



The Bluebell Federation

Behaviour & Relationships Policy 2026-2027

Our Bluebell Federation Vision:

‘Rooted and established in Love’

Approved by: Gemma White/ Jenny Barnard-Langston **Date:** September 2026

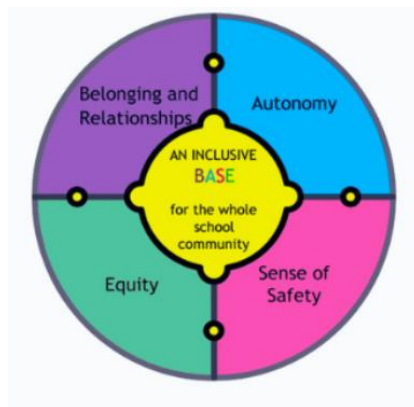
Nest review due by: September 2027

1. Our Beliefs

At the Bluebell Federation, we believe that every child has the right to feel that they belong, are valued and have the opportunity to flourish. Positive behaviour is not simply expected—it is explicitly taught, modelled and nurtured through strong relationships, high expectations and consistent practice.

We recognise that children thrive when they experience positive relationships with the adults around them. These relationships provide the foundation for learning, wellbeing and personal development. When children feel safe, connected and understood, they are more likely to engage positively with school, make responsible choices and achieve their full potential.

Our approach is underpinned by the Base Model of Belonging, recognising that children flourish when four fundamental needs are met:



Belonging & Relationships

"I am known, valued and accepted."

Positive relationships are at the heart of everything we do. Every child deserves to feel welcomed, included and connected to our school community. We invest time in building trusting relationships so that every child knows they belong and that they matter.

Sense of Safety

"I feel emotionally and physically safe."

Children learn best when they feel safe. We provide calm, predictable environments where consistent routines, clear expectations and trusted adults create the security children need to take risks, learn from mistakes and grow with confidence.

Autonomy

"My voice is heard and I can make positive choices."

We believe children develop independence by learning to make responsible decisions. Through explicit teaching, encouragement and opportunities to reflect, we help children develop self-regulation, resilience and the confidence to take ownership of their learning and behaviour.

Equity

"I receive what I need to succeed."

We recognise that every child is unique. While our expectations remain consistently high for all, the support we provide may look different from one child to another. By understanding individual needs and removing barriers to success, we ensure every child has the opportunity to flourish. We understand that behaviour is a form of communication. Children's behaviour is influenced by their stage of development, experiences, emotions and individual needs. While we seek to understand the reasons behind behaviour, we maintain consistently high expectations and believe that every child can learn, grow and make positive choices.

Positive behaviour is behaviour that helps everyone feel safe, respected and ready to learn. It includes showing kindness, demonstrating self-control, taking responsibility and contributing positively to our school community.

Antisocial behaviour is behaviour that disrupts learning, causes harm to relationships, affects the safety or wellbeing of others, or prevents children from meeting our shared expectations. When this occurs, our role is to teach, guide and restore rather than simply punish. We believe that mistakes are opportunities for learning and that every child deserves the chance to repair relationships, rebuild trust and make a fresh start.

By building strong relationships, creating a culture of belonging and maintaining high expectations with high levels of support, we enable every child to develop the behaviours, attitudes and values that will help them succeed both in school and beyond.

2. The Bluebell Behaviour & Culture Promises

Our Behaviour & Culture Promises define the commitment every adult at the Bluebell Federation makes to every child. They guide the way we build relationships, teach behaviour, respond to challenges and create a culture where every child feels they belong, is valued and can flourish. These promises underpin every interaction, every classroom routine and every decision we make. They ensure that children experience a consistent approach across our schools, helping them to feel safe, confident and successful.

Promise 1: We Build Positive Relationships

Relationships are at the heart of our school community. We believe that children are more likely to make positive choices when they feel connected to the adults who care for them. Every member of staff takes responsibility for building trusting, respectful and authentic relationships with every child. We ensure that children are greeted warmly each day, feel known as individuals and know there is always an adult who will listen, support and encourage them. We understand that connection comes before correction. By investing in relationships first, we create the trust needed to teach, guide and support children to make positive choices.

As adults we commit to:

- ensuring every child feels known, valued and welcomed
- building positive, respectful relationships with every child
- modelling kindness, empathy and respect in every interaction
- creating a culture where children feel they belong.

Promise 2: We Teach Expectations

Positive behaviour is explicitly taught in the same way as any other aspect of learning. We do not assume children know how to behave in every situation. Instead, we clearly teach, model and rehearse our expectations so that children understand what success looks like. Through consistent practice, encouragement and positive reinforcement, these expectations become habits. Our simple school expectations—**Be Ready, Be Respectful, Be Safe**—provides a shared language across the school and are embedded in every aspect of school life.

As adults we commit to:

- explicitly teaching behaviour and routines
- modelling the behaviours we expect to see
- providing regular opportunities for practice and rehearsal
- recognising and celebrating positive choices
- ensuring expectations remain consistently high for all.

Promise 3: We Respond Calmly and Consistently

Children thrive when they experience calm, predictable and consistent responses from adults. Every interaction should preserve a child's dignity whilst maintaining clear expectations. We separate the behaviour from the child, responding with respect, empathy and professionalism at all times. Consistency does not mean every child receives the same response; it means every child experiences the same high expectations, shared language and predictable approach whilst receiving the support they need.

As adults we commit to:

- remaining calm, respectful and emotionally regulated
- using agreed language and consistent routines
- maintaining high expectations with high levels of support
- responding fairly and proportionately
- treating every child with dignity and respect.

Promise 4: We Restore and Repair

We believe that mistakes are opportunities to learn. When behaviour falls below expectations, our focus is on helping children understand the impact of their actions, repair relationships and make better choices in the future. Consequences are used to support learning and accountability rather than punishment. Every child deserves the opportunity to reflect, rebuild trust and begin again with a fresh start.

As adults we commit to:

- using restorative conversations to promote reflection
- helping children understand the impact of their choices
- supporting children to repair relationships and put things right
- teaching children the skills they need to make better choices next time
- ensuring every child has the opportunity for a fresh start.

Promise 5: We Grow Together

Creating a positive school culture is everyone's responsibility. Children, staff, parents, governors and the wider community all play an important role in making Bluebell a place where everyone can flourish. We celebrate effort, kindness, resilience and achievement, recognising that positive behaviour strengthens our whole community. Together, we create a culture where children feel proud of themselves, proud of one another and proud to belong to Bluebell.

As adults we commit to:

- celebrating effort, progress and success
- working in partnership with families
- supporting one another as colleagues
- promoting kindness, inclusion and respect

- continually reflecting on and improving our own practice
- helping every child to grow academically, socially and emotionally.

These promises shape the way we teach, the way we lead and the way we care for one another. Together, they ensure that the Bluebell Federation remains a place where every child is known, valued, belongs and has the opportunity to flourish.

3. Our Expectations

Our Bluebell Behaviour & Culture Promises are brought to life through three simple school expectations:



Be Ready • Be Respectful • Be Safe

These expectations provide a shared language that is understood by every member of our school community. They help children make positive decisions throughout the school day and enable adults to respond consistently across the school. By keeping our expectations simple, children are able to apply them in every context—whether they are learning in the classroom, playing outside, moving around the school, taking part in educational visits or representing Bluebell within the wider community. Our expectations are explicitly taught, modelled and celebrated every day. They are not simply rules to follow; they are the habits and behaviours that help every child to feel safe, develop positive relationships and achieve success.

Be Ready

‘Being Ready’ means coming to school prepared to learn, participate and make the most of every opportunity.

Children are taught to:

- arrive promptly and be prepared for learning
- have the equipment and mindset they need to succeed
- listen carefully and follow instructions first time
- move efficiently between activities and routines
- engage positively in learning and challenge themselves
- persevere when learning becomes difficult.

Being ready helps maximise learning time and creates calm, purposeful classrooms where everyone can succeed.

Be Respectful

‘Being Respectful’ means treating ourselves, others and our environment with kindness, consideration and care.

Children are taught to:

- use polite words and positive manners
- listen when others are speaking
- value and celebrate differences within our school community
- work cooperatively with others
- look after school property and the environment
- take responsibility for their actions and repair relationships when mistakes happen.

Being respectful helps everyone feel valued, included and able to flourish.

Be Safe

‘Being Safe’ means making choices that protect ourselves and others and help create a secure learning environment.

Children are taught to:

- move safely around the school and line up sensibly
- use all areas of the school appropriately and responsibly
- remain in designated learning spaces unless given permission to leave
- follow instructions that keep themselves and others safe
- recognise and report worries or unsafe situations
- understand how their actions contribute to the safety and wellbeing of everyone.

Being safe helps everyone feel secure, confident and ready to learn.

Living Our School Values

Alongside our school expectations, children are encouraged to demonstrate their school values in everything they do. Each school’s values shape the way we learn, work and interact with one another, helping children to become compassionate, responsible and resilient members of our community. Our expectations and values work together to create a culture where children feel they belong, understand what is expected of them and are supported to make positive choices every day. They are the practical expression of our Bluebell Behaviour & Culture Promises and are consistently modelled by every adult across the school. By working together, we create environments where every child can feel safe, build positive relationships and flourish both academically and personally.

4. Teaching Behaviour

At the Bluebell Federation, we believe that positive behaviour is taught, not assumed. Just as we explicitly teach reading, writing and mathematics, we explicitly teach the behaviours, routines and habits that enable children to be successful learners and positive members of our school community. Through consistent teaching, modelling and practice, we help children develop the knowledge, skills and understanding they need to regulate their behaviour, build positive relationships and contribute positively to school life. Our aim is to develop behaviours that become automatic, allowing children to focus their attention on learning and reducing unnecessary cognitive load.

The Bluebell Behaviour Curriculum

Behaviour is taught through our Bluebell Behaviour Curriculum, which is woven throughout every aspect of school life. Rather than being confined to specific lessons, positive behaviour is continually taught, practised and reinforced throughout the day.

Children are explicitly taught:

- our school expectations of **Be Ready, Be Respectful, Be Safe**
- their school values
- how to build positive relationships

- emotional regulation and self-control
- respectful communication
- resilience and perseverance
- responsibility and independence
- conflict resolution and restorative approaches
- how to make positive choices both in and beyond school.

Behaviour is taught through planned learning opportunities, assemblies, PSHE (Let's Talk – Opening Young Minds'), circle time, classroom discussions and restorative conversations, as well as through daily interactions with adults and peers.

Explicit Instruction

We believe children are most successful when expectations are made visible. Adults clearly explain, demonstrate and teach expected behaviours rather than assuming children already know them. Before expecting children to follow routines independently, staff ensure they understand:

- what the expectation is
- why it is important
- what success looks like
- when and where it should be used.

This explicit approach provides clarity, consistency and confidence for all children.

Modelling

Children learn by observing the adults around them. Every adult in the Bluebell Federation models the behaviours, language and attitudes we wish to see in our pupils. Adults demonstrate kindness, respect, calmness, punctuality, organisation and positive communication, recognising that children learn as much from what we do as from what we say. By modelling our expectations consistently, we provide children with clear examples of successful behaviour.

Practice and Rehearsal

Positive behaviour develops through repetition. Children are given regular opportunities to practise routines, transitions and expectations until they become embedded habits. Adults revisit and rehearse routines whenever necessary, particularly at the beginning of the school year, following holidays or when introducing new expectations. We recognise that practice builds confidence and independence, helping children to make positive choices without constant reminders.

Consistent Routines

Predictable routines help children feel safe and maximise learning. Across the federation, agreed routines are used consistently so that children experience the same high expectations regardless of their classroom or the adult working with them. Consistent routines reduce cognitive load, minimise uncertainty and create calm, purposeful learning environments.

Examples of our agreed routines include:

- entering and leaving the classroom
- hanging up belongings and preparing for learning

- lining up and moving safely around the school
- carpet learning routines
- seating arrangements
- distributing and collecting resources
- transitions between activities
- independent learning routines
- end-of-day routines.

These routines are explicitly taught, practised and celebrated throughout the year.

Classroom Routines

Every classroom establishes clear, consistent routines that support learning from the moment children enter the room.

These include:

Attention Signal

All staff use one of the three agreed attention signals:

- 1) 5... 4... 3... 2... 1... countdown
- 2) Ringing of handbells
- 3) Adult raising their hand

Children are explicitly taught how to respond immediately by stopping, looking at the adult who raises their hand, listening carefully and remaining silent. This shared routine enables learning to continue quickly and calmly with minimal disruption.

Line Order

Children are taught how to line up safely, respectfully and independently. Consistent expectations for lining up in a certain order and moving around the school help create calm transitions and ensure children are in the right place at the right time.

Carpet Learning

Where appropriate, children are taught consistent carpet routines, including how and where to sit, listen attentively, contribute respectfully and transition efficiently between carpet and table learning.

Threshold



Every lesson begins with a positive welcome. Staff greet children at the classroom door, building relationships whilst setting high expectations for learning. The threshold is an opportunity to check in with pupils, notice emotions, reinforce routines and ensure every child enters the classroom calmly, ready to learn. By starting every lesson positively, we strengthen relationships, promote a sense of belonging and establish the conditions for successful learning.

1-2-3 Transitions



Transitions are carefully planned and explicitly taught to ensure movement between activities is calm, purposeful and efficient. Adults provide clear instructions, countdowns and positive narration to help children move successfully from one task to another.

Beginning lessons

Every lesson begins with a purposeful activity that enables children to settle quickly, recall previous learning and prepare for the lesson ahead. This consistent start to learning reduces lost learning time and establishes high expectations from the beginning of every lesson.

Positive Praise

Positive behaviour is recognised, reinforced and celebrated throughout the school day.



Adults use specific, meaningful praise that identifies the behaviour being recognised rather than offering general comments. This helps children understand exactly what successful behaviour looks like and encourages them to repeat it. Praise is linked to our school expectations of **Be Ready, Be Respectful, Be Safe** and the school values, helping children make clear connections between their actions and positive outcomes.

Examples include:

"Thank you for being in the right place and ready to learn."

"I noticed how respectfully you worked with your partner."

"You showed great resilience when you found that challenging."

By deliberately noticing positive behaviour, we create a culture where success is recognised more frequently than mistakes.

Do It Again



When expectations are not met, adults calmly provide pupils with the opportunity to practise the expected behaviour. Rather than criticising or repeating instructions, staff simply ask children to "Do it again" and rehearse the routine correctly. This approach reinforces high expectations whilst maintaining positive relationships and preserving children's dignity. Whether it is entering the classroom, lining up, responding to an instruction or transitioning between activities, children are supported to repeat the behaviour until it meets the agreed expectation.

By practising success, children develop positive habits that become automatic over time.

100% Attention and Participation



Every child is expected to engage fully in learning. Adults establish the expectation that all pupils actively participate by listening carefully, following instructions, contributing appropriately and completing learning to the best of their ability. Strategies such as checking for understanding, cold calling, partner talk and active participation ensure that every child is involved in learning, not just those who volunteer. When giving instructions, adults ensure they have the full attention of every pupil before continuing, helping to create calm classrooms where children are ready to learn.

Reinforcing Positive Behaviour

Adults continually recognise and reinforce positive behaviour through specific praise, encouragement and recognition. By noticing children who demonstrate our expectations and values, we strengthen positive habits and create a culture where success is celebrated.

When behaviour falls below expectations, adults use these moments as opportunities to reteach expectations, revisit routines and support children to make better choices in the future.

Through explicit teaching, consistent routines and positive relationships, we develop confident, respectful and responsible learners who are ready to flourish both in school and beyond.

5. Recognition and Celebration

At the Bluebell Federation, we believe that positive behaviour grows when it is noticed, valued and celebrated. Recognition helps children understand which behaviours contribute to a positive school culture and encourages them to repeat those behaviours. We deliberately focus on noticing the behaviours we want to see. By recognising effort, kindness, responsibility, resilience and positive choices, we reinforce our expectations and help children develop positive habits that become embedded over time. Recognition is not simply about receiving a reward—it is about helping every child feel seen, valued and successful. We celebrate both individual achievements and collective success, fostering a culture where children encourage and celebrate one another.

Our recognition systems reflect and reinforce our shared expectations of **Be Ready, Be Respectful, Be Safe** alongside our school values.

House Points

Children will collect house points but these will get added together as a house, rather than individuals and the winning house will receive a treat once a long term. Children are recognised every day for demonstrating positive behaviour, making responsible choices and living our School Values. When children demonstrate our expectations, they receive a house point. Each point represents the positive choices they have made and the contribution they have made to our school community.

House Points recognise behaviours such as:

- following our school expectations
- demonstrating the school values
- showing kindness and respect
- working hard and persevering
- displaying resilience and responsibility
- contributing positively to the school community.

This consistent recognition helps children understand that positive behaviour is noticed and appreciated every day.

Class Recognition

Children work together towards a shared class reward by earning an item (marbles, pom-poms, pebbles etc) for their class reward jar. Items are awarded when the whole class demonstrates our expectations through behaviours such as:

- working together respectfully
- showing excellent learning behaviours
- moving around the school calmly
- demonstrating outstanding teamwork
- receiving compliments from visitors or other members of staff
- collectively making positive choices.

As the jar fills, children move closer to reaching their agreed class reward. This encourages teamwork, shared responsibility and a collective commitment to creating a positive learning environment where everyone can succeed. EYFS and Year 1 have to earn 10 of their item before their pre-agreed class reward; Year 2 20 items; Year 3 30 items and so on.

Golden table

A child from each class is recognised for their good behaviour at lunch and is invited to eat at the golden table for lunch on a Friday. This is chosen by the MDSAs and catering staff.

Celebrating Success

Success is celebrated regularly across the federation to recognise children's achievements and reinforce our positive school culture. Success is also recognised in classrooms, around the school and through communication with families, ensuring children know that their efforts are valued by both school and home.

Creating a Culture of Celebration

Recognition and celebration are an integral part of everyday life at Bluebell. They are used intentionally to build confidence, strengthen relationships and promote a culture where positive behaviour is valued and encouraged. By celebrating effort as well as achievement, and by recognising both individual and collective success, we help children develop the intrinsic motivation, confidence and sense of belonging that enable them to flourish academically, socially and emotionally.

6. Responding to Behaviour That Falls Below Expectations

At the Bluebell Federation, we believe that behaviour is learned and that every interaction is an opportunity to teach. When behaviour falls below our shared expectations, our response is calm, consistent and focused on helping children learn from their choices.

Our approach is rooted in the understanding that behaviour is a form of communication. Whilst we seek to understand the reasons behind a child's behaviour, we also maintain high expectations and support children to make better choices in the future. Adults respond with dignity, empathy and consistency, recognising that children are still developing the skills of self-regulation, emotional literacy and positive decision-making. We separate the behaviour from the child, ensuring that every child knows they are valued, even when their behaviour needs to change.

Our behaviour pathway is designed to provide children with opportunities to reflect, regulate and successfully return to learning. The purpose of the pathway is not to punish, but to:

- remind children of our shared expectations
- provide opportunities to make better choices
- minimise disruption to learning
- maintain positive relationships
- support children to develop self-regulation and personal responsibility
- repair relationships where needed
- ensure every child has the opportunity for a fresh start.

Our consistent approach means that children experience predictable responses from every adult across the federation. This consistency helps children feel safe, understand expectations and develop confidence in making positive choices.

PREVENTION

Preventing anti-social behaviour

Planning and Early Intervention: We use a range of tools to support children regularly displaying anti-social behaviours. Children who display regular anti-social behaviour will have a therapeutic plan in place and where appropriate shared with all staff and parents. These are working documents to help adults (and children) to recognise when a child is struggling. It provides guidance on how to de-escalate during a difficult time and enables them to become calm and ready for learning as quickly as possible. The aim is for a child to regulate and be ready for learning but remember – de-escalation first. A heightened, distressed or tired child, is unable to consider learning conversations.

Possible strategies that could be used: Differentiated learning space/work station/ Fiddle toy / Wobble cushion/ Whiteboard to write / Timers/ Task planner / Scaffolds / Additional resources / Individualised timetable / Now and next board/ Brain breaks/ Positive experience / Class job / Task differentiation / Adult support/Peer support / Learning intervention / Small group/paired learning

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies: Limited language is used, focusing on a positive behaviour.

For example:

- Kind hands
- Walk nicely
- Sit safely
- Voices off
- Empty hands
- I would like to see you...
- Let me help you...
- Hands up....
- Lolly sticks...
- Empty hands
- This is our quiet time

De-escalation

For when a child has become emotionally dysregulated, staff will use a script to respond in a positive, calm manner with an understanding that whilst a child is dysregulated they will be unable to respond logically or to learn.

The script

- [Name of child]... I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

Emotional Recovery

Different children need varying lengths of “cool down” times. A situation may also be de-escalated by a cool down can be offered in a variety of locations within the school and will be personalised depending on need. Change of face, where one adult replaces another as the person leading de-escalation.

Consequences

There will be times when the positive reinforcement and de-escalation is able to prevent behaviour that is not pro-social. Wivelsfield School encourages children to reflect on the impact of any poor behaviour on others through Restorative Justice conversations and, when appropriate, consequences related to the misdemeanour.

Consequences for behaviour.

Before a consequence is put into place a warning will be given.

'That is a warning, I have asked you to have 'empty hands' and you have chosen to carry on...'

If the behaviour continues, children will be made aware of the consequences:

'You have chosen to continue you now have 5 minutes with me to talk about this.'

'You have chosen to continue you now have 10 minutes with me to talk about this.'

A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may be the following day.

In these situations, consequences will need to be put into place. These will be either:

Educational

A logical action which supports the child to understand their behaviour and learn new skills where necessary.

Or

Protective

✓ If necessary, used to protect the safety of the child or others.

✓ Must always be alongside an educational consequence.

✓ The aim is always to return freedom to the child as soon as possible.

If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'air time' to anti-social behaviours.

What a consequence might look like:

➤ **Consistently, calling out and disrupting the learning of others:**

Educational consequence - 5 minute conversation at the start of break/lunch about the impact on the lesson and the impact on others. Opportunity to discuss strategies to avoid this in the future.

➤ **Using unkind language:**

Educational consequence - time spent during child's own time discussing the impact on others. Opportunity to discuss how they might repair the situation.

✓ apologise verbally

✓ write or draw a sorry note

✓ do something kind to show that they are sorry

✓ If this is a regular occurrence, a protective consequence may also be necessary, for example the child is moved to another area of the classroom.

➤ **Physical aggression during football:**

Protective and educational consequence - a period of time spent not joining in with football with peers. Supporting younger children to play and working with staff outside to identify strategies for playing safely and remaining calm.

7. Restoration & Repair

We understand that each child will need time to reflect, repair, restore. It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings.

During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

We have a zero-tolerance of more 'severe incident' i.e. peer on peer abuse, fighting, stealing, anti-social behaviour in the toilets, swearing at pupil/adult or deliberate rudeness to an adult, damaging school property with intent, persistent unkindness to others/bullying type behaviour there will be no warning given. This will also apply to sexual harassment between peers. The child will be sent to a member of the Senior Leadership Team. At the discretion of the Head of School, or in their absence the Deputy Head of School, a further consequence may be applied e.g. internal exclusion or longer loss of playtime. In these instances, parents/carers will always be informed.

If a staff member feels it necessary then the Head of School/Deputy Head of School should be informed of a behaviour, particularly if it is a consistent or concerning behaviour, that not normally merit their intervention according to the consequence shown above.

Where appropriate East Sussex guidance for managing incidents of Harmful Sexual Behaviour will be followed.

At the end of the lesson, the 'slate is wiped clean'.

Teacher assistants have the right to apply the consequences in conjunction with the teacher or whoever is teaching the class.

If a child is removed from their normal playtime, in all instances children will be given time to go to the toilet and the opportunity for a few minutes 'run around' at the end of a break time.

Clubs should not be missed if a sanction has been given. The sanction should be deferred to the next day.

Recording

Significant behaviour incidents are recorded electronically My Concerns.

Special Educational Needs and Disability

We provide support and intervention programmes for those children with whose emotional and mental health can manifest themselves in negative behaviour patterns. This support is identified on the SEND additional needs plan or EHCP. This means alternative actions, rewards and consequences to those described above may be used for these children. If necessary, additional support is provided to the school and child through outside agencies such as the Team Around the School and Setting (TASS). We recognise that this individualized approach can sometimes lead to

perceptions that we are not adhering to policy but ask parents/carers and children to understand that where there are departures from policy, these are taken for good reasons in line with the SEND Code of Practice. As a school we seek to deal with all such cases professionally and sensitively.

Restrictive physical intervention

Restrictive physical intervention should only be used in emergencies; every available strategy should be considered prior to the use of physical restraint. Any restrictive physical intervention is used in line with 'East Sussex County Council Restrictive Physical Intervention/Use of Reasonable Force Guidance –Nov 2023.

There are many different strategies available to avoid the need for physical restraint, the first of which is pre-empting any such incident. Talking, to help a child to calm down, a 'safe' place to reduce anxiety, a 'breathing' space, recognition of escalating anxieties and having a break from the class – a walk round the field accompanied by an adult are all strategies which should be employed. However, in certain circumstances, restrictive physical intervention is required to ensure the safety of an individual pupil and the safety of other members of the whole school community. Violent or aggressive behaviour to others is not acceptable and will not be tolerated: where this is identified and extreme behaviour is appearing to escalate, making the use of physical restraint inevitable, parents will be informed to collect their child as soon as possible.

Restrictive Physical Intervention will only be used as a 'last resort' and only for:

- removal of a disruptive pupil from a classroom
- restraint of a pupil to prevent them harming themselves
- restraint of a pupil to prevent them harming others
- prevention of a pupil leaving if leaving would risk their safety.

It should not be used merely to prevent a pupil damaging school property.

In any circumstance where physical restraint has been used, the incident will be documented, giving details of the incident and reasons for restraint. Parents will also be informed immediately by telephone and asked to remove the child from the school site where deemed necessary.

Wherever possible, members of staff trained in positive handling should be asked to assist if restraint is needed.

The Role of Adults

Adults play a vital role in modelling restorative practice. Following a behaviour incident, staff consciously work to rebuild relationships and ensure that children continue to feel known, valued and respected.

Adults:

- remain calm and emotionally regulated
- separate the behaviour from the child
- demonstrate empathy whilst maintaining high expectations
- listen carefully to children's perspectives
- help children understand the impact of their choices
- teach the skills needed to make better choices next time
- continue to greet, encourage and believe in every child.

Children should leave every restorative conversation knowing that although their behaviour was not acceptable, they remain an important and valued member of our school community.

Every Day is a Fresh Start

One of the most important aspects of our restorative approach is the belief that every child deserves a fresh start. Once an incident has been resolved and appropriate repair has taken place, we move forward positively. Adults do not hold grudges or repeatedly revisit previous mistakes. Instead, we actively look for opportunities to notice success, celebrate positive choices and strengthen relationships. Children know that they are never defined by one moment or one poor decision. Every new lesson, every new day and every new interaction provides another opportunity to demonstrate our expectations and succeed. By consistently restoring relationships rather than simply applying consequences, we create a culture where children feel safe to learn from mistakes, develop resilience and grow into kind, responsible and respectful members of our Bluebell community.

8. Behaviour Categories

At the Bluebell Federation, we recognise that not all behaviours require the same response. Identifying the type of behaviour helps adults respond consistently, proportionately and effectively.

When considering behaviour, adults should always take account of the child's age, stage of development, individual needs and the context in which the behaviour occurred. Our aim is always to teach, support and restore relationships rather than simply apply sanctions.

Detrimental Behaviour

Detrimental behaviour is behaviour that does not yet meet our expectations but does not intentionally harm or significantly impact others. These behaviours are usually low-level and often communicate that a child requires support, reassurance, movement, greater challenge or help to regulate.

The vast majority of detrimental behaviours should be managed by the adult working directly with the child through reminders, reteaching and encouragement.

Examples include:

- leaving their seat without permission
- leaving the carpet during whole-class teaching
- calling out
- talking whilst others are speaking
- not listening to instructions
- delaying the start of work
- engaging in activities other than the learning task
- refusing to change for PE
- fiddling with equipment
- low-level off-task behaviour.

Adults should remain curious about the reason behind the behaviour and respond using the strategies outlined in Section 9.

Persistent detrimental behaviour that significantly disrupts learning or affects others may become antisocial behaviour.

Antisocial Behaviour

Antisocial behaviour negatively impacts the learning, safety, wellbeing or rights of others and requires a more direct adult response.

Examples include:

- persistent disruption

- repeated shouting
- swearing
- deliberately refusing reasonable instructions
- answering back
- name-calling
- dishonesty
- distracting others through unnecessary noise
- throwing equipment
- leaving the classroom without permission
- damaging property
- stealing.

These behaviours should be managed calmly and consistently. Restorative conversations should follow whenever appropriate to repair relationships and restore learning. Repeated or serious antisocial behaviour may require support from senior leaders and parents.

Dangerous Antisocial Behaviour

Dangerous antisocial behaviour places the child or others at risk of physical or emotional harm and requires immediate intervention.

Examples include:

- leaving the school building or site
- physical aggression
- fighting
- throwing furniture or dangerous objects
- spitting directly at another person
- bullying (see Anti-Bullying Policy)
- behaviour that presents a significant risk to themselves or others.

These incidents must be reported immediately to a senior leader and managed in accordance with this Behaviour and Relationships Policy, alongside the Restrictive Interventions or Suspensions and Exclusions Policies where appropriate.

9. How Adults Respond

Every interaction with a child is an opportunity to teach behaviour, strengthen relationships and reinforce our culture. When behaviour falls below expectations, adults respond calmly, consistently and respectfully. We seek to preserve children's dignity whilst maintaining high expectations. Regardless of the behaviour category, adults should always use the least intrusive response necessary and aim to return children to successful learning as quickly as possible.

Our Response Principles

Adults should:

- remain calm and emotionally regulated
- use positive instruction
- offer limited choices where appropriate
- avoid empowering unwanted behaviour
- de-escalate before attempting to reason

- maintain children's dignity
- use restorative conversations once children are calm.

Positive Instruction

Tell children what to do rather than what to stop doing.

For example:

- "Stand next to me, thank you."
- "Show me you're ready to listen."
- "Walk with me to the library."
- "Feet on the floor, thank you."

Instructions should be brief, specific and end with *thank you*, communicating the expectation that the child will comply.

Limited Choice

Where appropriate, offer two acceptable choices that both lead towards the desired behaviour.

For example:

- "Would you like to work here or at the quiet table?"
- "Would you like to start with the diagram or the writing?"
- "Would you like to talk here or in the library?"

Both options should be acceptable to the adult.

Positive Attention

Adults avoid giving excessive attention to inappropriate behaviour.

Instead they:

- positively notice children making good choices
- use specific praise
- narrate expected behaviour
- reduce unnecessary discussion
- avoid confrontation and repeated instructions.

De-escalation

When behaviour begins to escalate, the priority is to reduce anxiety and restore calm before returning to teaching.

Adults should:

- use a calm voice
- reduce language
- allow processing time
- provide reassurance
- maintain appropriate personal space
- offer simple choices
- remove the audience where appropriate.

Once the child is calm, adults use restorative conversations to repair relationships and support a successful return to learning.

Adult Body Language

Adults communicate safety and support through their body language by:

- standing outside personal space where appropriate
- adopting a relaxed sideways stance
- keeping hands visible
- avoiding standing over children
- allowing an exit route
- remaining calm and emotionally regulated.

The Bluebell De-escalation Script

Where appropriate, adults use calm, predictable language.

1. Use the child's name.
2. "I can see something has happened."
3. "I'm here to help."
4. "Talk to me—I will listen."
5. "Come with me..." (followed by two appropriate choices).

The script should be adapted naturally to suit the child and the situation. Its purpose is to reduce anxiety, communicate safety and support children to regulate before reflecting and repairing.

The Behaviour Response Pathway

Behaviour	Examples	Adult Response	Next Steps
Behaviour as expected <i>Stage 1</i>	• Following Be Ready, Be Respectful, Be Safe • Listening attentively and participating in learning • Working cooperatively with others • Using resources appropriately • Walking calmly around school • Lining up quietly and promptly • Showing kindness, respect and resilience • Demonstrating the school values	Recognise and reinforce positive behaviour through specific praise, recognition, stickers, class rewards and celebration.	No recording required. Continue noticing and celebrating positive choices.
Detrimental behaviour <i>Stage 2</i>	• Calling out occasionally • Talking to a partner at the wrong time • Fiddling with equipment in a way that distracts the learning of others • Leaving a seat without permission • Slow to begin learning through choice • Choosing not to complete work • Running indoors	Use proximity, tactical ignoring where appropriate, positive narration, reminders and redirection. Reteach expectations and routines.	No recording required. Consider whether the child requires additional support, movement, challenge or reasonable adjustments.
Behaviour falling below expectations	• Repeatedly calling out despite reminders • Persistently distracting others	Follow the Bluebell Behaviour Pathway: Reminder → Warning →	If behaviour persists, hold a restorative conversation to identify underlying needs and

Stage 3	• Refusing to follow simple instructions • Repeatedly leaving a seat or carpet area • Deliberately disrupting learning • Making inappropriate noises or gestures • Refusing to engage with learning after support has been offered • Repeated unsafe behaviour (e.g. running indoors after reminders)	Time to think → Restorative consequence/Repair. Use positive instruction and limited choices where appropriate.	consider additional classroom support or targeted intervention.
Antisocial behaviour Stage 4	• Persistent disruption to teaching and learning • Deliberately upsetting or intimidating others • Swearing • Name-calling or unkind language • Refusing a reasonable adult instruction • Leaving the classroom without permission • Throwing equipment • Deliberately damaging property • Stealing • Behaviour that causes emotional distress to others	Use limited choices, restorative approaches and logical consequences. Separate pupils if necessary.	Record on MyConcern. Inform parents where appropriate. Inform Senior Leadership Team. Consider SENCo involvement where patterns emerge. Managed play/lunch times if appropriate. Reset time (in school with a member of the SLT).
Dangerous antisocial behaviour Stage 5	• Fighting or physical aggression • Hitting, kicking, punching, biting, scratching or spitting • Throwing furniture or objects likely to cause injury • Intentionally injuring another person • Leaving or attempting to leave the school site • Serious damage to property • Serious discriminatory language or abuse (including racist, sexist or homophobic incidents) • Bullying behaviour (see Anti-Bullying Policy) • Any behaviour presenting a significant risk to the safety of themselves or others	Prioritise safety. Use agreed de-escalation strategies and seek immediate support from the Senior Leadership Team.	Senior Leadership Team to manage the incident, contact parents/carers, record on CPOMS/MyConcern and consider further support, risk assessments or external agency involvement where appropriate. Managed play/lunch times if appropriate. Reset time (in school with a member of the SLT). Follow the Suspensions and Exclusions guidance where appropriate which includes internal suspensions, suspensions and exclusion.

Please note: The examples above are intended as guidance and are not exhaustive. Staff should always use their professional judgement, considering the child's age, stage of development, additional needs, context and intent when determining the most appropriate response. Behaviour should always be addressed in a way that is proportionate, consistent and in the best interests of the child.

Senior Leadership Support

The majority of behaviour incidents should be successfully managed by the adult working with the child.

Support from the Senior Leadership Team should be requested where:

- behaviour presents an immediate risk to the safety of the child or others
- a child leaves the classroom or school site without permission
- dangerous antisocial behaviour occurs
- repeated antisocial behaviour has not responded to classroom strategies
- additional support is required to safely manage an incident.

Where a child leaves the school site, parents/carers and the police should be informed immediately in accordance with safeguarding procedures.

Recording Behaviour

Accurate recording enables us to identify patterns, provide appropriate support and work effectively with families.

Staff should:

- record serious and dangerous behaviour incidents on MyConcern
- inform the Senior Leadership Team of serious incidents on the same day
- ensure parents/carers are informed where appropriate by the class teacher. Where dangerous anti-social behaviour occurs the Senior Leadership team may inform parents/carers.
- work with the SENCo and Senior Leadership Team where repeated patterns of behaviour emerge.

Behaviour records are used to inform support, identify barriers to learning and ensure children receive timely intervention.

Private Praise, Private Correction

At Bluebell, we believe that children should experience recognition without comparison and correction without humiliation. We do not use public behaviour charts or systems that publicly identify children who are struggling to meet expectations. Instead, positive behaviour is recognised through specific praise, stickers, certificates and celebrations that maintain children's dignity and sense of belonging. Similarly, reminders, warnings and restorative conversations are delivered discreetly wherever possible. By keeping correction private and praise purposeful, we protect relationships, reduce anxiety and reinforce a culture where every child feels safe, respected and valued.

10. Supporting Pupils with SEND and Additional Needs

We recognise our duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils and will ensure that behaviour responses take account of individual needs whilst maintaining high expectations for all.

At the Bluebell Federation, we recognise that achieving equity means some children will require additional support or reasonable adaptations in order to meet our shared expectations of *Be Ready, Be Respectful, Be Safe*. We understand that behaviour is a form of communication and that some pupils with Special Educational Needs and Disabilities (SEND), neurodivergence or other identified needs may require adaptations to enable them to regulate, engage successfully in learning and demonstrate positive behaviour. Whilst our expectations remain consistently high for every child, the support we provide will be responsive to individual need.

Reasonable adaptations will always be considered before behaviour is viewed as deliberate non-compliance and may include, but are not limited to:

- planned movement or sensory regulation breaks
- access to wobble stools, fiddle toys or alternative seating
- visual timetables, now-and-next boards or other visual supports
- simplified or chunked instructions
- additional processing time
- support to initiate learning or break tasks into manageable steps
- access to a quiet or low-stimulation workspace
- pre-teaching or rehearsal of routines and expectations
- use of personalised regulation strategies or sensory equipment
- check-ins with a trusted adult.

These adaptations are intended to remove barriers to success whilst enabling pupils to develop increasing independence and self-regulation over time. Where appropriate, adjustments will be recorded within a pupil's Individual Pupil Plan, Behaviour Support Plan, Additional Needs Plan or EHCP and reviewed regularly in partnership with parents, carers and relevant professionals.

Where a pupil requires *Time to Think* or restorative reflection, this will always be developmentally appropriate and adapted to their individual needs. Reflection is not intended as a punishment but as an opportunity to regulate emotions, understand the impact of behaviour and learn strategies for future success. Adults may use approaches such as Social Stories, Comic Strip Conversations, visual prompts, emotion coaching, restorative questions, scaling tools, Zones of Regulation resources or supported conversations to help pupils process events and repair relationships. Children are supported to return to learning successfully and are always welcomed back with dignity, maintaining our belief that every interaction is an opportunity to teach, restore and strengthen relationships.

11. Roles and Responsibilities

Creating a positive behaviour culture is a shared responsibility. Every member of the Bluebell community has an important role in ensuring our schools remain places where every child feels safe, valued, respected and able to flourish. By working together, we create a culture where positive relationships are nurtured, expectations are consistently upheld and every child is supported to make positive choices.

Pupils

Pupils are expected to play an active role in creating a positive school community by demonstrating our shared expectations of **Be Ready, Be Respectful, Be Safe** and living our school values each day.

Pupils are encouraged to:

- follow the school expectations and classroom routines
- show kindness, respect and consideration towards others
- take responsibility for their own behaviour and learning
- try their best and demonstrate a positive attitude to learning
- contribute positively to the life of the school
- care for the school environment and resources
- seek help from a trusted adult when they need support
- reflect on their behaviour and work to repair relationships when things go wrong.

We recognise that children are continually learning and developing. They will be supported to make positive choices, learn from mistakes and develop the skills needed to become responsible, respectful and resilient members of our community.

Staff

Every member of staff has a responsibility to create a calm, consistent and nurturing environment where all children can succeed.

Staff will:

- build positive, respectful relationships with every child
- Adhere to the Bluebell Behaviour and Culture Promises.
- model the behaviours, attitudes and values expected of pupils
- explicitly teach routines, expectations and behaviour through the Bluebell Behaviour Curriculum
- use the agreed Bluebell Strategies
- recognise, celebrate and reinforce positive behaviour
- respond to behaviour calmly, fairly and restoratively
- maintain high expectations whilst providing appropriate support for individual needs
- work collaboratively with colleagues, parents and external agencies where appropriate
- accurately record and report significant behaviour incidents in line with school procedures
- reflect on their own practice and engage in professional development to continually strengthen behaviour and relationships.

Every adult is responsible for promoting a culture where children feel known, valued, respected and able to flourish.

Parents and Carers

Parents and carers are valued partners in promoting positive behaviour and supporting children's personal development.

We ask parents and carers to:

- support the school's expectations of **Be Ready, Be Respectful, Be Safe**
- encourage positive attitudes towards learning and school
- work in partnership with staff to address concerns promptly
- communicate respectfully with all members of the school community
- attend meetings when requested to discuss their child's wellbeing or behaviour
- reinforce the importance of kindness, respect and responsibility at home
- celebrate their child's successes and support them to learn from mistakes.

By working together, home and school can provide children with consistent messages, enabling them to feel secure, supported and successful.

Leaders

Leaders are responsible for establishing and sustaining a positive behaviour culture across the federation.

Leaders will:

- model the values and expectations of the Bluebell Behaviour & Culture Promises
- ensure the framework is implemented consistently across all schools

- support staff in developing positive relationships and effective behaviour practice
- provide high-quality professional development and coaching
- monitor behaviour, attendance and wellbeing to identify trends and provide early intervention
- ensure appropriate support is available for pupils with additional needs
- work collaboratively with families and external agencies to improve outcomes for children
- celebrate positive behaviour and promote a culture of belonging, inclusion and high expectations
- ensure behaviour systems are fair, equitable and consistently applied
- regularly review the effectiveness of the framework to ensure it continues to meet the needs of the school community.

Leaders create the conditions in which staff and pupils can thrive through visible leadership, consistent practice and a commitment to continual improvement.

Governors

The Governing Board plays a strategic role in ensuring that the Bluebell Behaviour & Relationships Policy is effective, equitable and aligned with the school's vision and values.

Governors will:

- support and champion the school's vision for behaviour and culture
- ensure statutory duties relating to behaviour are fulfilled
- monitor the implementation and impact of the framework
- challenge and support leaders through appropriate scrutiny
- review behaviour, attendance and safeguarding information to ensure positive outcomes for all pupils
- ensure that the school's approach promotes equality, inclusion and the wellbeing of every child
- support leaders in maintaining a culture of high expectations, strong relationships and continuous improvement.

Through effective governance, governors help ensure that the Bluebell Federation remains a safe, inclusive and aspirational community where every child belongs, learns and flourishes.

12. Monitoring and Review

The Bluebell Behaviour & Relationships Policy is a living document that supports our vision of creating a culture where every child belongs, learns and flourishes. To ensure it remains effective, equitable and responsive to the needs of our school community, its implementation and impact will be regularly monitored and reviewed.

Monitoring focuses not only on behaviour incidents but also on the quality of relationships, consistency of practice, pupil wellbeing and the effectiveness of our behaviour curriculum. This enables us to celebrate strengths, identify areas for development and continually improve our provision.

Monitoring

The implementation of this framework will be monitored through a range of activities, including:

- lesson visits and learning walks
- behaviour observations and environmental audits
- pupil voice and wellbeing surveys
- staff and parent feedback

- analysis of behaviour, attendance and suspension data
- monitoring of MyConcern records to identify trends and patterns
- review of Behaviour Support Plans and individual pupil outcomes
- monitoring the consistent use of the Bluebell Behaviour & Culture Promises, Bluebell Strategies and Behaviour and Success Pathways.

Leaders will use this information to evaluate the consistency and impact of the framework across the federation and to identify where additional support, coaching or professional development may be required.

Professional Development

Developing a positive behaviour culture is an ongoing process. Staff will receive regular professional development to ensure a consistent understanding of the Bluebell Behaviour & Relationships Policy and to strengthen their confidence in building relationships, teaching behaviour and using restorative approaches.

Training may include:

- behaviour and culture induction for new staff
- coaching and mentoring
- whole-school professional development
- safeguarding and trauma-informed practice
- adaptive approaches for pupils with additional needs
- sharing effective practice across the federation.

Review

This framework will be formally reviewed annually by senior leaders and governors, or sooner if required due to changes in legislation, statutory guidance or the needs of the school community.

The review process will consider:

- the effectiveness of the policy in promoting positive behaviour and wellbeing
- feedback from pupils, parents, staff and governors
- behaviour, attendance and safeguarding information
- the impact of professional development
- national guidance and current educational research.

Any amendments will be communicated to staff, governors, pupils and parents to ensure the policy continues to reflect best practice and the values of the Bluebell Federation.

Through ongoing reflection, collaboration and continuous improvement, we will ensure that our Behaviour & Relationships Policy remains rooted in our shared commitment to creating schools where every child feels safe, valued and inspired to flourish.

Appendix A – Help Scripts

Detrimental Behaviours <i>Use Thank you, not please</i>				
	Positive Phrasing <i>(Can include distracting/re-directing)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Leaving their desk without permission	'Stay seated in your chair... (name).' <br/ 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	'I know you want to do first I need you to, then you can' 'Can you tell me..../show me?'	'I can see you are not ready to do Maths now, so we can spend 5 minutes now (alternative activity) and come back to Maths when you are ready.' 'I wonder if we will be faster at the table (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class

Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).	'You can watch if you would like to?'	'At break, we will talk about the bits you find difficult in PE.'
Not listening to/following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'	'You can choose to have another go later.'	'We will check you understand how to....at break.'

Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand what to do at break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely at breaktime.'
Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like			'We can check you understand what to do before you go out to break.'

	me to explain again after the lesson?’			
*Playing/fiddling with equipment <i>(Some children may need to do this when listening – if they are not disrupting, they may need to be given a fiddle toy)</i>	‘I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.’ ‘Put the ruler/rubber/pen on the table.’	‘Put it on your table or give it to me.’ (repeat)		

Antisocial Behaviours

Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention

	Positive Phrasing (<i>Can include distracting/redirecting</i>)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	'I can see that you are not ready to learn. When you are ready, we can talk about the learning at break' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is 's turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration

Swearing Name calling Lying	‘I can see that you are not happy at the moment.’ ‘I can see you are upset.’ ‘We can talk when you are ready and I am ready’	‘When you are ready we can talk here or in the library/office/c lassroom.’ (repeat). ‘We will carry on when you are ready.’ ‘We can talk when you are ready – who would you like to talk to, me or?’ (repeat when calm)	‘I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.’ (then ignore until they are ready).	Conversation and exploration ‘Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.’
Refusal to carry out an adult’s request	‘Put the pen on the table.’ ‘I can see you are not ready to do this right now.’ ‘I can see something is wrong, if you want to talk, I will listen – I am here to help.’	‘Walk with me, to the library or the book corner.’ (repeat)		Rehearsing and practising Completing tasks
Distracting and/or disrupting others’ learning by shouting, banging, making noises	‘I can see that you are not happy at the moment and you are not ready to learn/play.’	‘When you are ready, we can talk here or in the library / classroom.’ (repeat).	‘I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.’ (Then ignore until they are ready).	Rehearsing and practising Completing tasks

Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with' who would you like to talk to, me or?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (Then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
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Damage to property	'I can see that you are not happy at the moment.'	'When you are ready, we can talk here or in the library / classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real-world implications

Dangerous Antisocial Behaviours <i>will likely need SLT support after following the script</i>				
	Positive Phrasing <i>(Can include distracting/redirecting)</i>	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence

Leaving the school building Leaving the premises	'I am not chasing you. I'll be standing here to make sure you are safe.' When you go to (adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am calling the police.'	'I can see there is something wrong. Do you want to come inside and talk to Mrs Green? Miss Glassock? (give a choice of 2 – whichever most appropriate/available).'		Conversation and exploration Possible limit to outside space Escorted in social situations/break times Restricted off-site activities
Spitting (directly at another) Hair pulling Throwing furniture Pushing Scratching Pinching Hitting Kicking Fighting Biting Punching	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to(give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).'	'Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and'	Possible limit to outside space Escorted in social situations/break times Restricted off-site activities Differentiated teaching space Exclusion

All detrimental, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section

Examples of responses;

‘Name, you have used your safe space, well done.’

‘You are making a good effort with your learning.’ ‘Thank you for telling me how this made you feel.’

‘Thank you for being honest with me and telling me the truth.’

‘I can see that you are upset...your body language is showing me you are cross’

‘I can understand how that could be upsetting/annoying...’

Post incident recovery and debrief measures (Restorative Practice)

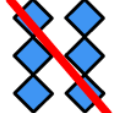
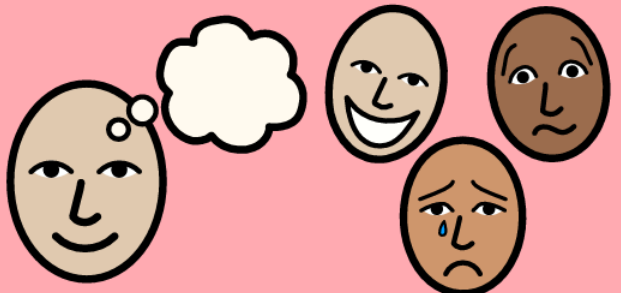
‘It is time for a chill and chat’

‘Tell me what happened when...’

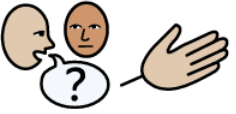
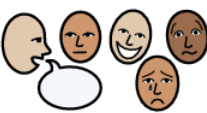
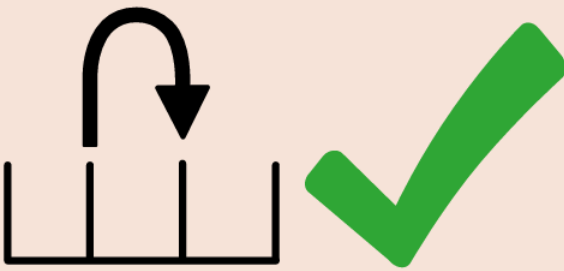
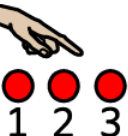
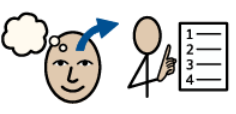
‘How were you feeling when you....?’ ‘Who has been affected...?’

‘How can you help to put this right?’

‘So, let’s practise what we have learnt so that we can do things better next time.’

 broke something	 scribbled on something	 hurt	 adult	 hurt	 being unsafe
 took my clothes off	? What happened?				 not being respectful
 using bad language					 being disruptive
 not listening	 threw something	 ran off	 Tore up work	 something else	
 Worried	 Fidgety	 Confused	 Angry	 Sad	
 Annoyed	 What were you thinking or feeling?				 Silly
 Scared					 Embarrassed
 Nervous	 Bored	 Furious	 Lonely	 something else	



 sad	 sorry	 guilty	 annoyed	 embarrassed
 worried	 How do you feel now?			 nervous
 hungry				 tired
 unsure				 calm
 move away	 ask for a break	 go to my calm space	 ask for help	 get a fidget toy
 tell someone how I feel	 Next time I will...			 count to ten
 play with someone else				 be respectful
 make a good choice	 take a deep breath	 listen carefully	 remember the rules	 something else

Appendix D – Restorative Conversation/Consequence Coaching Script

At Bluebell, we use coaching as a restorative tool to help pupils reflect on their choices, understand the impact of their actions and learn how to make positive decisions in the future. Rather than focusing on blame or punishment, coaching conversations encourage pupils to take responsibility, repair relationships and develop the skills needed to regulate their behaviour successfully. Through calm, supportive dialogue, we help pupils to **reflect, repair, restore and move forward**, ensuring that every interaction becomes an opportunity for learning and growth.

Reflect

- Tell me what happened.
- What were you thinking at the time?
- What was happening just before this?
- What choice did you make?
- How did the situation develop?
- Looking back, what would you change?

Repair

- Who has been affected by this?
- How do you think they feel?
- What can you do to put things right?
- What would a kind response look like?
- How can you repair the situation?
- Is there anything you need to say or do?

Restore

- How can we move forward from this?
- What do you need to be successful now?
- How can we rebuild trust?
- What support do you need?
- What can we do to improve things?
- How can we get back to learning?

Move Forward

- What will you do differently next time?
- What is your next positive step?
- How will you make a better choice?
- What will success look like?
- What strategy will help you?
- How can I help you succeed?