Ashdown
Primary School

Behaviour and Relationships Policy

Review Date: September 2026

Next review date: September 2027

Vision

Empower everyone to discover their potential, develop the skills to thrive with confidence and compassion, and make a positive difference in the world.

At the heart of our vision are our three key drivers:

People, Planet and Potential

People: we put **people** first. Kindness, inclusion, respect and support are the golden threads that run through our school day. Our school community is ambitious yet supportive; a place where everyone is valued and belongs.

Planet: We care deeply about our **planet** and our responsibility to protect it. We learn together how to make choices that are sustainable, kind, and thoughtful—helping children become global citizens who care about the world around them.

Potential: We believe every child and adult in our school community has **unique potential,** and it's our job to nurture it—whether that's academic, creative, social or emotional. We are an ambitious, supportive community where success is celebrated in all its forms.

Ethos Statement

We value everyone, nurture their strengths and enable them to flourish.

Values

Caring, Curious and Confident

Equal Opportunities

At Ashdown Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Ashdown Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of the building and have disabled toilet facilities within the school.

As with any additional needs the schools work closely with parents and appropriate outside agencies

At Ashdown Primary School, our Behaviour and Relationships Policy is aligned with the East Sussex Therapeutic Approach (ESTA), a whole-school philosophy which recognises the inseparable link between teaching, learning and behaviour. We believe every child should have the opportunity to flourish through an inclusive, child-centred approach that prioritises emotional wellbeing, belonging and safety.

Our Behaviour and Relationships Policy is therefore designed to promote a calm, consistent and compassionate learning environment in which positive relationships are central. Through a trauma-informed, therapeutic approach, we support all members of our community to work and learn together respectfully, to understand behaviour as communication, to repair relationships when difficulties arise, and to develop the skills needed for lifelong learning and wellbeing.

At Ashdown Primary School, our approach to responding to behaviour is guided by three simple principles: Regulate – Reflect – Restore. We recognise that children learn best when they feel safe and supported. When behaviour does not meet expectations, adults first help children to regulate, then support them to reflect on what has happened and its impact, before working together to restore relationships, repair harm and re-engage with learning.

Our behaviour and relationships approach is rooted in our school values of Caring, Curious and Confident. We encourage children to care for themselves, others and their environment; to be curious about their own feelings, behaviour and the experiences of others; and to develop the confidence to make positive choices, repair mistakes and contribute positively to our school community.

Aims

The aims of this policy are to:

- Ensure all children feel safe, valued, and have a sense of belonging.
- Recognise that emotional safety is a prerequisite for learning.
- Promote the inseparable link between teaching, learning and behaviour.
- Understand and respond to behaviour as communication, particularly where children experience distress or unmet needs.
- Promote a relational, restorative approach to behaviour that prioritises connection before correction.
- Promote our school values by developing children who are Caring in their relationships, Curious about themselves and others, and Confident in making positive choices and learning from mistakes.
- Provide consistent, predictable and calm responses to behaviour, supporting a sense of stability and trust.
- Maintain high expectations for behaviour alongside appropriate, compassionate support for all learners.
- Support children to develop emotional regulation, self-awareness and internal discipline over time.
- Enable children to repair harm, restore relationships and learn from mistakes rather than experience shame or isolation.
- Ensure behaviour responses are proportionate, educational and protective, not punitive.

- Support inclusion by making reasonable adaptations for children with additional needs, trauma histories or vulnerabilities.
- Safeguard the wellbeing of all members of the school community through effective recording, monitoring and early intervention.
- Foster a whole-school culture of kindness, compassion, accountability and resilience.
- Strengthen partnerships between school, home and external agencies to support positive behaviour and wellbeing.

East Sussex Therapeutic Approach (ESTA) Principles

Prioritising Valued Feelings

We believe that positive experiences create positive feelings which create valued behaviour and outcomes. We therefore prioritise positive experiences and feelings for everyone within the school community.

We intentionally seek to create feelings of:

- Safety
- Belonging
- Trust
- Calm
- Confidence
- Respect
- Value
- Hope
- Motivation

We seek to protect children, staff and families from feelings of:

- Shame
- Fear
- Rejection
- Criticism
- Isolation
- Insecurity
- Helplessness

We understand that behind every behaviour is a feeling and behind every feeling is a need.

Equity, Not Equality

We recognise that children and young people require different levels and types of support to achieve equitable outcomes.

Equality means providing everyone with the same resources and opportunities. Equity means providing support according to need so that all children have the opportunity to succeed and thrive. This may include:

- Adaptations to routines
- Individualised behaviour support
- Environmental adjustments

- Additional adult support
- Therapeutic interventions

Consistency at Ashdown Primary School means that every child is treated with the same respect, compassion and high expectations. While our relational approach and values remain consistent, the specific support, adjustments and responses may differ according to each child's developmental stage, individual needs and the circumstances of the behaviour.

Behaviour as Communication

We understand that most behaviour can be a form of communication and that children communicate needs through behaviour. When responding to behaviour, adults ask: "What is this child trying to tell us?"
We recognise that children may be influenced by experiences, circumstances and challenges that are not always visible to others. Adults therefore respond with curiosity, empathy and a desire to understand before seeking to teach, support and restore.

Children may experience significant stress or overwhelm that affects their ability to regulate. When they move outside their *window of tolerance*, they may respond through fight, flight or freeze and are not yet ready to reason, reflect or learn. Our first priority is therefore to help children feel safe and regulated before supporting reflection, learning and repair. Distress is not always visible. Some children communicate it through external behaviours, while others may withdraw, mask their feelings or become unusually quiet or compliant. Adults remain curious about all children, including those whose needs may be less immediately visible.

Possible functions of behaviour may include:

- Sensory- seeking regulation or sensory input
- Escape/Avoidance- avoiding stress or overwhelm
- Tangible Gain- seeking access to an object, person or activity
- Attention- seeking connection, reassurance or response

Inclusive Practice: We follow the principles of the B.A.S.E. Model

- Belonging and Relationships - Every child should feel accepted, included and connected to trusted adults and peers.
- Autonomy - Children should be supported to make choices, participate in decisions and develop ownership of behaviour.
- Sense of Safety - All members of the school community should feel physically, emotionally and psychologically safe.
- Equity - Each pupil receives the support they need to achieve their academic and social potential.

Achieving the Aims

At Ashdown, the behaviour and responses of adults across the school community are central to achieving the aims of this policy. Adults are expected to act as calm, consistent and respectful role models, demonstrating the behaviours, language and values we wish children to develop.

Children are supported to understand that their actions have impact and consequence, and that positive choices strengthen relationships and wellbeing. Where behaviour falls short of expectations, responses focus on education, protection and restoration rather than punishment.

Safeguarding is always a priority. Any safeguarding concerns are reported using CPOMS and passed directly to a Designated Safeguarding Lead (DSL).

This policy applies to all behaviour, both online and offline, and at all times when children are under the care of the school.

Expectations

At Ashdown Primary School, adults play a crucial role in creating the conditions in which children feel safe, regulated and able to learn. Adult behaviour must reflect the expectations we hold for children and be consistent with the Staff Code of Conduct and Staff Handbook.

Adults are expected to:

- Act as calm, consistent and respectful role models.
- Respond to behaviour with fairness, curiosity and professionalism, recognising behaviour as communication.
- Take shared responsibility for responding to behaviour.
- Maintain clear, predictable boundaries while allowing flexibility to meet individual needs.
- Seek support when managing behaviour feels challenging.
- Remain alert to changes in behaviour as possible indicators of emotional distress or safeguarding concerns.
- Use therapeutic language and approaches.

Therapeutic Language

Adults use therapeutic language to preserve dignity and support regulation. This includes:
Positive phrasing- “Walk in the corridor” rather than “Don’t run”
Limited choices- “Would you like to talk here or outside?”
De-escalation scripts- “Come back when you are ready.”

Adults avoid:

- Shouting
- Sarcasm
- Public humiliation
- Power struggles
- Labelling children

Children are not expected to be perfect; they are supported to grow, practise and learn over time. Children are supported and guided to:

- Develop kindness, compassion and respect towards themselves and others
- Learn how choices and actions impact both themselves and the wider community
- Be supported to make positive choices, recognising that mistakes are part of learning and development
- Take responsibility for behaviour when regulated, including reflecting, repairing and restoring relationships

- Understand that expectations for behaviour apply both online and offline, and that safety and respect remain the same in all contexts
- demonstrate Caring by showing kindness, empathy, inclusion and respect
- be Curious by reflecting on their emotions, understanding behaviour and learning from mistakes
- become Confident learners who make positive choices, take responsibility and repair relationships.

Families are valued partners in their child's education and wellbeing. We are committed to building trusting, respectful relationships with all families, recognising that a strong partnership between home and school helps children feel safe, supported and that they belong. Together we work with curiosity, compassion and without judgement to help every child flourish. Families are expected to:

- Communicate openly with staff about changes or circumstances that may affect their child's wellbeing or behaviour
- Support the school's trauma-informed, therapeutic approach to behaviour
- Work collaboratively with the school to support positive behaviour and emotional regulation
- Raise concerns directly with the school so that they can be addressed respectfully, fairly and in partnership, rather than discussing concerns with other families.
- Use the school's complaints procedure where concerns remain unresolved
- Take responsibility for supporting children to stay safe online

Families can expect the school to:

- Treat all children and families with kindness, respect and without judgement.
- Work in partnership with families to understand each child's strengths, needs and circumstances.
- Communicate openly, honestly and professionally about both successes and concerns.
- Communicate about behaviour in a respectful, supportive and non-judgemental way that focuses on understanding, partnership and finding solutions together.
- Foster a welcoming and inclusive school community where every family feels respected, valued and a sense of belonging.
- Share positive news as well as discussing difficulties, recognising the importance of celebrating progress.
- Explain behaviour responses, support strategies and next steps clearly.
- Inform families when significant behaviour concerns arise or when patterns of behaviour indicate that additional support may be needed.
- Listen to families' views and work collaboratively to find solutions that support children to thrive.

All members of the Ashdown Primary School community are expected to:

- Treat others with courtesy, respect and kindness
- Listen to one another and communicate respectfully
- Use names appropriately and politely when addressing others
- Model positive behaviour and language, recognising the influence of example
- Contribute to a culture of belonging, accountability and mutual respect

Expectations and reminders are shared and displayed around the school in positive, child-friendly language, including posters co-created by children, to promote ownership and understanding.

Behaviours That Do Not Meet Our Expectations

To maintain a safe, respectful and inclusive environment, the school community does not accept behaviours that undermine emotional safety, dignity or belonging. These expectations apply both online and offline.

Adults are expected to model calm, respectful and professional behaviour at all times.

The following are not acceptable:

- Inconsistent responses or expectations that create confusion or insecurity
- Arguing with children, particularly when a child is distressed or dysregulated
- Labelling or making negative judgments about children, classes or year groups
- Withholding forgiveness or holding past behaviour against a child
- Whole-class punishments that remove individual accountability
- Arguing or engaging in conflict with other adults in view of children (including staff, parents or visitors)
- Leaving situations unresolved where repair, reflection or closure is still required

The following behaviours are not accepted from any member of the school community:

- Bullying (see Appendix 2: Anti-Bullying Guidance)
- Disrespectful communication or behaviour towards others
- Verbal or physical abuse of any kind, including name-calling, threatening language or fighting
- Unsafe movement within the school building, such as running indoors
- Disrespectful behaviour towards people, property, the school environment or the wider community
- Being in a place where it is not safe or expected, in a way that undermines safety, learning or established routines
- Dress or attire that does not meet agreed school expectations
- Use of swearing or offensive language
- Seeking a different answer from another adult after a response has been given, rather than following agreed processes for raising concerns or seeking support

Responses will always consider context, intent, impact, developmental stage and emotional regulation, and will focus on safety, learning, repair and prevention rather than punishment.

Overarching School Principle

At Ashdown Primary School, our shared principle for behaviour and conduct for all members of the school community is: *In the right place, at the right time, doing the right thing.*

This principle provides a clear, simple and consistent reference point for children and adults. It is used to support reflection, understanding and learning, rather than blame or punishment.

Any member of the school community, adult or child, may be gently invited to reflect on whether they are being in the right place, at the right time and doing the right thing. This supports individuals to consider their choices, understand the impact of their actions, and recognise why a response, support, reward or consequence may be needed to maintain safety, learning and wellbeing for all.

Behaviour Curriculum

Ashdown Primary School has a planned and progressive behaviour curriculum which explicitly teaches children the knowledge, skills and understanding they need to meet behavioural expectations.

The behaviour curriculum is taught explicitly, modelled consistently by adults and revisited regularly through assemblies, classroom teaching, restorative conversations and daily interactions.

The behaviour curriculum sets out:

- What behaviour looks like in different contexts
- How our values of Caring, Curious and Confident are demonstrated in classrooms, playgrounds, online and throughout school life
- Why expectations exist
- How to regulate emotions and make positive choices
- Opportunities to practise, revisit and reflect on behaviour over time
- Behaviour is taught alongside academic learning so that children are supported to develop self-regulation, responsibility and positive relationships.

Creating Internal Discipline

We believe that we have the responsibility to support the development of internal discipline in young people so that they establish valued behaviours.

Our aim is to develop:

- Self-regulation
- Reflection
- Responsibility
- Intrinsic motivation
- Commitment to school values of Caring, Curious and Confident

We avoid reliance on external discipline approaches such as threats, bribes, humiliation or punitive sanctions, which may suppress behaviour temporarily but do not teach long-term self-regulation.

Supporting children across different stages of development

At Ashdown Primary School, we recognise that children's ability to regulate emotions, reflect on their behaviour and repair relationships develops over time. While our approach of Regulate – Reflect - Restore is consistent across the school, the way adults support children will be developmentally appropriate rather than determined solely by age or year group.
For our youngest children, adults provide high levels of co-regulation through calm presence, modelling, simple language and immediate support. Reflection is brief, concrete and often supported through visuals, play or adult narration.

As children grow in emotional understanding and independence, adults gradually increase opportunities for reflection, problem-solving and personal responsibility. Older children are supported to recognise their emotions, consider the impact of their actions and actively contribute to repairing relationships and making positive choices for the future.

We recognise that every child develops at their own pace. Responses will always take account of individual developmental stage, additional needs, life experiences and emotional readiness, ensuring that support remains equitable, therapeutic and proportionate.

Recognition of Valued Behaviours

At Ashdown Primary School, we believe that recognising and reinforcing valued behaviours is an important part of supporting children to develop socially, emotionally and academically. Staff will actively notice, acknowledge and celebrate behaviours that demonstrate our values of Caring, Curious and Confident.

Valued behaviours may be recognised through:

- Specific verbal praise that identifies the behaviour being acknowledged.
- Positive interactions and feedback from adults.
- Sharing successes with parents and carers through conversations, positive messages, postcards or phone calls.
- Recognition in class, assemblies and school communications.
- Opportunities for responsibility, leadership and contribution.
- Celebration of effort, perseverance, resilience and improvement.
- Recognition of kindness, cooperation, respect and inclusion.
- 'Choc Choc', where one child from each class (plus one chosen by the playleaders) is recognised each week for consistently demonstrating the school's values and positive contribution to the school community.
- Whole-class recognition, such as marble jars, celebrating collective responsibility, teamwork and working together towards shared goals. Marbles are only ever added, reflecting the belief that positive contributions build success over time.
- House points (Junior Site) awarded in recognition of behaviours that reflect the school's values of Caring, Curious and Confident.

Recognition will be meaningful, proportionate and focused on the behaviour demonstrated, helping children to understand the positive impact of their actions on themselves and others.

Recognition is used to reinforce valued behaviours and strengthen children's developing internal discipline, rather than to secure compliance through external rewards. As children mature, the aim is for positive choices to be increasingly driven by personal responsibility, belonging and intrinsic motivation.

Responses to Behaviour: Educational and Protective Consequences

At Ashdown Primary School, we recognise that from time-to-time members of the school community may not meet behavioural expectations. Incidents involving children will be addressed promptly, consistently and sensitively. Staff will use educational and protective consequences, alongside restorative practices, to support reflection, repair relationships and maintain a safe, respectful and inclusive learning environment.

All consequences are:

- Proportionate and explained
- Focused on safety, learning and restoration
- Applied once a child is regulated and able to engage

Educational and protective consequences are not punishments. They are used to support learning, maintain safety and promote positive relationships. Consequences are delivered in a calm, respectful and proportionate manner and are designed to preserve dignity, belonging and future success. See appendix 5 for additional guidance and full lists of suggested consequences.

Educational Consequences: supporting learning
Educational consequences are used to help children understand impact and develop skills, and may include:

- Restorative conversations
- Supported apologies
- Reflection activities
- Rehearsing safer or more appropriate behaviours
- Repairing harm to property or relationships
- Therapeutic activities
- Social skills practice

Protective Consequences: maintaining safety

Protective consequences are used where risk needs to be reduced and safety maintained, and may include:

- Increased adult supervision
- Temporary adjustments to routines or environments
- Supported or modified play arrangements
- Time away from a situation to regulate, with adult support
- Individual Behaviour Support Plans or Risk Reduction Plans
- In serious circumstances, suspension or exclusion in line with statutory guidance

Protective consequences are temporary, proportionate and reviewed regularly. In exceptional circumstances, where there is an immediate risk of harm to the child or others, reasonable force or restrictive physical intervention may be used as a last resort to maintain safety. It is never used as a punishment and is always followed by appropriate restorative support. All significant incidents are recorded and reported in accordance with statutory guidance and the school's Restrictive Physical Intervention Policy (formerly the Positive Handling Policy).

Restorative Practice

Restorative practice focuses on:

- Connection
- Repair
- Accountability
- Community
- Restorative approaches ask:
- What happened?
- What were you feeling?
- Who has been affected?

- How can we repair the harm?
- What can we do differently next time?

Analyse to Support

We know that behaviour cannot be successfully changed without deliberate analysis and proactive support.

When behaviour becomes persistent or concerning, we seek to understand:

- Experiences
- Feelings
- Behaviour patterns
- Triggers
- Protective factors
- Unmet needs
- Strengths

This analysis informs therapeutic planning and individualised support.

Incidents involving children are addressed promptly and sensitively, as this supports understanding, regulation and learning. Responses are developmentally appropriate and take into account the child's emotional state, age, needs and circumstances.

Incidents are explored through developmentally appropriate, child-centred conversations, using language, visual supports and adult guidance that reflect the child's stage of development, communication needs and emotional regulation.

When Children's Behaviour Does Not Meet Expectations

When behaviour causes concern, one or more of the following may occur, depending on the situation and level of risk:

- A member of staff will intervene calmly to ensure safety
- The behaviour will be named and described, not the child
- Adults may describe what they are noticing to support awareness (e.g. "This line is not safe at the moment")
- Children may be invited to reflect using shared language, such as: "Are you in the right place, at the right time, doing the right thing?"

Responses will follow the school's Educational and Protective Consequences framework outlined earlier in this policy. Responses will be proportionate, focused on safety, learning and restoration, and delivered when a child is regulated and able to engage.

Reflection and Time Away from Play

Opportunities for reflection may be used to support children in understanding and repairing behaviour. These are not punitive and are always age-appropriate. Reflection should take place in a timely manner and can be in the classroom or the office of an SLT member. Reflection time is not used for completing academic learning unless this is managed directly by the class teacher.

Families will normally be informed when a behaviour incident results in significant disruption to learning, presents a risk to the child or others, requires reflection time or involvement from a member of the Leadership Team, or forms part of a developing pattern of concern. Where

appropriate, staff will also share positive progress and improvements in behaviour to support a strong partnership between home and school.

Monitoring, Recording and Safeguarding

All significant behaviour incidents are recorded using CPOMS and monitored for patterns, frequency, safeguarding indicators and any emerging trends across individuals or groups of children. This helps ensure that support is timely, equitable and responsive to identified needs.

Children Requiring Additional or Individualised Support

At Ashdown Primary School, we recognise that some children may experience ongoing or complex difficulties that mean they are not always able to meet behavioural expectations through universal approaches alone. These children may, at times, require responses and support that sit outside the universal approaches described within this policy.

Where behaviour indicates significant unmet need, heightened vulnerability or increased risk, the school may implement an individual Behaviour Support Plan and/or Risk Reduction Plan. These plans are designed to support the child, not to punish, and focus on maintaining safety, inclusion and access to learning wherever possible.

Such plans will:

- Be informed by a thorough understanding of the child's needs, triggers and strengths
- Set out reasonable adjustments, supportive strategies and agreed responses
- Identify protective measures needed to reduce risk and maintain safety
- Be developed collaboratively by the class teacher, SENDCo/Inclusion Lead and Senior Leadership Team
- Involve families from the outset and be reviewed regularly
- Include input from external professionals where appropriate

Children with individual plans remain valued members of the school community and are supported to build regulation, resilience and positive relationships over time. The implementation of an individual plan does not remove expectations, but ensures that expectations are fair, developmentally appropriate and achievable.

Safeguarding and inclusion remain central to all decision-making, and exclusion is always considered a last resort, following the implementation and review of appropriate support.

Support

At Ashdown Primary School, we recognise that positive behaviour and wellbeing are strengthened through strong systems of support. Support is available for staff, parents and children to ensure that everyone feels safe, confident and able to thrive.

Support for staff is available through professional, peer and wellbeing resources, including:

- Colleagues and peer support
- SENDCo/Inclusion Lead
- Leadership Team and Senior Leadership Team
- Governors
- SAS counselling service

- Single Point of Access (SPOA)
- Designated Safeguarding Leads (DSLs) including Online Safety Lead

Staff are encouraged to seek support proactively, recognising that doing so promotes emotional regulation, professional confidence and safeguarding best practice.

Support for Families as valued partners can be accessed through:

- All members of school staff
- Parents' evenings and curriculum information evenings
- SEND/Inclusion staff
- Early Help services
- School Health Service
- Designated Safeguarding Leads (DSLs)
- Online Safety Lead

Open and respectful communication between home and school is actively encouraged to support children's wellbeing and behaviour.

Support for Children ensures that every child is entitled to care, understanding and appropriate support. Support for children may include:

- All school staff, including safe adults
- Parents and carers
- Emotional Literacy Support Assistant (ELSA), via referral through the SENDCo / Inclusion Lead
- Nurture provision, via referral through the SENDCo / Inclusion Lead
- Inclusion Team support, via referral through the SENDCo / Inclusion Lead or Head of School
- Pets As Therapy provision, via referral through the Inclusion Lead

Support is provided flexibly and responsively, recognising that children's needs may change over time. Where additional or targeted support is required, this is discussed with families and reviewed regularly to ensure it remains effective and appropriate.

Complaints

If families are not happy with the outcomes of behaviour management, the complaints procedure should be followed. Copies of this are available from the school office, or are downloadable from our website.

Legislative Framework

This policy has been developed with reference to:

- DfE *Behaviour in Schools: Advice for Headteachers and School Staff*.
- DfE *Suspension and Permanent Exclusion* guidance.
- DfE *Restrictive Interventions, Including Use of Reasonable Force, in Schools*.
- Equality Act 2010, including the duty to make reasonable adjustments.
- SEND Code of Practice (2015).

Please also refer to:

Attendance Policy
Child Protection & Safeguarding Policy
Special Education Needs & Disabilities (SEND) Policy

Physical Intervention Policy (formerly the Positive Handling Policy), which sets out the school's approach to the use of reasonable force, restrictive interventions, recording and reporting requirements, and the principles of prevention, de-escalation and proportionality.

Accountability for adults

For staff, breaches of this policy or the Staff Code of Conduct will be addressed by the Senior Leadership Team in line with the relevant local authority and disciplinary procedures, with the Executive Headteacher accountable to the Governing Body. Governors are also expected to act in accordance with their Code of Conduct.

For other adults within the school community, concerns will be addressed directly and proportionately. Warnings may be given, and in serious or repeated cases, further action may include restricted access to the school site or, in extreme circumstances, involvement of external agencies.

Key Principles to Remember

- Behaviour is communication
- Connection before correction
- Positive experiences create positive feelings
- Consequences should educate, not punish
- Internal discipline is the goal
- Every child deserves belonging, safety and equity.

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos." **L.R. Knost**

Our behaviour and relationships approach is rooted in our school values of Caring, Curious and Confident. We care for ourselves and others, remain curious so that we understand rather than judge, and develop the confidence to make positive choices, repair mistakes and flourish together.

Appendix 1

Restorative Conversations, Educational Consequences and Protective Consequences

At Ashdown Primary School, adults play a key role in helping children learn from behaviour and repair relationships. This guidance supports staff to conduct restorative conversations effectively and to apply educational and protective consequences with confidence, consistency and compassion.

The restorative process at Ashdown Primary School follows three simple stages:

Regulate
Support the child to feel safe, calm and ready to learn. Some children may show distress quietly through withdrawal, avoidance or compliance rather than outward behaviour. Adults should remain attentive to these children and provide the same calm, relational support.fa

Reflect
Help the child understand what happened, what they were feeling and the impact of their actions. Consider how they could show Caring, Curious or Confident behaviour next time?

Restore
Repair relationships, address any harm caused and support a successful return to learning.
These stages underpin all restorative conversations and the use of educational and protective consequences.

1. Before Any Conversation: Regulation First

Adults should ensure that conversations take place in a manner that preserves dignity, privacy and belonging. Restorative conversations should only take place once a child is calm and regulated. A child who is dysregulated is not ready to reflect, reason or learn.

Staff should:

- Prioritise safety for all
- Use co-regulation strategies (calm voice, reduced language, space, presence)
- Allow time – this may be later the same day or on a following day

Remember: children should join our calm; we do not join their chaos
No consequence should be applied while a child is dysregulated.

2. The Restorative Conversation: A Simple Structure

Using restorative questions developmentally

Restorative conversations should be adapted to the child's developmental stage, communication skills and emotional readiness. Adults should use language, prompts and expectations appropriate to the individual child. Some children may communicate through gesture, play, drawing or adult-supported discussion rather than verbal reflection. The aim is always to develop understanding and repair relationships, not to require children to answer a fixed set of questions.

The questions below are prompts rather than a script. Staff should adapt their language, expectations and level of support to the child's developmental stage, communication needs and

emotional regulation. For some children this may involve naming feelings, using visual supports, modelling language or offering choices rather than expecting extended verbal reflection.

Staff may find it helpful to use the following structure when supporting children to reflect and repair. This should feel like a calm conversation, not an interrogation.

Step	**EYFS & Key Stage 1**	**Key Stage 2**
1. What happened?	Adults may need to narrate events, use simple language, visuals or choices. Children may communicate through play, pictures or short responses. The priority is helping the child feel safe enough to begin talking. **Examples:** "Can you show me what happened?" "Were you feeling cross or sad?"	Children are encouraged to describe events in their own words, consider different perspectives and explain what happened. Adults remain curious and avoid judgement. **Examples:** "Talk me through what happened from your point of view."
2. What were you feeling and thinking?	Adults often help children identify emotions by naming them and linking feelings to behaviour. Co-regulation remains central. **Examples:** "I wonder if you felt frustrated?" "Your body looked really cross."	Children are increasingly supported to identify emotions, recognise triggers and consider how thoughts influenced their choices. **Examples:** "What were you thinking at that moment?" "What made it difficult to make a safe choice?"
3. What was the impact?	Adults help children understand immediate effects on others using simple, concrete language. **Examples:** "When you pushed, it hurt Sam." "Look at his face. He looks sad."	Children are encouraged to consider the wider impact of their actions on others, relationships and learning. **Examples:** "Who has been affected?" "How do you think they might have felt?"
4. How can we repair and move forward?	Adults guide children through simple acts of repair such as helping tidy up, checking on a friend, drawing a picture or saying sorry when ready. The adult often scaffolds the solution. **Examples:** "Shall we help fix it together?" "How can we make them feel better?"	Children take increasing responsibility for suggesting appropriate ways to repair relationships, restore trust and plan for future success. **Examples:** "What do you think would help put this right?" "What will you do differently next time?"

3. Educational Consequences: Supporting Learning

Educational consequences are used to teach, rehearse and build skills. They are intended to increase future success rather than impose a punishment for past behaviour. They help children learn how to make safer or kinder choices in the future.

Educational consequences may include:

- Restorative or reflective conversations
- Supported apologies (verbal or written)
- Practising alternative behaviours or scripts
- Role play or rehearsal
- Repairing damage to relationships or property
- Reflection activities appropriate to age and development
- Temporary loss of a privilege where it is directly related to the behaviour and supports reflection, learning or safety

Educational consequences should:

- Be explained clearly
- Link logically to the behaviour
- Take place when the child is ready
- Preserve dignity and belonging

4. Protective Consequences: Maintaining Safety

Protective consequences are used when there is a need to reduce risk and maintain safety for the child or others.

Protective consequences may include:

- Increased adult supervision
- Temporary changes to routines or environments
- Supported or modified play arrangements
- Time away from a situation to regulate with adult support
- Adjustments identified in a Behaviour Support Plan or Risk Reduction Plan
- In serious circumstances, suspension or exclusion in line with statutory guidance and only after appropriate support and reasonable adjustments have been considered.

Protective consequences are:

- About keeping people safe, not punishment
- Temporary and reviewed regularly
- Explained in a calm, factual way

Example: “This is not a punishment. This is to help keep everyone safe while we work out what support will help next.”

5. Key Principles for Staff to Remember

- Name the behaviour, not the child
- Curiosity over judgement
- Calm is non-negotiable
- Belonging is never removed
- All behaviour communicates something
- Consequences teach best when paired with relationship
- Repair completes the process

6. When Additional Support Is Needed

If behaviour is persistent, escalating or indicates unmet needs:

- Seek support from the Phase Leader, SENDCo or SLT
- Record concerns on CPOMS
- Consider whether a Behaviour Support Plan or Risk Reduction Plan is required
- Involve parents early and collaboratively

Appendix 2

This appendix forms the school's Anti-Bullying Policy and should be read alongside the Behaviour and Relationships Policy.

Purpose

At Ashdown Primary School, we are committed to providing a safe, inclusive and respectful environment where every child feels valued, supported and able to thrive. Bullying is not tolerated in any form and will always be taken seriously.

This guidance should be read alongside the Behaviour and Relationships Policy and outlines the school's approach to preventing, identifying, investigating and responding to bullying.

Definition of Bullying

Bullying is behaviour that is deliberately intended to hurt, intimidate, threaten or harm another person and is usually repeated over time. Bullying often involves an imbalance of power, making it difficult for the person experiencing the behaviour to defend themselves.

Bullying may be:

- Physical (e.g. hitting, kicking, pushing or damaging belongings)
- Verbal (e.g. name-calling, insults, threats or offensive comments)
- Emotional (e.g. intimidation, humiliation or deliberate exclusion)
- Social or relational (e.g. spreading rumours, manipulating friendships or encouraging others to exclude someone)
- Prejudice-based, including racist, disability-related, faith-based, homophobic, biphobic or transphobic bullying
- Online or cyberbullying through social media, messaging, gaming platforms or other digital technologies

Not all friendship difficulties, disagreements, arguments or one-off incidents constitute bullying. However, all concerns will be taken seriously and investigated appropriately.

Reporting Concerns

Children, families and staff are encouraged to report concerns about bullying as soon as possible.

Concerns may be reported to:

- Any member of school staff
- The class teacher
- A Designated Safeguarding Lead (DSL)
- A member of the Leadership or Senior Leadership Team

Children will be reassured that reports of bullying will be listened to and taken seriously.

Investigation

When a concern is raised, the school will:

- Listen carefully to all parties involved
- Gather information from those directly involved and any witnesses
- Consider context, intent, impact and any relevant history

- Keep records of the investigation and outcome
- Inform parents or carers where appropriate

Investigations will be conducted fairly, proportionately and sensitively. The school will seek to understand the experiences and needs of all children involved.

Outcomes

Following investigation, incidents will normally be recorded as either:

- Founded – where the evidence indicates that bullying, as defined within this guidance, has occurred.
- Unfounded – where the evidence does not support a finding of bullying.

An unfounded outcome does not mean that no incident occurred or that the concerns raised were unimportant. It means that the behaviour did not meet the school's definition of bullying. Appropriate support, intervention, education or follow-up may still be required.

Responding to Bullying

Where bullying is identified, the school's response will prioritise:

- The safety and wellbeing of those affected
- Bringing the bullying behaviour to an end
- Educational and protective consequences, where appropriate
- Restorative approaches where suitable and safe to do so
- Repairing relationships and rebuilding trust
- Developing understanding and empathy
- Working in partnership with families

Responses will be proportionate to the nature, frequency and impact of the bullying behaviour.

Recording and Monitoring

Founded bullying incidents will be recorded and monitored by school leaders.

The school will:

- Monitor patterns and trends over time
- Record prejudice-related incidents separately where required
- Review whether additional support or intervention is needed
- Follow up with children and families to ensure bullying has ceased

Support for Children

Support will be provided for all children involved. This may include:

- Regular check-ins with trusted adults
- Nurture or inclusion support
- Emotional Literacy Support Assistant (ELSA) intervention
- Restorative conversations
- Support to develop friendships and social skills
- Referral to external agencies where appropriate

Prevention

Preventing bullying is a key part of creating a positive school culture.

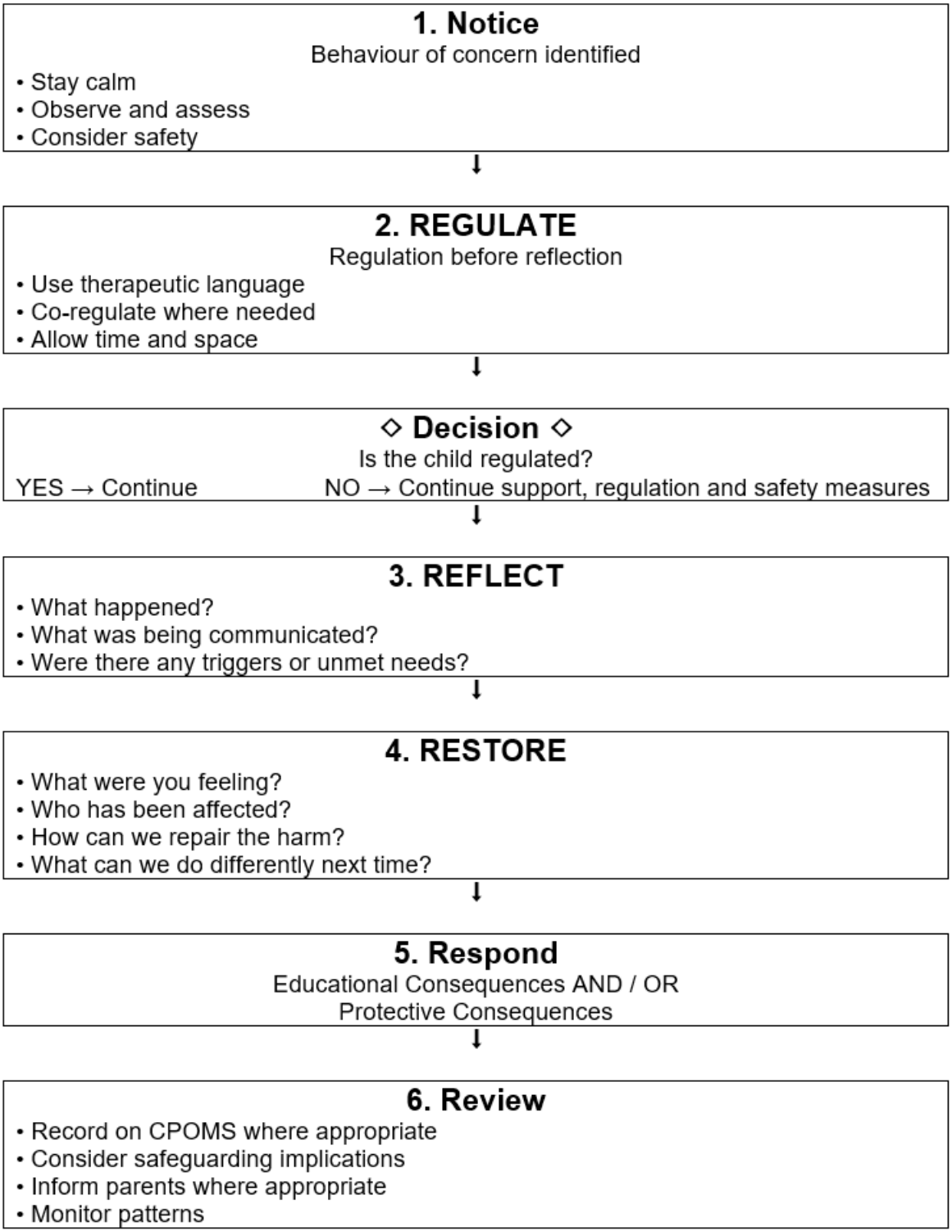
The school promotes anti-bullying messages through:

- The behaviour curriculum
- Assemblies and collective worship
- PSHE and Relationships Education
- Online safety education
- Restorative practice
- Positive role modelling by adults
- Pupil voice and participation opportunities

Our aim is to create a school community where everyone feels safe, respected, included and able to flourish.

Appendix 3

Behaviour response pathway



⬇

Further Support Required?

NO → Continue universal support and monitor.

YES → Analyse to Support (SENDCo/Inclusion Lead, Behaviour Support Plan, Risk Reduction Plan, External Agencies, Regular Review).

Key Principles

✓ Behaviour is communication

✓ Connection before correction

✓ Regulation before reflection

✓ Consequences should educate, not punish

✓ Belonging is never removed

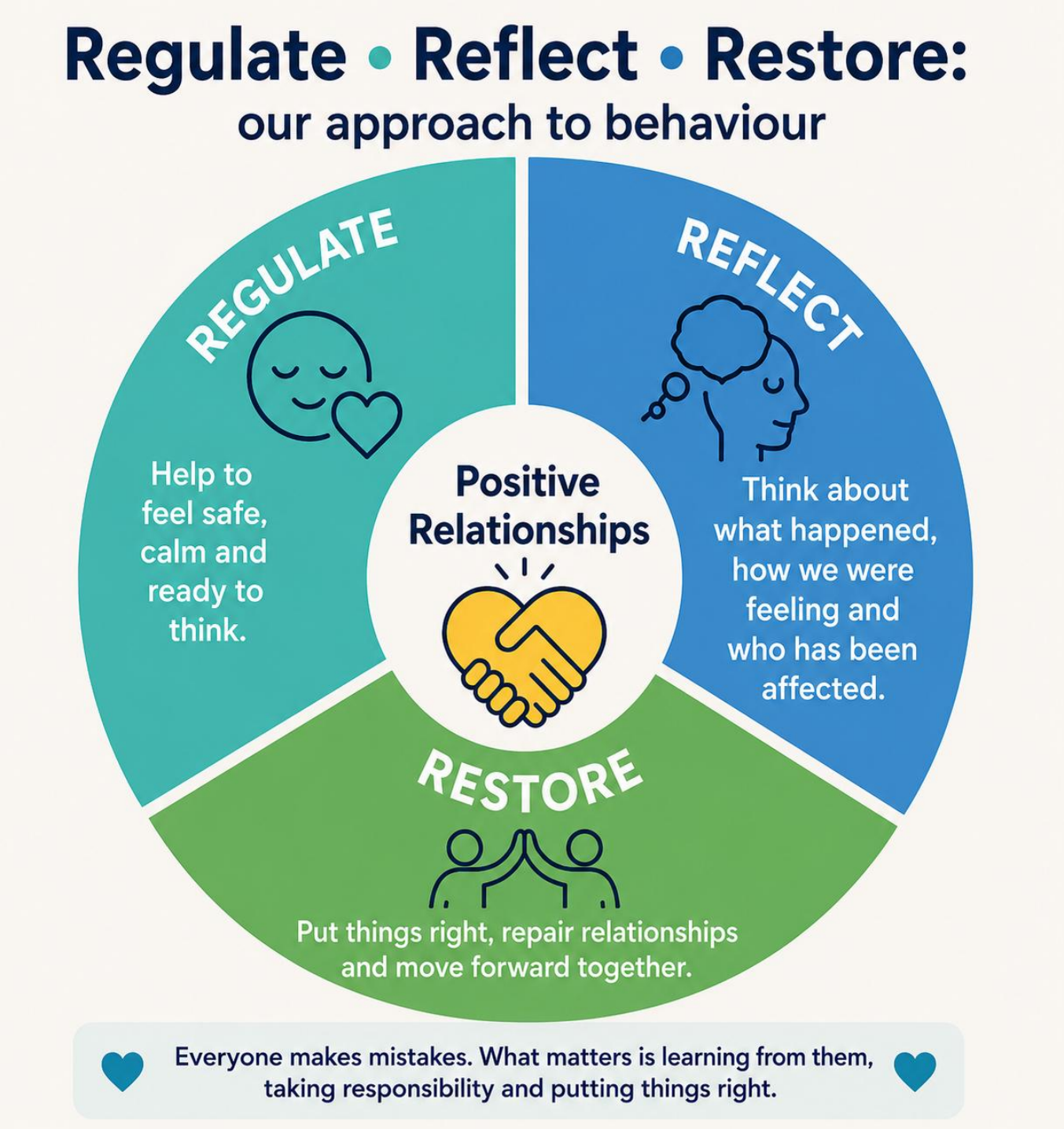
✓ Repair completes the process

Appendix 4

Infographics for display in School

EYFS/ KS1

KS2


Regulate • Reflect • Restore:
our approach to behaviour
REGULATE
Help to feel safe, calm and ready to think.
REFLECT
Think about what happened, how we were feeling and who has been affected.
Positive Relationships
RESTORE
Put things right, repair relationships and move forward together.
Everyone makes mistakes. What matters is learning from them, taking responsibility and putting things right.

Appendix 5

Examples of Educational and Protective Consequences

The examples below are intended as guidance only. Responses should always be proportionate, respectful and appropriate to the individual child, context and level of risk.

Situation	Possible Educational Consequence	Possible Protective Consequence
Hurtful language towards another child	Restorative conversation; supported apology; discussion about impact	Increased adult support during social times if required
Damage to property	Repairing, tidying or contributing to putting things right	Temporary supervision whilst using equipment
Difficulty following classroom expectations	Rehearsal of routines and expectations	Seating adjustment or increased adult proximity
Disruption to learning	Reflection on impact and re-engagement with learning	Temporary alternative workspace if needed
Friendship difficulties	Restorative meeting; social skills support	Supported play arrangements
Unsafe behaviour during play	Review and practise safer choices	Increased supervision; temporary adjustment to play arrangements
Repeated difficulties during transitions	Teaching and practising transition routines	Supported transitions or adjusted routines
Behaviour presenting a risk to self or others	Reflection and planning for future success when regulated	Risk reduction measures; additional adult support; individual plans

Key Question for Staff

Before deciding on a response, ask:
"Is this consequence helping the child learn something, or helping to keep people safe?"
If the answer is neither, consider whether a different response may be more appropriate.

Educational Consequences (including but not limited to)

- Restorative conversation
- Supported apology (verbal, written or through actions)
- Reflection on the impact of behaviour
- Repairing damage to relationships
- Repairing or helping to restore damaged property
- Rehearsing and practising expected behaviours
- Re-visiting and practising routines and expectations
- Role play of alternative responses
- Social stories or comic strip conversations
- Additional teaching of social, emotional or behavioural skills
- Problem-solving discussions with an adult
- Identifying strategies for future success
- Completing interrupted learning
- Community contribution or acts of service that help repair harm
- Reflection through drawing, writing or discussion appropriate to age and need
- Supported conflict resolution
- Rebuilding trust through positive actions
- Reviewing and updating individual behaviour targets or support plans

Protective Consequences (including but not limited to)

- Increased adult supervision.
- Temporary changes to routines, activities or environments to maintain safety.
- Supported or modified playtimes, lunchtimes or social arrangements.
- Temporary removal from a situation to allow regulation, supported by a trusted adult.
- Seating or classroom adjustments to reduce risk or support successful participation.
- Supported or staggered transitions between activities or locations.
- Restricted access to particular equipment, areas or activities until they can be used safely.
- Increased adult proximity or check-ins throughout the day.
- Temporary alternative learning or working arrangements where needed to maintain safety.
- Individual Behaviour Support Plans or Risk Reduction Plans.
- Additional support from the Inclusion Team or Senior Leadership Team.
- Referral to appropriate internal or external support services where required.
- Reasonable adjustments for children with SEND or other identified needs.
- In exceptional circumstances, the use of reasonable force or restrictive physical intervention, in accordance with the school's Restrictive Physical Intervention Policy (formerly the Positive Handling Policy), where necessary to prevent harm.
- Temporary suspension or permanent exclusion, in line with statutory guidance, where all other appropriate strategies have been considered and where necessary to protect the safety and wellbeing of others.