

## **Relationships and Behaviour Policy**

### **Policy Statement & Vision**

At our school, we believe that behaviour is not simply something to manage — it is something to understand, teach, and support. All behaviour is communication. Every child brings with them a unique story, a developing brain, and a need for connection and safety. Our job is to meet those needs with consistency, compassion, and high expectations.

We recognise that emotional safety is a prerequisite for learning. When children feel safe, seen and supported, they are far more able to regulate, relate and repair. That's why our approach to behaviour is rooted in relationships, co-regulation, and emotional literacy, not control or compliance.

This policy is grounded in the principles of Positive Regard, influenced by Paul Dix's relational behaviour model, and aligned with Therapeutic Thinking (STEPS). It is also enriched by our school's well-being curriculum, which explicitly teaches children about:

- **The brain and behaviour** – including how strong emotions affect thinking (using the *Chimp Paradox* model)
- **Emotional awareness and calming strategies** – helping children name, understand, and regulate their emotions
- **The impact of our actions on others** – building empathy, responsibility, and a sense of belonging

We are a values-led school, and our values are taught, modelled and lived across the school day. They underpin every adult interaction, every behaviour response, and every celebration of growth.

We are committed to a school culture where:

- Adults take responsibility for their own regulation, modelling calm and controlled responses
- Adults stay calm, consistent and emotionally available
- All children are taught to understand and regulate their behaviour
- Mistakes are seen as learning opportunities
- Consequences are relational and restorative, not punitive
- Every child is given the time and support to change
- Families are welcomed as active partners in their child's development

By embedding these beliefs in our practice, our curriculum, and our daily language, we aim to create a school where all children feel a deep sense of belonging, and all behaviour is met with curiosity, not judgement.

## **Our Core Values**

Our behaviour policy is rooted in a shared set of values that guide every interaction, every expectation, and every decision across the school. These values are not just words on a wall — they are principles we teach, model and live by each day.

Our six core school values are:

- **Respect** – for ourselves, for others, and for our environment
- **Kindness** – shown in our actions, words, and intentions
- **Honesty** – speaking truthfully and taking responsibility for our choices
- **Resilience** – staying determined and bouncing back from setbacks
- **Creativity** – approaching challenges and opportunities with imagination and openness
- **Self-Belief** – recognising our own strengths and potential

These values are woven into:

- **Our curriculum** – through well-being and PSHE lessons
- **Our recognition systems** – celebrating when children live our values
- **Our behaviour responses** – encouraging reflection and growth in line with what we believe
- **Assemblies and singing assemblies**

By placing our values at the heart of school life, we create a consistent, compassionate and empowering culture — one that helps every child thrive not just academically, but emotionally, socially, and ethically.

## **Key Principles That Guide Our Practice**

These are the foundational beliefs that underpin our approach to behaviour and relationships at school:

- **Behaviour is communication**  
We understand that all behaviour, especially challenging behaviour, is a form of communication. It is our job to ask not “What’s wrong with you?” but “What has happened?” and “What do you need?”
- **Connection comes before correction**  
Children learn best when they feel emotionally safe. We prioritise relationships and connection before addressing behaviour, so children feel secure enough to grow and change.
- **Regulation before reflection**  
We recognise that children cannot reason or reflect when they are dysregulated. Co-regulation must come first, using calm adult presence, grounding language, and non-verbal strategies.
- **Behaviour is taught, not assumed**  
Just like reading or maths, behaviour must be explicitly taught. Through our curriculum, routines, and modelling, we equip children with the tools to regulate, repair and relate.
- **Calm, consistent adults create safe environments**  
Our staff are supported to use shared language, agreed scripts (e.g. WIN), and therapeutic responses. We commit to being emotionally available adults who lead with empathy and hold clear boundaries.

- **Inclusion is prioritised**

Every child is entitled to feel safe, respected, and understood. We avoid exclusions wherever possible, using relational strategies and adaptations to meet needs.

- **Mistakes are moments of learning**

We don't punish children for being dysregulated — we help them understand their behaviour, repair relationships, and learn what to do differently next time.

### **Internal vs External Discipline: Teaching Behaviour That Lasts**

Our approach focuses on developing internal discipline — where children understand, value, and choose pro-social behaviour for themselves — rather than relying on external discipline, which uses fear, punishment, or reward to enforce compliance.

While external controls may produce short-term compliance, they do not teach self-regulation or emotional understanding. We believe that meaningful behaviour change happens when children feel safe, respected, and empowered to reflect and grow.

This means we do not use shame, public punishment, or rigid sanctions. Instead, we teach children how to understand their feelings, take responsibility for their actions, and make better choices next time.

These principles are reinforced through all aspects of school life — from classroom management to curriculum design, from corridor interactions to leadership decisions. They create a consistent, trauma-informed culture where every child has the opportunity to feel seen, heard, and valued.

### **Teaching Behaviour Through Our Curriculum**

At our school, behaviour is not just something we manage — it's something we teach. Just like literacy or numeracy, self-regulation, empathy, and pro-social behaviour are skills that must be modelled, practised, and explicitly taught.

We deliver this through a dedicated well-being curriculum, tailored to the needs of each cohort, and shaped by pupil voice, emotional development, and behavioural patterns across the year.

### **Core Curriculum Themes That Support Behaviour and Relationships:**

- **Understanding Our Brains**

Children are introduced to the *Chimp Paradox model*, helping them understand the two parts of the brain that influence behaviour — the emotional 'chimp' and the rational self. This unit teaches pupils:

- Why big emotions feel overwhelming
- What happens in the brain during dysregulation
- How to pause, name feelings, and make safe choices

- **Behaviour and Emotional Awareness**

Children explore:

- Why people behave in different ways
- The impact of their behaviour on others
- How to take responsibility for actions without shame
- Restorative thinking and building empathy

- **Calming Strategies & Taking Responsibility**

This unit focuses on practical tools to:

- De-escalate in moments of stress
- Repair relationships
- Build emotional vocabulary
- Practise apologies, honesty, and ownership

- **Lifestyle & Emotional Regulation**

Supporting children to understand how **sleep, movement, food and routines** impact behaviour and emotions

**Where it fits:**

- Delivered through weekly well-being lessons
- Integrated into PSHE and wider curriculum conversations
- Supported by assemblies, singing and whole-school themes
- Reinforced through shared adult language and scripts (e.g. WIN)

This curriculum helps ensure that behaviour is seen as a learning process, not a compliance exercise. It gives children the tools to grow, the space to try again, and the confidence to make better choices — even after they’ve got it wrong.

**Creating a Culture of Belonging**

Belonging isn’t a “nice extra.” It’s a biological need. When children feel safe, connected, and valued, their brains are more open to learning, relationships feel secure, and behaviour improves. When they feel excluded, unseen or unsafe, their nervous systems shift into survival mode — making dysregulation, withdrawal or defiance more likely.

We are committed to creating a school environment where every child feels they belong, every day.

**How We Build Belonging Across the School**

- **Positive Regard**

Every child is met with warmth, curiosity and high expectations. We believe in every child’s potential and never define them by their behaviour.

- **Environment that Regulates**

We actively design our school spaces to feel calm, safe and welcoming:

- Music in communal areas
- Plants and sensory elements
- Predictable routines and visual cues
- Opportunities for movement and regulation built into the day

- **5-Minute Soft Starts**

Each day begins with a calm, curiosity-based activity in class. This allows time for:

- Emotional settling
- Staff observation
- Gentle check-ins to identify children needing support

- **Daily Well-being Check-Ins**

Every morning, children complete a quick emotional check-in. This helps staff spot emotional needs early, provide appropriate support, and ensure every child feels noticed and safe from the start of the day.

- **Teacher–Pupil Well-being Meetings**

Once a term, every child has a dedicated 1:1 meeting with their teacher to reflect on:

- Academic progress
- Emotional well-being
- Friendships, worries and goals

These meetings create a trusted space for children to feel heard, valued and supported as individuals.

- **Pupil Voice and Involvement**

Children are encouraged to take part in shaping the school's culture. They have opportunities to:

- Share views about behaviour and fairness
- Celebrate their values in action
- Reflect on what belonging means to them

Belonging is built one interaction at a time — through consistent adults, welcoming routines, and a school-wide ethos that says, “You matter here.”

### **Supporting Children With Diverse Needs (Including SEND)**

At our school, we recognise that some children face additional barriers that can affect their behaviour, emotional regulation, and ability to thrive in a typical classroom environment. These may include:

- Special educational needs or disabilities (SEND)
- Neurodivergent profiles (e.g., autism, ADHD)
- Speech, language and communication difficulties
- Mental health challenges

- Adverse childhood experiences (ACEs) or trauma histories
- Social, emotional, or behavioural needs

We are committed to ensuring that these children are supported proactively, compassionately, and consistently — with adaptations, not just expectations.

### **Key Principles for Supporting Diverse Needs**

- **Behaviour is never viewed in isolation** – we work to understand the whole child, including sensory, communication, or cognitive differences that may underlie behavioural patterns.
- **Adaptations are planned, not reactive** – support plans, relational strategies, and classroom adjustments are developed collaboratively and reviewed regularly.
- **Co-regulation is tailored** – staff use individualised strategies to support children’s regulation, including sensory tools, movement breaks, and alternative communication methods.
- **We don’t assume intent** – we approach all behaviour with curiosity, understanding that dysregulation is often a reflection of difficulty, not defiance.
- **Clear boundaries still apply** – all children are held to the same values, but how we help them get there may look different.
- **Families are key partners** – we involve families early and often, sharing insight, strategies, and support so the child experiences consistency across home and school.

### **What This Looks Like in Practice**

- **Individual Regulation Plans** (IRPs) or Support Plans for children with identified needs
- **Additional relational support** from trusted adults throughout the day
- **Safe spaces** available for calming and emotional regulation
- **Visuals, scripts, and alternative methods of communication** for children with processing difficulties
- **Personalised goals and behaviour coaching** to support social-emotional development
- **Close collaboration** between SENDCo, class teachers, and support staff

This tiered approach aligns with our whole-school **graduated support flowchart** (see Appendix 1), which ensures children receive the right support at the right time.

### **Alignment with Inclusion, Equality, and Legal Duties**

This section supports our obligations under:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- Section 100 of the Children and Families Act 2014 (duty to support pupils with medical conditions)

## **Recognition and Celebration**

We believe that the most meaningful praise is personal, specific, and often quiet. Our goal is to nurture intrinsic motivation, where children behave with kindness, honesty, and effort because it feels right — not because they are seeking a reward.

Recognition in our school is about reinforcing values, encouraging self-reflection, and building self-belief — not performance or competition. Children are always given choice around how they are recognised, ensuring every celebration feels safe and respectful.

### **Our Recognition Principles**

- We celebrate values in action, not just achievement or compliance.
- Praise is used to build identity and confidence — not to control behaviour.
- We focus on quiet, relational acknowledgements over public reward systems.
- Recognition is offered with consent, never forced or performative.
- Children are encouraged to reflect on their own growth and kindness.

### **Recognition in Practice**

#### **• Values-Based Postcards Home**

Each week, staff members write postcards to celebrate children who have shown one of our six school values:

- Respect, Kindness, Honesty, Resilience, Creativity, and Self-Belief
- These postcards are sent privately and serve as a quiet but powerful way to honour growth.

#### **• Half-Termly Celebration Assemblies**

At the end of each half term, a child is recognised for demonstrating each of our core values.

Cups will also be received in the following subjects: English, Maths, Science and Sports. These subject cups are given based on effort and progress across a half term. They receive a named cup and a short write-up celebrating how they've lived that value.

- Children can choose whether to receive this recognition in assembly or in a smaller, private setting.
- The emphasis is always on the *meaning* behind the recognition — not the performance.

#### **• In-the-Moment Acknowledgement**

Adults use brief, thoughtful praise throughout the day to highlight moments of kindness, honesty, or effort. This might sound like:

- “I saw you include someone who was left out — that was kind.”
- “You stayed calm and used your words. That showed real resilience.”

#### **• Pupil Reflection Opportunities**

In class, children are encouraged to:

- Reflect on which values they've lived that week
- Recognise peers for quiet acts of kindness or responsibility
- Set personal goals linked to the school values

Recognition in our school is about identity, connection, and quiet confidence. We want children to know they are noticed — not for impressing others, but for being the best version of themselves.

### **Responding to Behaviour: The Regulate–Relate–Repair Model**

We hold high expectations for behaviour, responsibility, and respect in our school. Children thrive when the boundaries are clear, consistent and calmly upheld. While we recognise that all behaviour is communication — and often linked to unmet needs or nervous system states — this does not mean excusing poor choices or unsafe actions. To support clarity and consistency across staff teams, we follow a graduated response model. You can view the escalation and support flowchart in **Appendix 1**.

Instead of relying on punishment, we use a supportive and structured approach to help children learn, reflect, and repair. Our approach is grounded in the understanding that meaningful change comes from connection, not control — and that boundaries are most effective when held with empathy and consistency.

### **Our Core Beliefs**

- Children need boundaries — and they feel safest when adults uphold them with calm authority.
- Understanding behaviour does not mean accepting or excusing it.
- Being dysregulated is an explanation, not a free pass — it is our job to teach children what to do next time.
- Adults must be consistent, fair, and kind — even when behaviour is challenging.
- There is always accountability — but it is relational, not punitive.

### **The Regulate–Relate–Repair Process**

#### **Regulate – Calm the body and the brain**

In the moment of dysregulation, the priority is emotional and physical safety. We:

- Reduce demands and use minimal language
- Use calming presence, non-verbal cues and shared WIN scripts
- Support movement or sensory needs when needed
- Avoid confrontation, threats or lectures

We do **not** expect children to engage in reasoning or discussion until they are regulated.

#### **Relate – Reconnect before reflecting**

Once calm, we rebuild the relationship and emotional safety through:

- Validating the child's emotions
- Checking in on what they need
- Reminding them they are safe and still belong
- Using empathy to lower shame, so they can reflect



## **Repair – Teach, restore, and hold accountable**

The final phase helps children take responsibility and learn from the incident:

- Adults co-regulate, then talk through what happened
- We explore choices, impact, and triggers in a safe space
- Children are supported to make a plan to repair the situation
- This may include:
  - Restorative conversations
  - Fixing damage or hurt (physically or emotionally)
  - Reflection forms (simple and digital)
  - A follow-up conversation with a trusted adult

Where unsafe or repeated behaviours occur, senior staff may become involved, and support plans or additional structures may be put in place. Exclusions remain a last resort — not because we avoid accountability, but because we prioritise relational strategies and learning.

## **What We Use**

- **WIN Scripts** – shared calming scripts to support regulation
- **Microsoft Forms** – quick reflection tools, not ‘behaviour sheets’
- **CPD Time for Behaviour Support** – weekly space to problem-solve and review individual children with a relational lens

## **Boundaries Held with Compassion**

We do not ignore or minimise behaviour. We simply refuse to rely on fear, shame, or punishment to change it.

We teach self-awareness, repair, and regulation — and we do it with high expectations and a clear message:

“We understand why this might have happened. And we’re going to help you learn to do things differently next time.”

## **Responding to Peer Conflict and Bullying**

At our school, we recognise that conflict is a natural part of growing up and learning how to relate to others. We teach children how to navigate disagreements with empathy, honesty, and accountability. Most peer conflicts are managed through the Regulate–Relate–Repair model, with adults supporting co-regulation, reflective conversations, and relational repair.

This work is also explicitly taught through our well-being curriculum, where children learn about relationships, empathy, emotional awareness, and restorative problem-solving. These lessons give children the tools to manage conflict, understand the impact of their actions, and take responsibility in a safe and supported way.

However, where behaviour is repeated, targeted, or intended to cause harm or distress, we treat it as bullying. In line with our safeguarding and anti-bullying procedures, bullying is always taken seriously. Staff will investigate promptly, ensure emotional safety for those involved, and involve senior leaders and families where needed.

We do not label children as bullies or victims. Instead, we focus on behaviours, impact, and restoration. Children are supported to understand the effect of their actions, rebuild trust, and take part in restorative actions wherever possible.

Staff are trained to distinguish between:

- Peer conflict – mutual disagreement, usually resolved with adult support
- Rude or unkind behaviour – one-off incidents not meant to harm
- Bullying – repeated, targeted behaviour intending to hurt or exclude
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Our goal is always the same: to create a school where every child feels safe, seen, and respected, and knows how to repair relationships when harm has been caused.

### **Responding to Unsafe or High-Risk Behaviour**

While most behaviour is supported through regulation, reflection, and repair, there are times when children may display behaviour that poses a **risk to themselves, others, or the environment**. When this happens, our priority is safety — followed by restoration and learning.

Unsafe behaviour may include:

- Physical aggression or violence
- Risk of harm to self (e.g., running, climbing, throwing objects)
- Significant emotional distress or dysregulation
- Serious verbal threats or intimidation

In these cases, staff respond using **de-escalation strategies** and **calm, non-threatening language**, following our Regulate–Relate–Repair approach. If needed, children may be moved to a safe space, or supported by additional adults. We always work to preserve the child's dignity and emotional safety.

Where behaviour continues to pose a risk:

- **Senior leaders** may intervene to support or direct the response
- A **Risk Reduction Plan** or **Individual Regulation Plan** may be introduced or reviewed
- **Parents/carers** will be informed and involved in the plan going forward

If all relational and preventative strategies have been exhausted, and risk remains high, a fixed-term exclusion may be considered as a **last resort** — not to punish, but to ensure safety and create a plan for re-engagement. Exclusion decisions are always made by senior leaders in line with DfE guidance.

We do not excuse unsafe behaviour — we support children to understand it, take responsibility, and rebuild trust. Our response is calm, consistent, and focused on long-term change.

### **Positive Handling (Physical Intervention)**

At times, staff may need to use *reasonable force* to keep children or others safe. This may include guiding a child to safety, preventing a child from harming themselves or others, or intervening in a serious disruption.

Physical intervention is only ever used as a last resort, by trained staff, and is always logged, shared with parents, and reviewed in line with safeguarding procedures.

### **Exclusion – Our Stance**

We believe that **exclusion is not a behaviour strategy**. It does not teach, regulate, or repair. However, there may be rare occasions where a child's behaviour creates such a **high level of risk or disruption** that they need to be temporarily removed from school.

**Exclusion is only ever used:**

- When there is a **serious risk to safety or well-being**
- When **all preventative and relational strategies** have been exhausted
- To allow time for **reflection, risk planning, and resetting expectations**

**In these cases:**

- The decision is made by the **headteacher**, in consultation with Anglian Learning, in line with DfE statutory guidance
- A **reintegration plan** is created to support a safe and successful return
- The child is welcomed back with **relational repair, clear boundaries, and supportive scaffolding**
- Families are involved throughout the process and supported with next steps

We are committed to using exclusion only when absolutely necessary, and always alongside a **wider plan for positive change**. The child is not defined by the incident and is never excluded from belonging.

**Staff Roles and Responsibilities**

A relational, values-led approach to behaviour only works when all adults model it, protect it, and uphold it. We all have a shared responsibility to create emotional safety, hold high expectations, and support children to regulate, reflect and repair.

Consistency doesn't mean scripts and systems — it means shared values, calm boundaries, and warm adult presence across the school.

**All Staff Will:**

- Greet children warmly and predictably at the start of the day
- Use 5-minute soft starts and daily check-ins to build emotional awareness
- Apply the Regulate–Relate–Repair approach with calm authority
- Use shared WIN scripts to support dysregulated children
- Avoid public shaming, raised voices or punitive consequences
- Recognise values-led behaviour in quiet, meaningful ways
- Log significant incidents using the streamlined Microsoft Form if needed
- Attend weekly CPD behaviour check-ins and bring concerns to the team
- Use supportive, consistent language around boundaries and repair
- Take responsibility for their own regulation and wellbeing in challenging moments
- **All staff are expected to follow the agreed escalation process (Appendix 1) to ensure timely support, shared language, and consistent boundaries across school.**

**Teachers Will Also:**

- Deliver behaviour and emotional literacy lessons as part of the Wellbeing Curriculum
- Facilitate termly teacher–pupil wellbeing meetings to build connection and ownership
- Set clear expectations and routines that are aligned with our school values

- Create a classroom culture that is predictable, relational, and emotionally safe
- Actively involve children in reflecting on their own progress, values and belonging
- Communicate early with families about concerns or patterns in behaviour

#### **Senior Leaders Will:**

- Lead with visibility, consistency, and emotional availability
- Model relational behaviour responses and support staff through difficult moments
- Monitor behaviour trends through the wellbeing and behaviour logs
- Prioritise behaviour and wellbeing in PMR targets, CPD, and curriculum planning
- Create space for problem-solving circles in weekly staff meetings
- Ensure timely support for children who need additional regulation or relational input
- Work directly with children, families and staff where behaviour is impacting learning or safety
- Review and evolve this policy with staff and community input each year

This policy does not live in a folder. It lives in our tone of voice, our relationships, and our daily choices. Every adult matters — and every moment is an opportunity to build trust.

#### **Family Partnership and Community Involvement**

We believe that behaviour and wellbeing are best supported when school and home work together. Families are not expected to “fix” behaviour, nor are we. Instead, we build a partnership rooted in trust, honesty, and shared responsibility — always in the best interests of the child.

We know that every family brings its own experiences, values and challenges. Our role is not to judge, but to collaborate — to keep communication open and relationships strong.

#### **How We Work With Families:**

- **Shared Values, Shared Language**

We communicate our six school values clearly to families and use them as a consistent thread in behaviour conversations. Parents are encouraged to use the same language of respect, honesty, and repair at home.

- **Celebration and Positive Contact**

Families regularly receive values-based postcards celebrating their child’s growth. Positive calls, messages and informal chats are used to build trust — not just when there’s a problem.

- **Supportive Conversations, Not Blame**

When concerns arise, staff approach parents with curiosity and care. Meetings focus on:

- Understanding what might be going on
- Co-creating a plan
- Building consistency between school and home

- **Parent Involvement in Culture-Building**

We invite families into school throughout the year to:

- Celebrate values-led behaviour
- Take part in shared events and community-building activities
- Engage in discussions around wellbeing and behaviour as part of our relational culture

### **When Things Are Difficult**

- We acknowledge that behaviour challenges can be emotional for families.
- We always begin from a place of empathy and partnership.
- Where needed, we offer supported referrals or signposting to external services.
- Families are never blamed or excluded — they are part of the support system.

When children see the adults in their lives working together — calmly, respectfully, and consistently — their sense of safety grows.

And when families feel included, informed, and valued, our whole community becomes stronger.

### **Monitoring, Support and Policy Review**

This policy is a living document. It reflects who we are, what we stand for, and how we work together to create a safe, respectful, values-led school community.

To ensure it remains effective, consistent, and relevant, we commit to ongoing reflection and adaptation. Behaviour is everyone's business — so our systems for support, development, and feedback need to be clear and collective.

### **Monitoring and Evaluation**

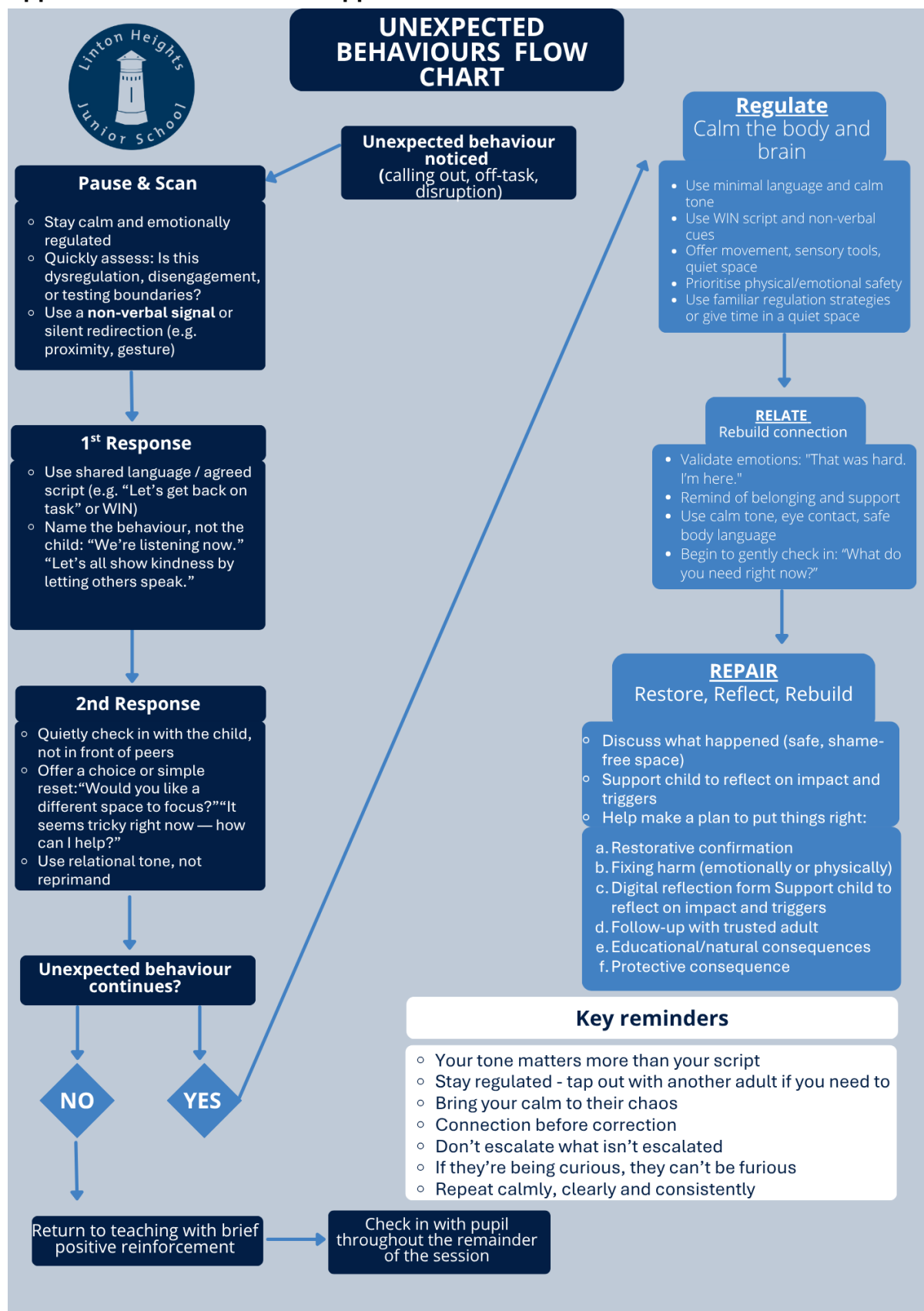
- Behaviour logs and wellbeing records (via Microsoft Forms) are reviewed regularly to identify patterns, hotspots, and areas for additional support.
- Weekly CPD includes space to problem-solve individual needs and review responses.
- Pupil voice, staff feedback, and parental insight are gathered throughout the year to inform any policy adjustments.
- Senior leaders monitor the consistency and impact of the Regulate–Relate–Repair approach across the school.

### **Ongoing Support for Staff**

- Weekly behaviour and wellbeing check-ins form part of CPD time.
- Staff have access to clear scripts, tools, and coaching support as part of our shared practice.
- Colleagues are encouraged to bring concerns forward and work collaboratively to find solutions.
- Staff wellbeing is actively monitored and protected through workload considerations and values-led leadership.

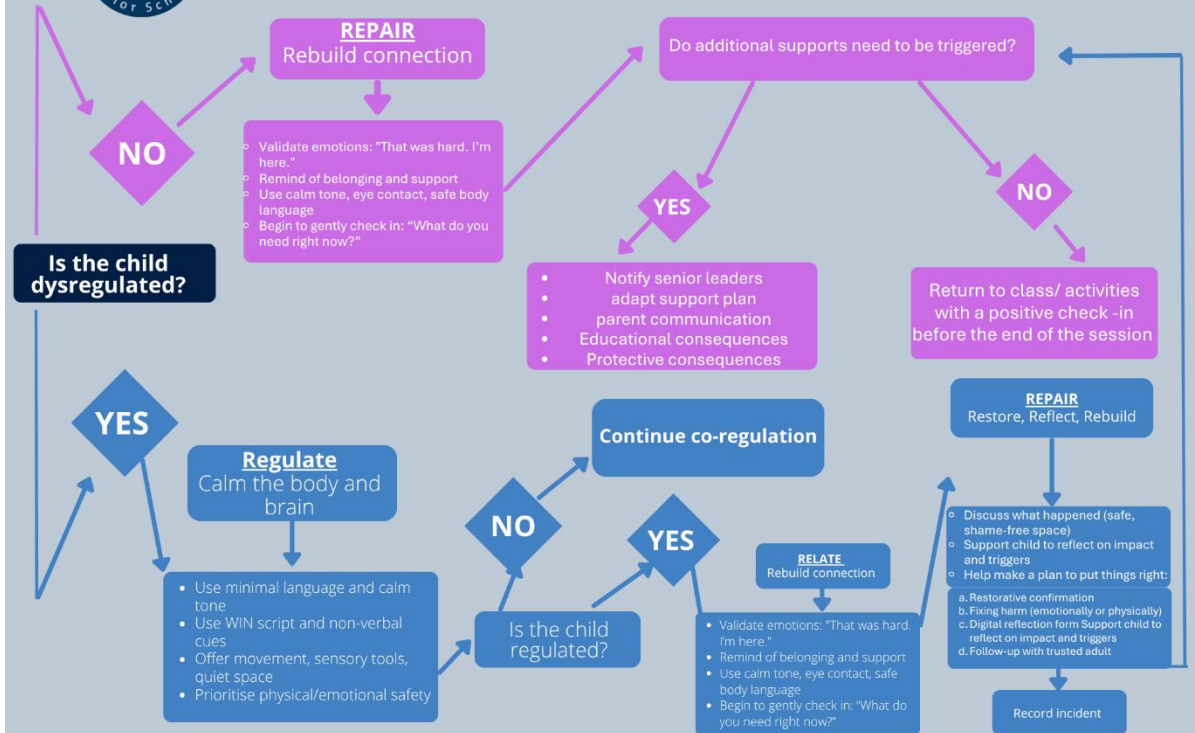
# Appendices

## Appendix 1: The Graduated Support Flowcharts





## BEHAVIOUR FLOW CHART



## Appendix 2: WIN Scripts – A Shared Language for Emotional Safety

### What are WIN scripts?

WIN stands for “**I Wonder, I Imagine, I Notice**” — three simple sentence stems that help adults co-regulate with children using curiosity, empathy, and emotional insight. WIN scripts are not about controlling behaviour — they are about creating a safe space for children to calm, connect, and reflect.

This shared language helps staff avoid escalation, reduce shame, and remain emotionally available in challenging moments.

### The WIN Script Framework

- **I wonder if...**  
Shows curiosity without judgement.
- **I imagine that...**  
Offers empathy and emotional insight.
- **I notice that...**  
Brings gentle awareness to what the adult is seeing.

### Example Phrases – Before a Child Is Dysregulated

Used after an incident has occurred but **before** the child has reached a high level of emotional arousal:

- “I wonder if you used your hands to hurt... because you were feeling cross.”
- “I imagine that you feel sad about what happened, but maybe still cross too.”
- “I notice that you’re breathing really fast — that tells me your body might be feeling stressed. Let’s try something together to help you feel calmer...”  
(Then offer a co-regulation tool such as a calming strategy from the Play De-escalation List.)

### Example Script – When a Child Is Highly Dysregulated

Once the child has started to calm and it feels safe to begin a restorative conversation:

1. **Ask Permission to Talk**
  - “Are you ready to have a conversation about what happened?”  
(If the child says no — pause. Wait until they are ready.)
2. **Reflect and Reassure**
  - Paraphrase what the child said.
  - Avoid re-focusing on the behaviour at this stage.
  - Thank the child for explaining.
3. **Explain Adult Response**
  - Calmly share why you made the choices you did.
  - Always link to safety, learning, or feelings — not punishment.
4. **Explore the Emotion**
  - “How did you feel when that happened?”
  - Paraphrase and validate the feeling.
  - E.g., “That makes sense. It sounds like you felt left out.”



## 5. Plan for Next Time

- “What do you think you could try next time you feel that way?”
- Help the child choose a **doable**, practical strategy.
  - Not acceptable: “I’ll just tell a teacher” (often unrealistic in the moment)
  - Better: “I’ll squeeze my hands,” “I’ll go to the calm box,” “I’ll take 3 breaths”

## 6. Integrate with Support Plans if Needed

- If the child’s plan involves physical expression (e.g., shouting into a pillow), this can be scaffolded and gradually adapted through their Regulation Plan.

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## Why This Matters

WIN scripts reduce shame, increase trust, and support children in moving from reactive behaviour to reflective thinking. When used consistently across school, this language helps all staff offer co-regulation before correction — creating a safer emotional climate for everyone.

## Appendix 2: Reflection Tools (Microsoft Forms)

This form should be used only when the child is regulated and ready. It is not a punishment, but a reflection tool designed to help children:

- Understand what happened
- Recognise their feelings
- Repair relationships
- Learn strategies for next time

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### ✓ When to Use This Form:

- After an incident that caused harm or disruption
- Linked to the Chimp Paradox and behaviour lessons
- Once the child is calm and emotionally safe
- As part of the “Repair” phase in the Regulate–Relate–Repair model
- Either guided with an adult or completed independently (if appropriate)

### ✗ When Not to Use This Form:

- During or immediately after dysregulation
- As a form of punishment or public consequence
- Without adult support if the child is distressed or very young

### Tips for Supporting the Child:

- Use warm, calm body language
  - Read questions aloud if needed
  - Validate feelings before problem-solving
  - Help the child select realistic strategies
  - Use visuals or drawings where helpful
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## Reflection Questions

1. Date of Incident:

2. Member of Staff Supporting Reflection:

3. Class of Child:

4. Name of Child (and any others involved):

5. Time of Incident:

☐ Before School ☐ Registration ☐ Lesson Before Break ☐ Break

☐ Lessons After Break ☐ Lunch ☐ Lesson After Lunch ☐ Home Time ☐

6. Location of Incident:

☐ Classroom ☐ Cloakroom ☐ Playground ☐ Field ☐ Hall ☐ Corridor ☐ Other: \_\_\_\_\_

7. Can you tell me what happened in your own words?

*Use sentence starters if helpful:*

“It started when...”

“I was feeling...”

“The other person was...”

8. Which part of your brain do you think was in charge?

(Circle one): Chimp / Human / Not Sure

9. What Were You And Your Chimp Feeling?

(You can circle or draw your feelings)

Angry Sad Scared Frustrated Bored Happy Other: \_\_\_\_\_

10. Can you say more about what made you feel that way?

11. What Was the Impact?

- What did your chimp want to do? Why?
- How do you think your chimp was trying to protect you?
- How do you think the other person felt?

12. How Can We Repair It?

“Is there anything you can do to put things right?”

(Options to tick or choose):

☐ Say sorry (in a way that feels safe)

☐ Write or draw an apology

☐ Help fix something that was damaged

☐ Talk with the person again later

☐ Spend time with a trusted adult

13. What Could I Try Next Time?

“Next time I feel this way, I will try to...”

(E.g. take a deep breath, ask for space, squeeze something)

14. Link to School Values

“Were any of our school values hard to show today?”

“Which one will you work on next time?” (Circle one)

Respect Kindness Honesty Resilience Creativity Self-Belief

## Appendix 3: Individual Regulation Plan (IRP) Template

### What is an IRP?

An Individual Regulation Plan (IRP) is a personalised support tool designed to help a child recognise their needs, regulate their emotions, and thrive in school. It is a proactive plan—not a behaviour contract—and should be used to reduce escalation, support self-awareness, and build consistent adult responses across settings.

### Who is it for?

- Children who display ongoing emotional dysregulation or frequent behaviour incidents
- Children with SEND or SEMH needs
- Children at risk of exclusion or needing support beyond universal provision

### Who creates it and how?

The IRP should be co-produced with:

- The child (voice and participation)
  - The class teacher or key adult
  - The SENCO or pastoral lead
  - The \_\_\_\_\_ parent \_\_\_\_\_ or \_\_\_\_\_ carer
- Other professionals (e.g. Educational Psychologist, Mental Health Practitioner) may also contribute where appropriate.

### When to use and review

- Created once a need is identified and observed patterns are emerging
- Reviewed at least once per term or sooner if the child's needs change
- Adapted in response to new strategies, successes, or challenges

Individual Regulation Plan (IRP)			
Name: XXXXXX		DOB: XXXXXX	Date: XXXX
Lead Adult/Keyworker		Review Date	
Plan Created By <input type="checkbox"/> Pupil <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Teacher <input type="checkbox"/> SENCO <input type="checkbox"/> Other: _____			
Photo	What helps this child feel calm, safe, and connected at school?		
	Include sensory tools, routines, adult approaches, preferred environments, or known calming strategies.		
What are the early signs that this child is becoming dysregulated?		What does a full dysregulation episode look like for this child?	
<i>Think about body language, facial expressions, vocal tone, withdrawal, or agitation.</i>		<i>Include key behaviours or patterns that might be visible during escalation.</i>	
What should adults do when the child begins to dysregulate?			
<i>This should be calm, consistent, and non-confrontational. Use relationship-based responses.</i>			
✔ Do:		✗ Avoid:	
What regulation strategies can we teach and practice proactively? <i>E.g. breathing techniques, movement breaks, emotional literacy skills, use of visuals.</i>		What supports or adaptations will be put in place? <i>Think about environment, sensory adjustments, seating, break cards, etc.</i>	
What role does the child play in their own plan? <i>How can they communicate their needs? How will their voice be included in reviews?</i>		What role will the parent/carers play? <i>Agree home-school communication, shared strategies, or consistent language.</i>	
What does success look like? <i>Describe specific goals or progress indicators – small, realistic, and personalised.</i>			

Appendix 4: Risk Reduction Plan Template

Individual Risk Management Plan

Name: XXXXXX		DOB: XXXXXX		Date: XXXX		Review Date	
Photo  Summary of SEND		Risk reduction measures and differentiated measures:					
		Trigger/ difficulties:		Risk reduction measures:			
				•			
				•			
				•			
				•			
				•			
				•			
Pro social behaviours:				Strategies to respond			
•				•			
Low anxious behaviours:				Strategies to respond			
•				•			
High anxious behaviours:				Strategies to respond			
•				•			
Post incident recovery and debrief measures							
•							

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

## Appendix 5: Recognition Tools

