Hollybush Primary School

HOLLYBUSH PRIMARY SCHOOL POLICIES

BELONGING AND BEHAVIOUR POLICY

Be Kind, Keep Improving and Never give up

Date: *September 2026*
Review Date: *September 2028*
Version: *BEH1*

Relational and Restorative Culture for Belonging and Behaviour

Kindness is defined as the quality of being

friendly, generous, and considerate. Affection,

gentleness, warmth, concern, and care are

words that are associated with kindness. While

kindness has a connotation of meaning

someone is naive or weak, that is not the case.

Being kind often requires courage and

strength.

Karyn Hall

'As humans, we are hard wired to want to connect and to belong.

Restorative Practice believes we need to be explicit in how we build these connections.

Explicitly, we need to create a sense of belonging and increase social and relational capital as well as repair harm and restore relationships when things go wrong.'

Mark Finnis

We invite all who are interested or invested in our positive approach to building belonging and behaviour for learning and life to read 'Restorative Practice' By Mark Finnis. Some snippets of the way Mark works and has inspired the Hollybush approach can be found here:

https://www.independentthinking.co.uk/resources/33-ways-to-build-better-relationships/

Hollybush: A Place to Belong

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Relevant DFE Guidance

- *Behaviour in Schools - Advice for headteachers and school staff Feb 2024*
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*
- *Searching, screening and confiscation in schools - GOV.UK*
- *Mobile phones in schools - GOV.UK*
- *Use of reasonable force and other restrictive interventions guidance*

1. Hollybush Approach

Our policy is based on a relational approach. It is influenced by the guidance for schools by Dave Whitaker and Mark Finnis, who draw on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Andrew Curran, Dr Nadine Burke Harris and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed positive behaviours, our children are enabled to be ready to learn effectively.

These are our values and rules:

<u>School values</u>

- Be Kind
- Keep Improving
- Never give up

<u>School Rules (The Three B's)</u>

Be Safe

- Move safely inside by showing 'Wonderful Walking'
- Move safely outside by showing awareness of others and the space around you.
- Play kindly
- Use resources and equipment thoughtfully.
- Be aware of your own emotional needs and how to keep yourself safe in school, out of school and online
- If things go wrong, allow adults to help

Be Ready

- Use Super Sitting to show you are focused and ready
- Focus on your own learning, so you are ready to learn new things
- Show readiness to move around the school with 'lovely lining up'
- Stop talking when teachers use the 'All Stop' signal or countdown.

Be Respectful

- Be respectful to everyone.
- Remember 'No Outsiders' and what that means
- Only talk kindly to and about others.
- Follow adults' instructions.
- Listen to others.
- Use Magical Manners when asking for anything
- Realise when others are not ready to sort something out and give them time and space to be calm.
- Never get involved in bullying, except to report it to adults.

We recognise children as much as possible through verbal and non-verbal praise as a way to encourage children to use our values and 3B's. We understand the importance of positive body language and use of total communication including widgets.

2. Key principles of this policy

Relationships are everything:

- This policy emphasises that good relationships between students, teachers and parents are the foundation for everything. When children feel supported, their learning, attendance and overall wellbeing improve

Behaviour is communication:

- We believe that a child's behaviour is often a way of communicating a need. Instead of a one size fits all punishment, the school will always consider a child's individual needs and circumstances to respond in the fairest way possible, This is particularly true for children with Special Educational Needs (SEND)

Kindness is central:

- The school's core values are built around kindness. The policy highlights that being kind also means being brave and fair and that is takes courage to be kind in challenging situations.

Focus on repairing and learning:

- When a child makes a mistake' the goal is not to punish but to repair the harm that was caused. This includes restoring relationships, taking responsibility for actions, and learning how to make things right in the future.

High expectation for everyone

- This policy isn't just for children. It sets high expectations for all members of the school community – students, staff and parents – to act with kindness, respect and understanding.

3. Aims of the policy

- To create a culture of consistently good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect in line with Unconditional Positive Regard (UPR)
- To promote good relationships
- To create a restorative, 'done with' culture
- To reduce the attention and importance given to poor conduct (praise in public, correct in private)
- To help learners take control over their behaviour and be responsible for repairing harm, restoring relationships and learning from their mistakes
- To build a community which values kindness, bravery, being in charge of yourself (and your actions), respect, curiosity and working together
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To ensure inclusivity for all
- To ensure that those with special needs or disabilities have a right to be treated with dignity and as far as possible, independence and to play an active role in the community

4. Behaviour for Learning and Life

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum and learning, e.g. how best they learn

In order to foster a positive learning environment, these relationships must be developed and supported holistically.

5. Recognising the good, especially the always good

Everything we do is based on relationships, UPR, removal of bias and with the aim of creating safe, enabling environments. All practice should be inclusive and take into account the needs of each individual child.

Recognition
All recognition should be specific 'well done, XXXXX. Thank you 'never giving up' with your Maths learning today'

- Verbal – verbal recognition should be instant and specific to the vision or the 3B's
- Celebrating with others- when children have shown great use of a Bee in learning, they can be sent to a partner class or SLT to celebrate this. Consideration should be given on the timing of this and ensuring that learning in other classes is not interrupted too much.
- Dojos – Dojos should be given verbally and specific. The Dojo screen should never be put up on the class board to avoid comparison and embarrassment. A child should receive a maximum of 10 Dojo points per day and that should be a rare occasion. As an example, an 'always good' child would receive a maximum of one per learning session.
- Postcards – Postcards should be sent home as recognition that is higher than a Dojo. At least 3 postcards should be sent out per class, per week (not applicable to EYFS). Again, this should be specific to the values or Be's. A good practice example: allow the children to choose 3 children to receive a postcard and why each week.
- Student of the Week – Each week, two children are selected by class to be the 'Student of the Week. Again, this should be specific to the values and 3B's. These children will receive recognition in assembly on a Friday (they do not have to come up to the front if they prefer not to). They will meet the headteacher for hot chocolate and biscuits (or ice lollies in the summer)
- Student of the term and Student of the Year. This should be a model to all children, the children who get this recognition should consistently model the values and 3Bs.

Class or table recognition – this should be decided on a class by class basis.

6. Supporting children who are struggling or making mistakes in their behaviour

Children make mistakes as do all adults. As a Relational Practice school, this does not mean that we ignore or allow inappropriate behaviour. Our aim at Hollybush is always to help a child to learn from their mistake and do better next time. We never embarrass, humiliate, punish or give unnecessary 'consequences'. We include the following:

- Proactive support and de-escalation - *'Get involved early in the life of the problem.'* Mark Finnis.
  At Hollybush, we always aim to support children early to enable them to make the right choice. We always employ gentle, quiet and under the radar approaches to support children to return to our expected behavioural norms. We understand that shouting at a child will only heighten a situation. As staff, we need to invite children into our calm, not join their chaos. When a child is dysregulated, we will follow the Regulate, Relate, Repair structure: (see 19. hints, tips and resources)

  - *Regulate*: Calm the body and mind first. When someone is stressed or overwhelmed, they can't think clearly or learn.
    - **How to do it:** Use repetitive, rhythmic movement, deep breathing, deep pressure, or stress balls.
    - **Adult's role:** Stay calm, grounded, and empathetic.
  - *Relate*: Connect and build trust. Make the person feel safe, understood, and supported.

    - **How to do it:** Notice and name their emotions, validate their feelings (without approving of negative behaviour), and approach them with playfulness, acceptance, curiosity, and empathy.
- *Repair*: Fix relationships after a conflict. Help the person make things right.
    - **How to do it:** Guide them to reflect on what happened, understand how it affected others, and take steps to make amends.

- Mistakes and restorative practice – When a child makes a mistake, this should be dealt with in a restorative way. Whenever possible, it should be the staff member who has dealt with the incident that supports the restorative conversation, (see Restorative 5 in 19. hints, tips and resources)

- Restorative conversations – Restorative conversations should only take place once a child is calm and regulated.

- Techniques and logical consequences - We use a variety of techniques such as humour, distraction, calming toys, weighted blankets, team teach, sensory circuits etc to enable children to remain engaged in learning/ making good choices. The aim is always to get children back to good, rather than to punish.

- The SENCO and SLT can support in managing more difficult behaviour both proactively and reactively. This approach is bespoke to each child.

- If a child's dysregulation in having an immediate impact on others' learning and or safety, removing others from the classroom to continue their learning elsewhere should be a priority. SLT and other staff will support the teacher with this. The teacher will ensure that a conversation with the rest of the class takes place to provide an opportunity for them to reflect on their feelings and wellbeing, receive any emotional support and plan the reintegration of the specific pupil (including any restorative conversations);

- Once a child is calm and regulated, a reparation or restorative conversation must take place. This may also need to include a logical consequence. See below:

7. Logical Consequences

Behaviour	Possible logical consequence/ safety consequences	Inform SLT (if no, this may be a yes if it is becoming a behaviour pattern)	Inform Parents (if no, this may be a yes if it is becoming a behaviour pattern)
Response for low level issues	1. General reminder 2. Praise someone who is showing the desired behaviour 3. A subtle reminder – A gesture or look to the child (this may act as a prompt) 4. Name the individual – state the expectation positively – give time to respond positively. If the behaviour is improved , recognise through a smile, nod, thumbs up etc 5. Name the individual again and tell them this a warning. State expectation again. If improved , recognise through a smile, nod, thumbs up etc	No	No

	▪ Name individual – take aside or inform them that they will have to wait at end of lesson to talk. ○ Individual conversation about expectation (30 second script see appendix).		
Refusal	To complete learning following that lesson during break time	No	No
Disruption to learning	30 second script; See appendix. Reflective conversation during playtime regarding expectations during learning and being in charge of themselves	No	No
Inappropriate language/ swearing	Reflective conversation during playtime regarding expectations during learning and being in charge of themselves	No	No
Unreasonably high level of disruption	Removal from the classroom: ● To restore stability following an unreasonably high level of disruption (for the remainder of that lesson) ● to allow the pupil to regain calm in a safe space (for as long as the pupil needs) ● to enable the pupil to be taken to a place where education can be (for the rest of that session then reviewed by SLT) The teacher will then lead the reintegration back into the classroom, making reasonable adjustments as per the pupil's TRRP	The decision to remove must only be taken by a member of SLT	Yes
Absconding	Absconding from class - Reflective conversation during playtime regarding expectations during learning and being in charge of themselves	No	No
	Absconding from school – children will remain inside at playtime for safety. Children will be reintegrated back into the playground when necessary with an appropriate risk assessment.	Yes (SLT)	Yes
Damage to school property	If children have made a mess of a learning space, it should be their responsibility to make sure it is fit to use again. If damage has been caused, parents and SLT should be informed and a logical consequence will be discussed.	No Yes	No Yes
Harmful Sexual Behaviour (HSB)	Case by case basis	Yes, alert immediately for safeguarding	Yes
Peer on peer	Case by case basis	Yes	Yes
Homophobic/ Racist incident (incident involving	Reflective conversation during playtime regarding expectations for language and being kind.	Yes	Yes

protected characteristics)			
Theft	The item should be returned. Reflective conversation during playtime regarding expectations for language and being kind.	Yes	Yes
Threats of violence	Reflective conversation during playtime regarding expectations and being in charge of themselves.	No	No
Violent incident	SLT to conduct reflective conversation during playtime regarding expectations and being in charge of themselves	Yes	Yes
Online/ social media/ gaming incidents	Case by case - pass onto DSL/ Online Safety Lead	Yes	Yes

Informing parents – if the table above specifies that parents should be informed, when possible it should be the member of staff dealing with the incident that contacts parents. If there has been a serious incidence of violence, homophobic or racist language or damage to school property then SLT will contact parents.

If concerns are raised due to repeated or severe incidents, the pupil will be discussed by the SLT at an Inclusion Meeting. If necessary, in order to support a child further, a TRRP (Therapeutic Risk Reduction Plan) will be completed. This will be designed in consultation with the pupil, staff and parents.

8. Reporting

All behaviour incidents are recorded on CPOMS and the following types of behaviour are reported directly to SLT to ensure appropriate challenge and support is in place (see above table):

- Bullying
- Violence
- Any derogatory use of language relating to protected characteristics (racism, homophobic language etc) - Harmful Sexualised behaviour (including sexualised language)

Any of the above will also be reported to parents.

Behaviour incidents are analysed by the SLT to ensure proactive approaches to improving and supporting behaviour at the school. Inclusion meetings ensure that leaders meet regularly to discuss behaviour in conjunction with SEND and safeguarding leaders and plan support to meet the needs of children and the school.

9. Supporting children with SEMH difficulties

NEUROSCIENCE AND NEUROPHYSIOLOGY

We recognise that pupils with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our pupils have experienced significant adverse childhood trauma resulting in:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness

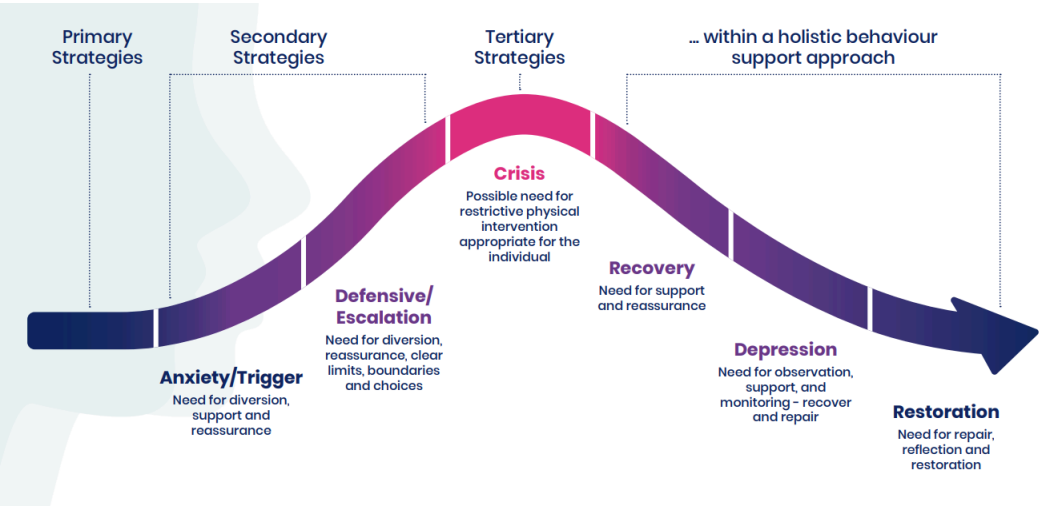
- Brains with less sophisticated neuronal networks
- Alarm systems in the brain having a field day, leading to dysregulated brain and body systems resulting in children who at times may function like threatened animals

For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support pupils to regulate their brains and their bodies so they can make progress both academically and personally. It is built around the six principles of nurture and the following core beliefs:

- Behaviour communicates: We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.
- Behaviour can change: We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, which brings down their toxic stress levels. It can be changed by repairing brain damage though playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.
- Behaviour is about everyone: We believe that behaviour is about everyone. We all have a role to play in modelling, supporting and managing behaviour. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples.
- Behaviour is about British Values: We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We are a 'No Outsiders School' and our curriculum utilises the programme's resources to enhance children's understanding of "All Different, All Welcome"

10. Crisis behaviour in which there is violence, a danger to self/staff/children, or vandalism

In all instances of severe violence, self-harm or vandalism, parents must be contacted and the incident should be recorded on CPOMS. Care Team/ SLT will become involved to support the child and the class team. A plan will be made to enable the child to self-regulate. Restorative conversations must always take place after crisis in line with the research regarding the six stages of crisis (see diagram).



11. The restorative conversation (see appendix 3

As adults we aim to understand and support children in finding the solution and find a way to learn from their mistakes. Questions that are useful in framing these conversations are;

- Can you help me to understand what happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- What could we do differently in the future?

Children may also use the 'Happy High-5 Card' (displayed around the school) to facilitate their own restorative conversations (see appendix).

12. Positive Handling

Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property. We have adopted the term 'Positive Handling' to describe such interventions. This follows an approach taken by an organisation named Team-Teach, whose objectives our school has adopted. Further information about this approach can be found in the school's Positive Handling Policy.

13. Anti-bullying

The Hollybush school community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental health and wellbeing. By effectively preventing and tackling bullying, our schools can help to create a safe and nurturing environment where pupils are able to achieve optimum happiness and success in learning and life. Full details of our approach to anti-bullying can be found in our Anti Bullying Policy.

14. Staff responsibilities

All staff will…

- Meet and greet at the door
- Refer to the Hollybush Values (Be Kind, Keep Improving, Never give up and 3Bs which include the Hollybush Way in their approach to behaviour.
- Model positive behaviours and build relationships
- Praise – always celebrate the good!
- Have high expectations of all children with regard to behaviours for learning
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give 'time out' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour
- Use change of face as much as needed to enable staff and children to regulate
- Use change of place as per individual plans to enable children to regulate (as per TRRPs)

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior Leaders will;

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site, especially at the start of day
- Praise – always celebrate the good (staff and children)!
- Regularly share good practice
- Ensure staff receive relevant and timely training and support. This includes safeguarding training, behaviour management using Positive Regard resources and Team-Teach
- Support all staff in managing learners with more complex or significant needs including assisting with TRRPs
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the school and site
- Hold inclusion meetings on a regular basis to review and monitor behaviour

15. Uniform

Effective teaching and learning needs proper organisation and this starts with a smart and tidy appearance which helps to instil pride in appearance in pupils, and reduces the risk of distraction in lessons. For details of school uniform please see the website.

16. Drugs and Alcohol

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs.

- **Prescription drugs/Controlled substances:** Carrying, supplying or taking prescription drugs illegitimately is strictly prohibited.
- **Non-prescription medication:** Some over-the-counter medication can be harmful if misused. For this reason, pupils should not carry these in the school. If pupils need to take non-prescription medication during the school day, parents/carers should inform the school office.
- **Medication:** We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should make the school aware of this, via the school office, and complete a form to authorise the giving of medicine in school. This form can be viewed in the Administering Medicines in School Policy. The school may request medical evidence prior to administering any medication.
- **Alcohol:** Consuming, carrying or supplying alcohol is strictly prohibited.

17. Unacceptable behaviour outside the school

Community partnership and cohesion is extremely important at Hollybush. We expect pupils to take responsibility for their actions outside of the school.

All unacceptable behaviour and instances of bullying occurring anywhere outside the school, which have been witnessed by a staff member or reported to the school, will be dealt with using the school behaviour policy.

This will include any unacceptable behaviour when a student is:

- Taking part in any activity organised by the school
- Travelling to or from the school
- Wearing school uniform

- In some other way identifiable as a pupil at the school poses a threat to another student or member of the public could adversely affect the reputation of the school

18. Exclusion and Suspension

As a Relational Practice School, we endeavour to avoid exclusion, however a suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

This school follows the HHC guidance, "HCC Exclusions Good Practice Guidance November 2025", and DFE Guidance 2026, which should be read to provide full details. Exclusions - Hertfordshire Grid for Learning

A copy can be obtained through the school office. Below are some key points from the guidance.

Suspension is where a pupil is temporarily removed from the school.

Suspension may also be used as an immediate response to very serious acts such as a physical assault or threatening behaviour, bullying or abuse (racist, against sexual orientation or gender reassignment, relating to disability)

(see DFE guidance 16, 17 for additional circumstances)

- Only the headteacher can suspend a pupil on disciplinary grounds.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- During a suspension work will be set and marked to ensure the child continues to receive their education.
- Following a suspension, reintegration will be supported, including communicating the strategy at a reintegration meeting before or at the beginning of the pupil's return to school.
- Any exclusion of a pupil, even for short periods, must be formally recorded and reported to the Local Authority

Permanent exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Only the headteacher can permanently exclude a pupil on disciplinary grounds.

- Where a pupil is at risk of exclusion and has a social worker, the headteacher should inform and consult with the social worker, the Designated Safeguarding Lead (DSL) and the parents.
- Where a child in care is likely to be subject to an exclusion, the designated teacher should contact and work with the Virtual School as soon as possible and also engage with the child's foster carer(s) or children's home workers, as appropriate.

19. Monitoring and review

- The Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. Consistency of use will, therefore, be monitored informally throughout the year, during lesson enquiries and walk-throughs.

20. Hints, tips and resources

Hollybush Way – shared language to promote aspects of Be Safe, Be Ready, Be Respectful

- *Lovely Lining Up*

    - We face forwards
    - We keep our hands down
    - We line up silently
- *Magical Manners*
    - We say please and thank you
    - We greet others, such as saying 'good Morning'
    - We hold open doors for others
    - We say excuse me when we want to speak to someone
- *Super Sitting*
    - We sit calmly and safely
    - We keep our hands to ourselves
    - We use magnet eyes when the teacher asks us to look at something
    - We listen
- *Wonderful Walking*
    - We walk quietly and calmly
    - We face the direction we are walking
    - We keep our hands down

30 second script (for behaviour conversations with an individual pupils)

1. I noticed that you are (name what child has been doing = e.g calling out)
2. The rule that you were not following is (ready, safe, respect)
3. Therefore I will need you to (state the expectation/ consequence) – e.g
    - Show the expected behaviours throughout the next lesson
    - Reflect on your choices over break time and speak to ….. named teacher or member of SLT)
    - work through part of break time/ lunchtime to complete the work
    - Work away from others for the start of the next lesson
4. Do you remember when you …… (refer to a previous time they made good choices)
5. That is who I want to see today
6. Thank you

Assertiveness Guidance

<u>Body language - Theirs & Yours!</u>

- Are you able to recognise subtle signs of anxiety and stress in your students?
- Do you encourage students to try and recognise these in themselves and have you specifically taught what steps to take before a crisis is reached?
- Are you giving off signs of aggression and stress?
- Can the pupils see that you are angry?
- Be confident and assertive not angry and out of control
- Don't be afraid to walk away and allow a colleague to take over - this is not losing face.

<u>Assertive language classroom strategies</u>

- Try and avoid negotiation unless it is on your terms, this draws you into a situation where the student is once again in control.
- Establish a firm routine that is repeated and built upon. If routines and rewards are consistently reinforced then a firm climate for learning eventually develops alongside a habit of socially acceptable

behaviours - this will be protracted and take many repetitions. Unless students encounter a firm boundary they will continue to push that boundary until they find a limit
- Congratulate students for socially acceptable behaviour - catch them being good
- Congratulate others for socially acceptable behaviour in the earshot of students not modelling it
- Instructions must be direct and precise - this can be very wearing but unless precise instructions are given it may give opportunities to challenge and gain control, they need to know that adults are in control and it is safe to let them be in control
- Use 'rule reminder' for minor behaviours eg The rule is.....This could be used if the school rule is that coats are not worn in the class.
- Use “I need you to” .....Thank you' rather than 'please'
- Use quiet thumbs up to recognise effort, try not to overdo verbal praise - still use it but this should be your next level up' for extensive effort and when a good relationship is established.
- Praise specific behaviours, eg. Instead of saying "Well done" make it more specific by saying for example, "I like how you have…”
- Always give a 'destination' and expected action eg. "I need you to sit on the blue chair at your desk, you have everything there so you can complete your work"
- Some may need their own visual prompts to remind them
- It may help if a list is provided so that the pupil is able to tick off items that have to be done to complete a set task: if this information is displayed on the white board it will still be of benefit to some if they have their own printed list.
- High level positive recognition - this will need to be subtle and discreet
- Appropriate social interaction that is demonstrated by adult modelling, drama activities and paired or small group adult supervised activities.
- Offer maximum consistency of approach with clear predictable routines.
- Specifically, teach self-calming strategies. Understand we need to co-regulate first
- Being able and willing to reflect, analyse, consider when an incident started and how this might be avoided in future is one of the most supportive attributes you can develop.
- Build on a sense of worth and belonging
- Legitimise the need for power - give responsibility
- Be assertive not angry
- Do not negotiate unless this is on your own terms eg. We have to complete this or this you choose the order in which you will do them.
- Refuse to engage in a power struggle - sometimes the goal of this behaviour is the argument, not any other gain
- Provide opportunities for responsibility
- Praise specific actions - "I like how you..." A job well done should be praised
- "We' can discuss this later"
- Avoid retaliation
- De-personalise verbal attacks
- Teach specific calming strategies to whole group
- Don't expect immediate results
- Give recognition at unexpected times
- Catch them being good
- Teach self -reflection and identify alternatives as a matter of routine and when the pupil is calm
- “When… then” statements
- “Yes… when” statements
- Ask ‘What” rather than “why”.... “What should you be doing now?”

3 Rs
for Stronger Connections
Support. Connect. Grow.
1 Regulate:
Calm the body and mind first.
When someone is stressed or overwhelmed, they can't think clearly or learn.
How to do it:
Use repetitive, rhythmic movement, deep breathing, deep pressure, or stress balls.
Adult's role:
Stay calm, grounded, and empathetic.
BREATHE IN... BREATHE OUT...
2 Relate:
Connect and build trust.
Make the person feel safe, understood, and supported.
How to do it:
Notice and name their emotions, validate their feelings (without approving of negative behaviour), and approach them with playfulness, acceptance, curiosity, and empathy.
I see you're feeling really frustrated. I'm here for you.
3 Repair:
Fix relationships after a conflict.
Help the person make things right.
How to do it:
Guide them to reflect on what happened, understand how it affected others, and take steps to make amends.
We can learn, grow, and do better together.
I'm SORRY
Stronger connections. Better relationships. Brighter futures!

3 Rs for Stronger Connections
Support. Connect. Grow.
1 Regulate:
Calm the body and mind first.
When someone is stressed or overwhelmed, they can't think clearly or learn.
How to do it:
Use repetitive, rhythmic movement, deep breathing, deep pressure, or stress balls.
Adult's role:
Stay calm, grounded, and empathetic.
2 Relate:
Connect and build trust.
Make the person feel safe, understood, and supported.
How to do it:
Notice and name their emotions, validate their feelings (without approving of negative behaviour), and approach them with playfulness, acceptance, curiosity, and empathy.
3 Repair:
Fix relationships after a conflict.
Help the person make things right.
How to do it:
Guide them to reflect on what happened, understand how it affected others, and take steps to make amends.
WE CAN LEARN, GROW, AND DO BETTER TOGETHER
Stronger connections. Better relationships. Brighter futures.

Happy High 5
What do we need to do to make things right?
How were you all feeling at the time?
How can we move on?
What happened?
Are we all happy?

THE RESTORATIVE 5

Five questions. Better conversations. Stronger relationships.

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

BE HEARD. ♥ BE UNDERSTOOD. ♥ MOVE FORWARD TOGETHER.

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