

# ***ETTINGTON C of E PRIMARY SCHOOL***

**Reviewed September 2025**



**Learning for Fullness of Life**  
**Trust-Respect - Love**

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## **RELATIONAL BEHAVIOUR POLICY**

## Introduction

*Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.*

The story of Creation is the bedrock for our vision, values and ethos. Building on the theological concepts that God created the earth and everything in it, including human beings – that Humans are ‘made in God’s image’ (the imago dei), our holistic curriculum has been carefully constructed to ensure that we appreciate God’s creation of the world and how EVERYONE was made in God’s image (Imago Dei) and loved, valued, celebrated and represented. As a school, we aspire to live out God’s plan for all creation to flourish.

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility for all. It is much more than an approach to behaviour management. Rather it is a value-based approach which describes how an understanding of our relationships with each other, both as a school and as individuals can enhance both academic and social learning, and is a cornerstone of our commitment to community cohesion. As such this policy must be read in conjunction with our SEND policy, our Safeguarding policy, our Parental code of conduct procedures and our Anti-Bullying Policy.

At Ettington C of E Primary School, 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 school offer.

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.

This relational approach to behaviour management recognises that:

- All behaviour is a form of communication
- concerning behaviour can be a signal for support
- understanding our emotions is a key aspect of managing behaviour
- learners can learn to self-regulate their own emotions and behaviour with the support of skilled adults
- learners need high expectations, clear rules and boundaries to feel safe



### Rationale and Beliefs

*"Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before".*

Dan Hughes and Louise Bomber - Settling to Learn. (2013)

At Ettington C of E Primary School, our school mission statement is '*Learning for the Fullness of Life*', where we learn Trust, Love and Respect, and we believe that the most powerful tool in managing behaviour is to create an environment where the children feel valued, safe and secure as they move through the school and beyond.

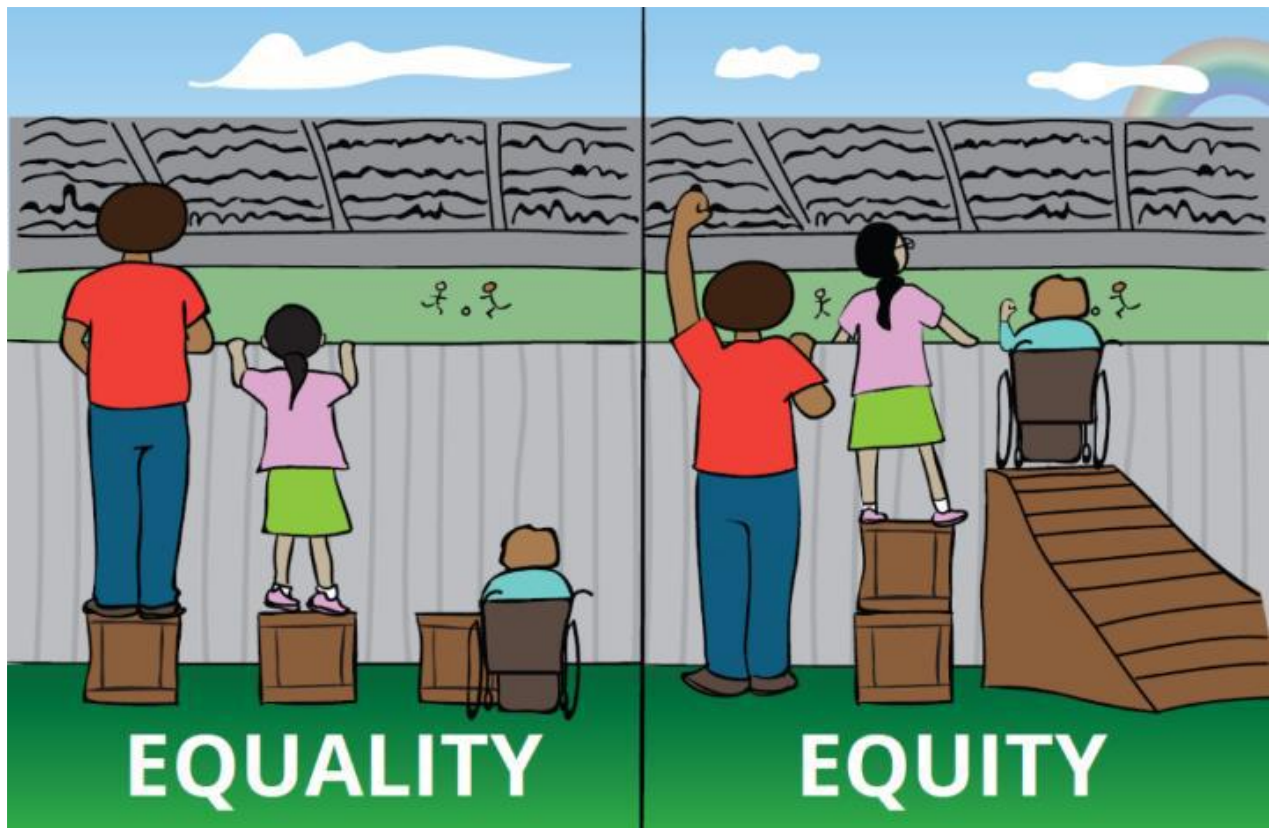
We aim to do this by promoting positive relationships and a sense of connection between the pupils in our care and the staff. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

For most children this can be achieved by a simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

It is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. Each pupil has individual and unique needs. However, some pupils require more support than others. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations. We recognise that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment. A whole-school relational approach means that children develop positive relationships with lots of adults and children, helping them to feel safe all of the time.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. By adults taking a non-judgmental, curious and empathic attitude towards behaviour, it is our belief that children will learn to self-regulate and begin to make conscious choices about their emotions and actions. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. The staff at school maintain clear boundaries and expectations around behaviour right from the first day children start in our school and they expect the very best of every child.

Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment. The staff have developed a structure around rewards, specific positive praise and consequences that are followed at all times.



It is our policy that certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame or ostracise children from their peers, school community and family, leading to potentially more negative behaviour. We know that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. We believe behaviour must always be viewed systemically and within the context of important relationships. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH (Social, emotional, mental health needs).

*"The parent-child connection is the most powerful mental health intervention known to mankind"*  
(Bessel van der Kolk).

### **Roles and Responsibilities**

Every staff member is aware of their responsibilities and empowered towards supporting all pupils to regulate their behaviour, and deliver High Quality Teaching strategies with differentiation and personalisation to meet need and ensure all pupils are fully included in learning.

A positive and sensitive attitude is shown towards all pupils by adults in school. All staff work together with the shared goal of ensuring every child has the opportunity they need to thrive at our school.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. The staff have all had whole-school Thrive training; Making Sense of Autism training, Attachment Awareness training including use of PACE from specialist providers.

**Senior Leadership Team** – The Head Teacher and Deputy Head Teacher / SENDCo have overall responsibility for the policy and its implementation along with senior members of SLT. This role involves liaising with the governing body, staff, parents/carers, LA, outside agencies and the children at Ettington.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local or specialist agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this and pupil voice informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

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 best suited to address the behavioural incident.

### **Parents/Carers**

Parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relational behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unwelcome behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- Cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Staff** – It is the responsibility of all staff within the school to uphold and adhere to the relational behaviour policy with kindness, fairness and integrity.

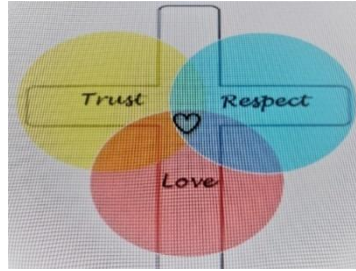
Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships through the use of VRFs, PACE, meet and greet and check ins.
- Adopting an attitude and culture of being 'deliberately bothered' – the daily acts of care and genuine interest in children's lives that matter.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Promoting intrinsic motivation by rewarding the process/behaviours of learning.
- Seeking 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 reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

**Governors** – To support the Head teacher and staff team in implementing the school relational behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

- Cooperate and support the school in the implementation of the code of conduct as set out in the home/school agreement
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.



### **Our School Values and Code of Conduct**

Everything in school that we do is underpinned by our Core Christian Values. These values are the basis of our celebration and reward system in school. House Points are awarded to children who exhibit these values, and children who have demonstrated a particular effort to uphold them are celebrated through the award of a certificate in a whole school weekly Celebration Assembly.

The RESPECT Code of Conduct is displayed throughout the school and prominently in classrooms, are on our website and apply to the whole school community.



*Learning for Fullness of Life*

*Code of Conduct*

*Our Code of Conduct encourages both a spiritual, moral and responsible attitude towards behaviour.*

*All areas of school life and how pupils conduct themselves within it are embedded in the following statement:*

**RESPECT**

**R Responsible in all we do**

**E Encourage each other**

**S Safe work and play**

**P Polite and considerate to everyone**

**E Enjoy being an active learner**

**C Challenge and celebrate all our efforts**

**T Trust each other and tell a member of staff if I am worried**

### **Modelled Behaviour by Adults and 'Deliberately Bothered'**

To promote good values of behaviour and positive relationships across the school, it is important that every adult in the school is '*deliberately bothered*'. The adults should actively notice every child they see and model positive, open and welcoming body language with a smile. Their behaviour and responses should be consistent and calm. Depending on the individual or situation this may also be a question, check-in or a greeting, where appropriate. Every moment or interaction can be a positive intervention with all children.

Every interaction is an opportunity to help children grow and develop through repeated practice:

- We learn through interactions and relationships
- Repeated experiences become habits
- These become wired in our brains
- This cycle increases the chances of us repeating these habits
- These habits and wiring can improve and support resilience and wellbeing for life.

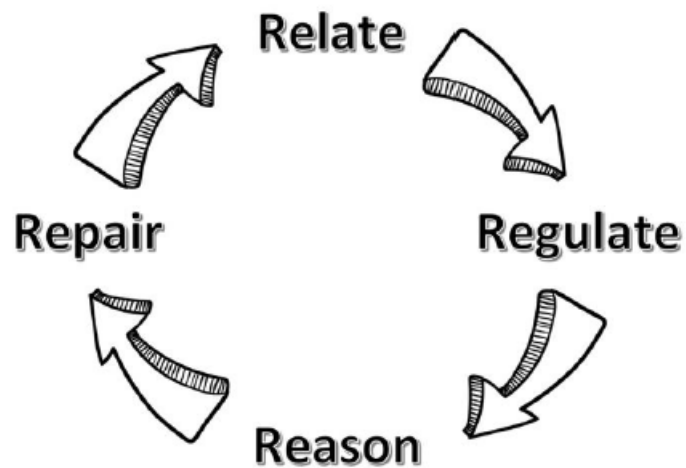
There are particular instances where we expect certain behaviour and all adults to be bothered about noticing expected behaviour or behaviour that does not meet expectations.

- Larger, collective gatherings such as Collective worship; which is a quiet and reflective space and the Dinner Halls; where we expect low noise and polite manners.
- Respect for the school environment: looking after our school and everything in it both inside and outside.

### **Understanding Behaviour**

How we feel and respond to our feelings through our behaviour is linked to underlying and unconscious physiological and emotional processes which in turn are a product of our brain development. In order to support children, we must understand how to meet the underlying developmental needs not just manage the symptoms. This means providing them with relationships that can make a difference.

- If children are to engage socially and with learning we need to provide them with an environment within which they can feel safe. Children gain their sense of safety from the adults around them.
- When children feel safe we will need to provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.
- We need to soothe children and provide them with experiences which calm their defence pathways.



### **Theory and Research**

#### **Relate**

In order to be successful at school all children need to develop relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. We aim to promote positive relationships, active engagement and wellbeing for all pupils. Protection, connection, understanding and care are the cornerstones of the relationship and should be part of all interactions at all times at a whole school, classroom and individual level.

#### **Regulate**

Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and classroom calm.

When children experience strong emotions, they may need to be co-regulated to support them to calm. Children will need repeated experiences of being co-regulated in order to be able to self-regulate.

**Reason**

Once a child is in a state of calm or alert, i.e. regulated, we can then engage the thinking part of their brain and reflection and learning can take place. Within a context of safety, security and stability, pupils' brains can engage with and strengthen the following tasks: logic; cause and effect; predicting; organising; mental flexibility; working memory.

**Repair**

Repairing relationships is a vital learning experience. Using a restorative framework can ensure that pupils do not carry guilt, shame or rejection and can teach them that they are worthy and deserving of lasting relationships. It supports children to develop greater understanding, empathy and responsibility.

**Relational Approaches in the Classroom – procedures**

**Relate** in practice

Adults will protect by:

- Being predictable, reliable and trustworthy
- Containing their own emotions
- Providing structure and boundaries
- Anticipating that things may be picked up as threat or danger

Adults will connect by:

- Being physically and emotionally available
- Attuning to the child's tone and mood
- Being responsive, expressive and interactive
- Being playful in their interactions
- Showing interest
- Promoting pupil voice

Adults will show understanding by:

- Being curious about a pupil's feelings, thoughts and behaviour
- Accepting their feelings and emotions
- Thinking for them
- Expressing empathy
- Helping pupils to process

Adults will show care by:

- Being loving and compassionate
- Holding them in mind
- Using transitional objects
- Soothing and comforting

(See Appendix 3 - Dan Hughe's PACE)

**Regulate** in practice

Adults will support the child to regulate their feelings with skilled relational approaches:

- Attunement – demonstrating an understanding of how they are feeling by matching their emotional energy
- Accepting and validating – demonstrating that their feelings are real and justified
- Containment of feelings – demonstrating you can catch their feelings and help make them a survivable experience
- Soothing and calming – demonstrating emotional regulation by repeatedly soothing and calming

(See Appendix 4 - Thrive Vital Relational Functions)

**Reason** in practice

Adults will help the pupil create a narrative/timeline in manageable steps with frequent recapping.

- What did you hear?
- What did you see?
- What did you sense?

Adults pay attention to the pupil's perspective, acknowledging their thoughts, feeling, viewpoint.

Adults can then articulate other possible motives/intentions using 'What if...?'

For some pupils, it is important to vary the form of communication used. Instead of using just words adults and pupils could also use:

- Drawings
- Comic strip conversations
- Everyday objects
- A story or book
- Video clips
- Music

**Repair** in practice

Using a restorative framework following conflict or incidents where harm has been caused, allows the child to consider:

- What happened?
- What were you thinking?
- How are you feeling?
- Who else has been affected by this?
- What do you need, and what needs to happen now, so that the harm can be repaired?

In order to repair harm, there needs to be a restorative encounter between those involved. Time needs to be spent sharing understanding and coming to an outcome which helps to repair relationships. See 'Restorative Conversations' and 'How to say sorry' – See Appendix 5.

The restorative framework is embedded in everyday interactions and classroom practice, from making time to talk, PSHE CORAM curriculum, regular circle times and school council meetings.

In order to develop the character of our children, we will seek to highlight good examples of our values by celebrating children who are good role models. Some specific examples of this are:

- Each class always creates their own Class Charter at the beginning of the academic year
- The use of our displays around the school that celebrate positive learning behaviours and our values.
- A weekly celebration assembly focusing on the School Values
- The use of rewards (see below).

### Recognition and Rewards for Effort

It is important that children develop a sense of doing something good for the sake of feeling good about it themselves. This 'intrinsic reward' takes different children different amounts of time to practice and embed. To support with this, adults will:

- give specific verbal praise to children who demonstrate the values that we seek.
- inform parents and other adults where we recognise positive behaviours.

We also recognise that some children will need encouragement when developing their character. Each week, the class teacher will select a 'Star of the week' in recognition of a positive behaviour or achievement. This will be celebrated in our Friday whole-school Celebration Worship, with all staff present. If the class teacher feels a child needs particular praise, they can be sent to show their learning or describe their achievement to another staff member.

There may be a small group of children who need additional motivators, e.g. token charts, pom poms in a jar etc. to encourage positive choices and attitude. These will be used at the discretion of the class teacher in discussion with SLT.

### Consequences

Providing a protective environment with connected adults is paramount to all relationship and behaviour management. We recognise that sometimes children will not be able to regulate their behaviour and will need understanding and care to help them modify their behaviours.

A consequence is something that happens as a result of a child behaving in a particular way. Consequences can be positive or negative. Positive consequences reinforce behaviour and make it more likely to happen again. Positive consequences include positive attention and praise and rewards for good behaviour. Negative consequences make behaviour less likely to happen again. There are times when we might choose to use negative consequences for difficult behaviour – for example, to reinforce rules when simple reminders haven't worked.

We use these positive behaviour management principles:

- We believe in logical and related consequences that teach, not punish
- Where possible, consequences should be immediate and natural.
- Adults should follow the consequence steps as below.
- Time should be spent with the child and dealt with in private, so the child does not feel shamed by their behaviour.
- Adults should use our restorative script to help support the child to modify their behaviour in future.

Consequence steps



- Step 1. Positive Reminder (Relate)**
- Step 2. Positive Caution (Relate/Regulate)**
- Step 3. Environment Change (Regulate/Reason)**
- Step 4. Time to think (Reason)**
- Step 5. Restore and Mend (Repair)**

All adults will use the same script for dealing with behaviour, for the majority of children. (There may be exceptions where some children have identified particular procedures that are personalised for that child.) The adults must be calm first, being conscious of facial expressions, tone and rhythm of voice. If a child continues to exhibit unacceptable behaviour, it is important that children understand the school's expectations; what is acceptable and unacceptable behaviour. This aim is to get back to learning, as

quickly as possible. For serious incidents of dysregulation, we will attune and empathise with the feelings of the child, whilst remaining firm and consistent with the boundaries or requests that have been stated (following the script).

We will also consider the following measures, in consultation with the member of staff who has been containing the dysregulation:

- a member of staff, usually a phase leader, will 'tag-team' the class teacher or member of staff, who can then have time to deal with and soothe the child, followed by the repair and/or sanction steps.
- a different member of staff, usually a phase leader, will deal with and soothe the child, followed by the repair and/or sanction steps.

In this instance, it is important that the follow up conversation and consequences mirror that already said by the other member of staff so as not to disempower the original member of staff and provide consistency of expectations for the child. Conversations had by additional staff (who come to support the child) must always reinforce the initial conversations. The script for this will start with: **'Tell me what xxx has already said.'**

Sometimes a member of staff will have reached their own tolerance levels. We recognise that they will need a break with another member of staff filling their space, or the child to have some time out of the classroom to regulate their feelings.

A child who frequently becomes dysregulated and exhibits unacceptable behaviour may have an individualised Emotional Regulation Plan and a Risk Assessment. These plans identify observed behaviours, potential triggers and strategies used to aid regulation that are specific to the individual. These strategies may include both positive and negative consequences.

If a serious incident occurs then staff will follow the procedures as set out in the pupil's Emotional Regulation Plan and Risk Assessment. The Headteacher, Deputy Head/ SENCO or Other Leader should be informed and may deal with these incidents, with parental involvement as required.


All incidents are unique and treated as such. These incidents may result in an internal or external exclusion. This will be at the discretion of the Headteacher, and will be informed by an individual Emotional Regulation Plan (if one exists for the child). The decision will be made with the underlying principle of trying to ensure this incident does not happen again, and/or to ensure the safety of other pupils and adults.

### **Supporting Staff Wellbeing and Professional Development**

Staff wellbeing is a continuous school priority at Ettington. We know that behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level so we have invested in whole-school staff training. We regularly review the CPD that staff need in terms of supporting and managing behaviour. Staff receive training to learn de-escalation and regulating techniques as our primary response. Some key staff are trained in specific strategies if supporting pupils with high behaviour needs such as positive handling approaches. We recognise that research shows that *"training teachers or putting in place clear reward systems can improve pupil behaviour in the classroom, not just for those pupils most likely to misbehave. A training programme that involves teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time holds promise."* From Improving Behaviour in Schools Evidence Review by EEF, published in August 2021.

### **Date of review**

This policy will be reviewed annually and reported on to the FGB.



## IMPROVING BEHAVIOUR IN SCHOOLS

### Summary of recommendations

Sections are colour coded for ease of reference:

**1** Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

**2** Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

**3** Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

**4** Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

**5** Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies for supporting pupils with high behaviour needs

**Implementation**

**6** Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Report Published 7th June 2019  
[eef.org.uk/behaviour](http://eef.org.uk/behaviour)



## *Learning for Fullness of Life*

### *Code of Conduct*

*Our Code of Conduct encourages both a spiritual, moral and responsible attitude towards behaviour.*

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## **RESPECT**

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**P Polite and considerate to everyone**

**E Enjoy being an active learner**

**C Challenge and celebrate all our efforts**

**T Trust each other and tell a member of staff if I am worried**

Appendix 3 – Dan Hughe’s PACE



Appendix 4 – Thrive Vital Relational Functions

**What are VRF's?**

**Attune:** This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

**Validate:** This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

**Containment:** This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in you, in adults and in the world.

**Soothe, calm, stimulate:** This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.

## Thrive's Vital Relational Functions

<b>Attune</b>	<b>Match the child's energy using your body, face and voice.</b>	"Oh wow! I can see your face is red and your fists are clenched."
<b>Validate</b>	<b>let the child know it's OK to have the feeling.</b>	I'm wondering if/ imagining that/ noticing that you might be feeling sad/ cross/ frightened/ excited. If that had happened to me, I would feel that way too."
<b>Contain</b>	<b>be alongside as a helpful, supportive adult.</b>	"I can see this is tricky for you and I will keep you safe." Break things down into manageable chunks, e.g., "First, we will..."
<b>Regulate</b>	<b>Sooth or stimulate the child back to social engagement</b>	"Let's breathe together until you feel calmer."

Appendix 5 – Scripts and 'How to Say Sorry'

**Step 1. Positive Reminder (Relate)** - try one of these 'microscript' starters:

*You need to... | I need to see you... | I expect... | I know you will... | Thank you for... | We will...*

**Step 2. Positive Caution - 'The 30 second intervention' (Relate/Regulate)** 1) *I noticed you are...* 2) *It was the rule about... that you broke.* 3) *You have chosen to...* 4) *Do you remember when you....*

5) *That is who I need to see today.* 6) *Thank you for listening.*

**Step 3. Environment Change (Regulate/Reason)**

*I would like you to (move to this seat/go to XX class/go to see XX) because (I know you will focus better there) I know you will be successful after reflecting on your choices. You can return to your seat/I will see you in \_\_ minutes.*

**Step 4. Time to Think Together (Reason)** - age-appropriate reflection sheet

*What happened? | How did you feel? | What have you thought since? | Who has been affected? | How can you start to make things better?*

**Step 5. Restore and Mend (Repair)** - age-appropriate reflection sheet/four step apology


*I'm sorry for... | I understand it's a problem because... | In the future I will... | Please will you forgive me*

**Dealing with Unacceptable Behaviour - SCRIPT**

In the event of a child displaying inappropriate behaviour, the class teacher should use his or her knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose. Staff have been provided with a short script which should be used to reinforce expectations with minimal disruption to learning:


- 1) *I noticed you are...* 2) *It was the rule about... that you broke.*
  - 3) *You have chosen to...* 4) *Do you remember when you....*
  - 5) *That is who I need to see today.* 6) *Thank you for listening.*
- Thank you for being honest.
  - What have you thought about it since?
  - How did it make others feel?
  - What do we do to put things right?

# How to say **SORRY**




1) I'm sorry  
for ...

You should be specific about what you did to upset or hurt the other person.




2) I understand  
it's a problem  
because ...

How did your actions make the other person feel?



3) In the  
future, I will ...

What will you do differently next time?



4) Please will  
you forgive  
me?



I forgive  
you. Thank  
you for  
apologising!

Appendix 6 – Serious Incidents

The Headteacher, SENCO / Deputy Head or Other Leader should be informed and may deal with these incidents, with parental involvement as required.

All incidents are unique and are treated as such.

- Physically hurting others: exchange of punches, kicks or blows - more than play fighting or pushing.
- Being rude to an adult: using inappropriate language e.g. swearing, “shut up”, “get lost”.
- Swearing at another child
- Not following an instruction after being asked twice
- Deliberately walking away from a member of staff when being spoken to
- Verbal threats to an adult
- Destruction of property / equipment or vandalism
- Leaving school without permission: a pupil leaves school without permission and in defiance of adult authority.
- Throwing equipment violently
- Inappropriate touching of others
- Stealing
- Racism.
- Bullying [Bullying is defined as ‘STOP’ – Several Times On Purpose]
- Use of drugs within school
- Discriminatory behaviour towards anyone’s sexuality or gender.

**DECISIONS ABOUT SUSPENSIONS AND EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER’S DISCRETION. THIS IS A LEGAL REQUIREMENT.**

**THE DEPUTY HEAD ALSO HAS THE RIGHT IN THE ABSENCE OF THE HEADTEACHER.**