



Blue Sky Learning

We Believe in the Achievable

Relational Policy



Approved by:	Kirsty BurrIDGE
Last Reviewed on:	August 2025
Next Review by:	September 2026

Our approach:

We believe that a relational approach is the foundation of resilience and life-long learning.

Our rationale:

At Blue Sky Learning, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our provision.

We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care-givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by the Thrive approach, we will focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected.

<https://www.thriveapproach.com/>

Policy Objectives	Policy Objectives
☐ To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment ☐ To build a community which values kindness and empathy for others ☐ To provide guidance to class teams, parents and carers and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn ☐ To provide a holistic, whole-person inclusive model for our understanding of self-regulation and behavioural needs ☐ To underpin our beliefs with evidence based practice and current research	☐ Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment ☐ Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate ☐ Provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity, Empathy) and restorative approaches to foster appropriate behaviour ☐ Promote self-control and acceptance of responsibility for our own actions ☐ Staff have high expectations and maintain boundaries at all times ☐ Pupils are provided with excellent role models ☐ A school atmosphere is created which is consistent, safe and caring

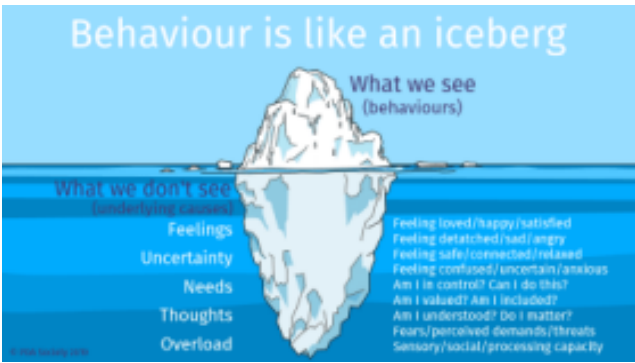
Managing behaviour relationally: The Thrive Approach

At Blue Sky Learning we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

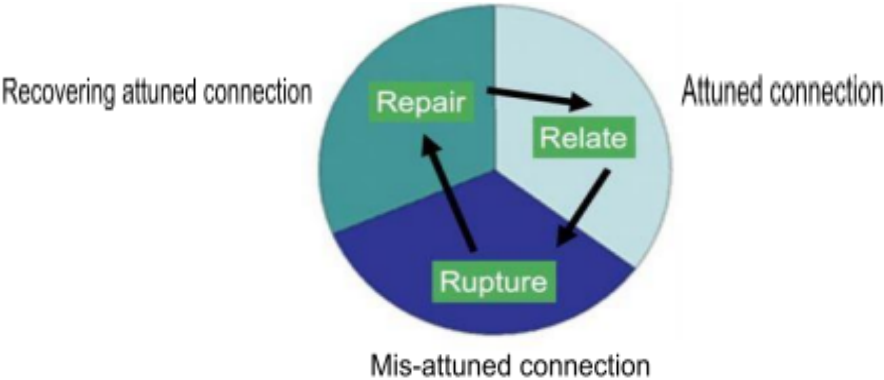
1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring back to their Thrive action plans, EHCPs etc.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
5. We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
6. We keep in mind that we are the adults and the children are still growing, learning and developing. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to make appropriate choices.
7. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.
8. In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
9. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and class teams must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
10. In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.



Our relational policy is based on the knowledge that **behaviour is a communication of unmet need**.



Through the **rupture – repair cycle**, we provide children with the opportunity to learn from their mistakes



Relating	Rupture	Repair
The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the “relate” phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.	The ‘rupture’ phase refers to misunderstanding or misattunement in relationships, in other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult is able to stay regulated, they can repair the rupture effectively with compassion.	The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions in order to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle and the attuned relationship can re-establish.

As adults working with children, we recognise that we are in a **privileged position** of power and influence:

I've come to the frightening conclusion that I am the decisive element in the classroom.

It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture, Or an instrument of inspiration

I can humiliate or humour, hurt or heal. In all situations, it is my response that decides,

Whether a crisis will be escalated or de-escalated. And a child humanised or de-humanised.

(Haim Ginott from "The Learner's dimension")

How our staff behave: ☐ Positively ☐ Calmly ☐ Consistently	Our 3 rules: ☐ Ready ☐ Respectful ☐ Safe
All staff, every day: ☐ Will promote a positive culture ☐ PIP and RIP (Praise in Public and Remind in Private)* ☐ Provide early intervention to support children's behaviour (see step process)	Support Beyond the Classroom: (to be used for change of face or to support the restorative conversation.) ☐ Another team member ☐ SLT
Senior Leaders: ☐ Will meet and greet on the door each morning ☐ Engage in learning time and observations to see positive behaviours, provide support and coach and model expectations ☐ Will walk around and be visible ☐ Be visible at transition times ☐ Will go into sessions to catch children being positive ☐ Will ensure restorative conversations take place	
Our key ways to recognise behaviour that is 'over and above': ☐ Talking directly to parents ☐ Notes home ☐ Headteacher's award ☐ Gem Tree ☐ Tapestry	Alternatives to Exclusion: ☐ Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes ☐ Assigning a mentor to the child to offer support and a positive role model

Consistency in Practice

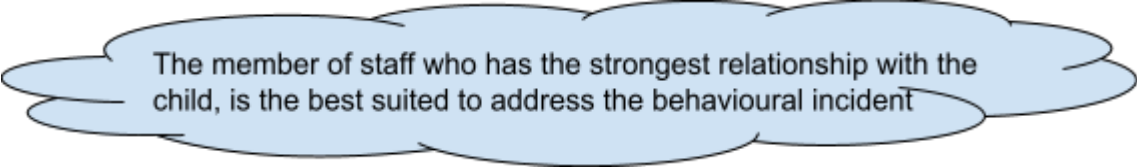
Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being.

All Staff

- ☐ Build relationships through the use of VRF's, PACE, meet and greet and check ins
- ☐ Focus on the values, rights and responsibilities of the school when establishing boundaries in conversation with children
- ☐ Model positive behaviours and always highlight the behaviour you want to see in positive terms
- ☐ Plan sessions that engage, challenge and meet the needs of all children
- ☐ Promote intrinsic motivation by rewarding the process of learning (behaviours for learning)
- ☐ Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture
- ☐ Always remind children about the expectations

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 children.



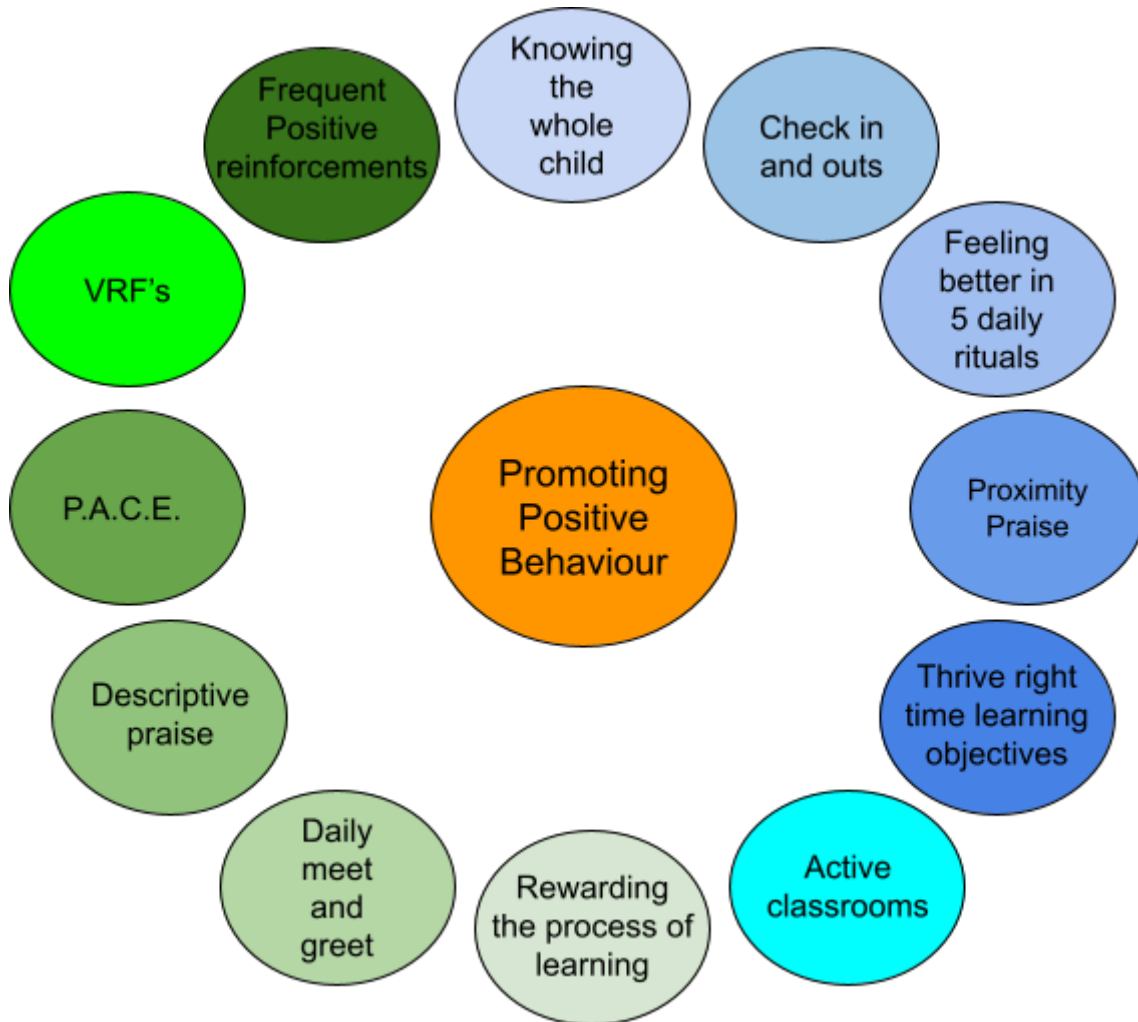
The member of staff who has the strongest relationship with the child, is the best suited to address the behavioural incident

Senior leaders will:

- ☐ Meet and greet children at the beginning of the day at the door
- ☐ Be a visible presence around the school, especially at transition times
- ☐ Celebrate staff, leaders and children whose effort goes above and beyond expectations
- ☐ Model PACE and VRFs in their interactions
- ☐ Regularly share good practice
- ☐ Support staff in managing children with more complex distressed behaviours
- ☐ Regularly review provision for children who fall beyond the range of written policies

Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive.



‘It is not what you give but the way that you give it that counts.’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning through value passports, that identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around provision through verbal praise, stickers and gems.

Classroom/teaching space

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. “Show me your listening ears.”

It is vital that knowledge of the child's social and emotional development is taken into account. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We recognise that the following steps are appropriate for children who are at 'thinking' or above. All children must be given time in between steps to

make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.

Step	Action
Attunement	Read the room and redirect using PACE, VRFs and small acts of kindness.
Reminder	Use reminders of expectations to re-engage students. A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage
The 30 second script	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
Time In	If a child reaches this stage, they are beginning to dysregulate. The child will have a 'time in' for regulation – in a space within the room. Allow them to use a calm box, sensory resources, until an adult can speak to the child privately as a co-regulator. Use WINGTED – I am wondering, imagining, noticing, guessing, tell, explain, describe. Reset expectations.
Restorative conversation in Zone 6	At this point the child will be referred to the Thrive Room at an agreed time for a restorative conversation (Shine The Light.) This step must be recorded on CPOMs
Repair	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the repair is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle.
Meeting and Mentoring	A meeting with the support assistant, child, parent and a member of the SLT, recorded on CPOMs with agreed targets that will be monitored over the course of two weeks. There is a set format for this (see Appendix 1)
Wellbeing Action Plan (WAP)	A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this (see Appendix 2)

Steps 1 and 2 - PIP 'N' RIP

Praise in Public and Remind in Private

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a **reminder** of the expectations for children **Ready, Respectful, Safe** delivered privately to the child. The teacher makes them aware of their behaviour through use of PACE and VRFs (see appendix 1).

Step 3 - The 30 second script (get to the child's level):

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. **The key to these conversations is framing the pupil in the positive light we know they can exhibit:**

- ☐ I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)
- ☐ I am wondering if you are feeling...
- ☐ You know we have a ready/respectful/safe rule in the classroom. It was the rule about ...(lining up/bringing toys into school/allowing others to learn) that you broke.
- ☐ Do you remember when you... (did that really kind thing for...?)
- ☐ That is who I need to see today...
- ☐ When I come back in minutes, I want to see your wonderful.... Thank you for listening. (Now walk away – remember to return at the given time!)

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4 - Time In

- ☐ The child will be asked to go to one of the sensory rooms, where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- ☐ The teacher/LSA will have a chance to speak to the child away from the class.
- ☐ Boundaries are reset.
- ☐ The child is asked to reflect on their next step. Again they are reminded of their previous positive behaviour for learning.
- ☐ The child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

Step 5 – Child to attend Zone 6 at an agreed time

If the step above is unsuccessful, or if a child refuses to go, take a “time in” within the classroom, then the child will attend Zone 6 at an agreed time.

Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not – feels secure to ask for another member of staff to step in. A phone call home will be made to inform the parents.

Step 6 - Restorative Conversations

"I've learned that people will forget what you said, people will forget what you did, but people will NEVER forget how you made them feel."
Mary Angelou, 2015

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'

It is important that the repair takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle.

If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions can will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings.... but it's not ok toand I can help you with that....
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WINGTED (wondering, imagining, noticing, guessing, tell, explain, describe.)

All staff will take responsibility for leading restorative conversations with a member of the SLT to support.

Step 7 - Meeting and Monitoring

Where a child continues to struggle with showing improved behaviours in provision we will put in place further support structures to ensure they can improve – this will be a holistic approach by putting in wellbeing interventions alongside monitoring.

Decisions to place children on any formalised behaviour monitoring should be taken by the SLT in the first instance, in collaboration with parents. The extent of the monitoring should be subjective depending on the individual child.

Daily Positive Reporting

This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

Could be prompted by:	Persistent low level disruption to learning, or three or more moves to 'time-in' within a half term
Maximum Time Frame:	Two weeks
Formative Measure:	Individual, specific targets set by Class Teacher at the end of each day for the following day (Today, I was pleased to notice that...tomorrow...)
Maintained by :	SLT

(Appendix 1)

Step 8 – Wellbeing Action Plan

Could be prompted by:	Failure to respond to Daily Positive Reporting, or following incidents of more serious behaviour
Maximum Time Frame:	Targets to be reviewed every 4 weeks at a WAP meeting.
Formative Measure:	Individual WAP meeting and specific targets agreed with Support Assistants, SLT, parents and child (where appropriate).
Maintained by :	SLT

(Appendix 2)

A Wellbeing Action Plan (WAP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; our Thrive team will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The results of this mentoring session will be recommended to SLT and shared with parents as part of the WAP meeting; these will then help to form the formal targets for the child's WAP. A mentor will also be assigned to the child to offer support and a positive role model. This mentor will be of the child's choosing.

A child's behaviour may deteriorate before it improves when a WAP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.

These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a WAP is enacted. It may also be relevant to complete a Thrive behaviour assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

More serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Learning Support Assistants and SLT, utilising their knowledge of the child and their discretion. All staff have received Team Teach training to learn de-escalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques in the form of caring cs.

Following a referral to outside agencies, the reports received will form the targets for their WAP.

For those with added special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see WAP) and building in steps to success are key.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:

- Local authority or host school.
- Specialist Teaching and Learning Service (STLS) - dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. pediatrician, educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis. This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Please note:

- **This policy is written in conjunction with KCSIE and with the support and input of Sevenoaks Primary School.**
- This policy links to our Anti-Bullying and Safeguarding policy. In line with the Anti-bullying policy, we have a zero tolerance to bullying (including cyberbullying, prejudice based and discriminatory bullying). Measures to prevent bullying are outlined in our Anti-Bullying Policy. In relation to the Safeguarding Policy, please note that peer on peer abuse is not tolerated. See KCSIE 2025.

Appendix 5

Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

☐ Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

☐ Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

☐ Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

☐ Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

☐ For more information about the PACE approach please refer to literature by Dan Hughes. Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down. Application of PACE:

☐ Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

☐ Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

☐ Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

☐ Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the fence. They went with an adult to the sensory room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time (e.g. go to the sensory room)

Appendix 2

Daily Positive Reporting

Name		LSA: SLT:
Week One		
Day: Date	My Target for Today	Today my Teacher was pleased to notice...
1		
2		
3		
4		
5		
Pupil Views		Views of Others
What am I doing well?		What do others think I am doing well?
What could I improve further?		What do others think I could improve further?
What could help me?		What do others think they could do to help me?

Name		LSA:
		SLT:
Week Two		
Day: Date	My Target for Today	Today my Teacher was pleased to notice...
1		
2		
3		
4		
5		
Pupil Views		Views of Others
What am I doing well? What could I improve further? What could help me?		What do others think I am doing well? What do others think I could improve further? What do others think they could do to help me?
Next Steps:		

Appendix 3

Wellbeing Action Plan (WAP)

Date of First Meeting:

People invited:

Apologies:

Name of pupil: DOB:	School: Blue Sky Learning WAP Key Workers: SLT:
Incidents that have triggered this WAP:	
Summary of most recent interventions:	
Aim of WAP:	
Provision View:	Student View:
Parental View:	Other:
Agreed Wellbeing Support and Pupil Targets:	

Next Meeting:

Wellbeing Action Plan (WAP)

Date of Interim Meeting:

People invited:

Apologies:

Summary of discussion:

Progress Towards Targets/Reviewed Pastoral Support:

Agree New Targets and Wellbeing Support

Responsibility

Next Meeting:

Blue Sky Learning's relational approach for resilience and life-long learning

One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around behaviour.

Consistencies:

- Build relationships through the use of **VRFs, PACE, meet and greet** at the door and check ins.
- Refer to '**Ready, Respectful, Safe**' as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms.
- **Recognise behaviour is a form of communication.**
- **Plan** sessions that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning** (behaviours for learning).
- Seek both **resolution and learning** when dealing with incidents. **Follow** up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- **Always** remind children about the expectations.

Steps should always be gone through with care and consideration, taking individual needs into account. All children must be given time in between steps to make good choices. *It is not possible to leap or accelerate steps for repeated low-level disruption, i.e. jump steps.*

Step	Action
Attunement	Read the room and redirect using PACE, VRFs and small act of kindness.
Reminder	Use reminders of expectations to re-engage students. A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage
The 30 second script	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
Time In	If a child reaches this stage, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the room. Allow them to use a calm box, sensory resources, until an adult can speak to the child privately as a co-regulator. Use WINGTED – I am wondering, imagining, noticing, guessing, tell, explain, describe. Reset expectations.
Restorative conversation in Zone 6	At this point the child will be referred to the Zone 6 at an agreed time for a restorative conversation. This step must be recorded on CPOMs
Repair	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the repair is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle.
Meeting and Mentoring	A meeting with the support assistant, child, parent and a member of the SLT, recorded on CPOMs with agreed targets that will be monitored over the course of two weeks. There is a set format for this (see Appendix 1)

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