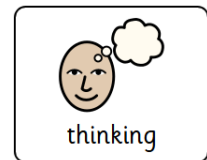
Pupil Name _____

Date _____

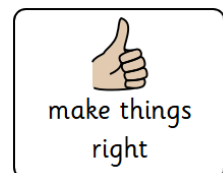
What happened?



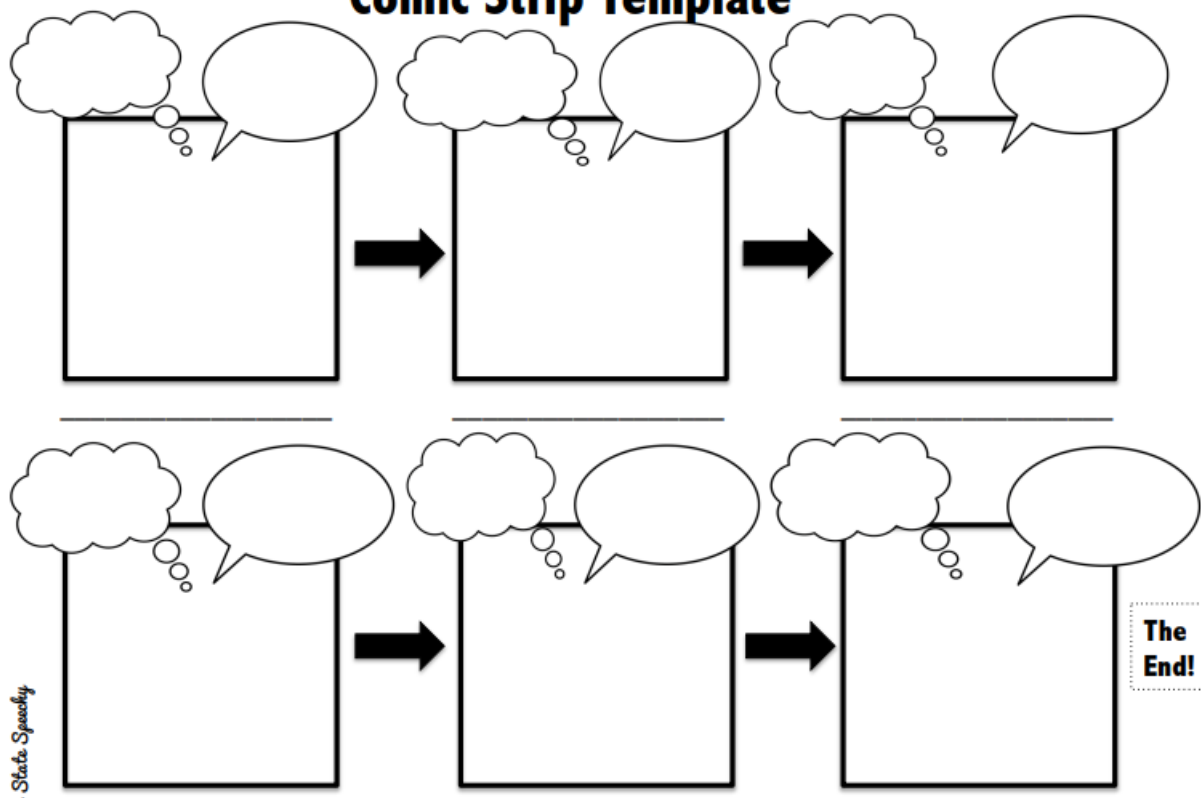
What were you thinking at the time?



How can you make things right?



Comic Strip Template



Appendix 5

Regulation and Co-regulation (Zones of Regulation and Emotion Coaching)

Zones of Regulation

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Emotion Coaching Script

Step 1: Empathise, label the emotion & validate

- Look for the warning signs that the child is becoming dysregulated e.g. a red face, a scowl, restlessness, defiance, aggression.
- Empathise with them... "I can see that... I notice that..."
- Wonder out loud about their emotions... "and I am wondering if you might be feeling a bit frustrated / angry / upset / worried."
- Check out that emotion, "are you feeling a bit frustrated / angry / upset / worried?"
- Explain that the feelings are normal and everyone feels them at times and suggest that you might be able to do something together to help.

Step 2: Deal with the behaviour (if necessary)

- If the child is already acting out their emotions in a way that is harmful to themselves or others then state, "it is ok to feel... but it is not ok to do..., we can think of other things that could help."

Step 3: Problem Solve (together)

- "What do you think might help you right now?"
- "How might we solve this problem?"
- "What choices do we have?"
- "What might happen