



Gulval
School

Relational Policy

(Formerly known as the Behaviour Policy)

Policy Approved by Chair of Governors on:

Signed:

July 2025

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1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. At Gulval School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

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

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

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

This Relational Policy links to other school policies and documents including:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- IT Acceptable Use
- Anti-bullying

The Relational Policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- [The Equality Act 2010 and schools](#)
- [Education for children with health needs who cannot attend school](#)
- [Keeping children safe in education](#)
- [Suspension and permanent exclusion](#)
- [Searching, screening and confiscation in schools](#)
- [Use of reasonable force and restrictive practices in schools](#)
- [Mobile phones in schools](#)

Occasionally, there may be children who have individual plans that support behaviour. These children may have identified needs that are not covered by this policy. In these cases, the children's individual plans could take precedent over this Relational Policy.

2. Aims

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate. **(See Appendix 1)**
- Provide a safe (tidy, well organised and free from clutter) and nurturing environment using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy), restorative approaches to promote the behaviour we wish to see.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community.

3. Managing behaviour relationally: Our behaviour curriculum

At Gulval School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles **(See Appendix 2)**:

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive action plans and / or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most

appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts their behaviour.
- In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff with whom the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger.

Early Years Pre School

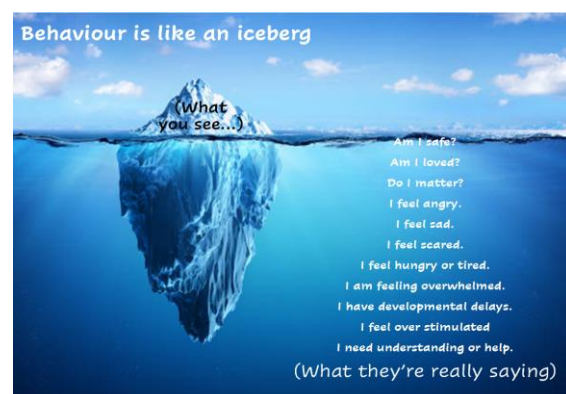
We establish and maintain positive relationships with parents and carers, these are key to recognising and understanding a child's ever changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. All staff are trained in emotion coaching strategies and sensory integration, they understand the impact of early trauma and how this can affect attachment and development. Key principals of the Five to Thrive approach are used (**Appendix 12**).

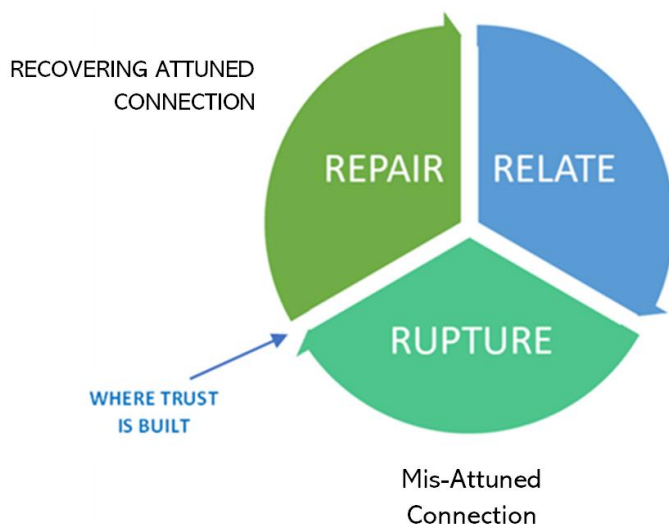
Pupils with Special Educational Needs

To meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Relational Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCo. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

When considering a consequence for behaviour which does not meet the school's expectations, Gulval School will take into account whether the child was able to understand the rule or instruction and consider whether any reasonable adjustments need to be made to the consequence or school response. At all times, the safety of the child, and others will take precedence.

Embodying the Thrive Approach is transformational; it is the **golden thread** that runs through our community school. We understand that every interaction has an impact, that our support to remove barriers '**no matter what**' makes a positive difference. This is the '**Gulval Way**'. Gulval Schools Relational Policy is based on the knowledge that behaviour is a communication of unmet need.





The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust.

RELATE	RUPTURE	REPAIR
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The ‘relate’ phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.

The ‘rupture’ phase refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.

The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle, and the attuned relationship can re-establish.

4. Role and Responsibilities: 'The Gulval Way'

Consistency in practice:

'In every encounter we either give life or we drain it; there is no neutral exchange.' Brennan Manning

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

How all members of staff behave:

- Positively
- Calmly
- Consistently

Our three rules: Always try to be

- Ready
- Respect
- Safe

All staff every day will:

- Promote a positive culture
- PIP and RIP
- Provide early intervention to support children's behaviour (see behaviour step)
- Use VRFs (see appendix 5)
- Use Three Rs (see appendix 6)
- Use PACE (see appendix 7)
- Use our listening code 'Give me 5' (page 8)
- Support wellbeing by attending K a Day

Senior Leaders will:

- Meet and greet on the gates each morning
- Be visible and positive
- Be visible at transition times
- Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
- Drop into classrooms to catch children being positive
- Ensure restorative conversations take place

Teachers every day will:

- Greet every child at the classroom door at the start of the day and at the start of the lesson following play and lunchtime
- Be responsible for the consistent awarding of rewards in their classroom

And over time:

- Ensure Smiley Awards are achieved every term no later than 2 weeks into the new term
- Practice VRF's, PACE and Regulate Relate Reason
- Take responsibility for their own learning

We recognise positive behaviour through:

- Stickers
- Smileys
- Shining Star certificates
- Headteacher Awards
- Smiley Awards (Bronze, Silver, Gold and Platinum)
- Class Points
- Vending Book Tokens
- Value and Praise postcards
- Recognition Boards (Appendix 8)

Support Beyond the Classroom: (To be used for change of face or to support the restorative conversation.)

- Headteacher
- Associate Sendco
- Senior Leader

Alternatives to Suspension and Exclusion:

- Wellbeing Action Plan (WAP)
- Positive Report Card (PRC)
- Assigning a mentor to the child to offer support and a positive role model
- Positive School community responsibility i.e. café waiter or chicken farmer

All staff every day will:

- Build relationships by using the VRFs, PACE, meet and greet and check ins.
- Refer to **'Ready Respect Safe'** as non-negotiable rules.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.
- Use VRF's - Attune, Validate, Contain, Regulate, Relate Reason **(See Appendix 5)**
- Support wellbeing by attending K a Day
- Use the listening code **'Give me 5'** consistently modeling expectations as is 'The Gulval Way'

The Gulval Way: 'Give me 5' Listening Code

When I am asked for my attention I:

1	STOP what I am doing	Ready
2	EMPTY my hands	Safe
3	LOOK at the teacher	Respect (encourages good listening skills)
4	LISTEN to the instructions	Respect
5	THINK and respond	Respect (supports a positive outcome)

Senior Leaders will:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly
- Ensure that the Relational Policy is consistently, skillfully followed

The Local Governing Board will:

- Be responsible for monitoring this Relational Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher will:

- Ensure that the school environment encourages positive behaviour.
- Ensure that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently and fairly to all groups of pupils.
- Ensure that all staff understand the school's behaviour expectations and the importance of maintaining them.
- Provide new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Relational Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Parents will:

- Modell respect towards of all members of the school community
- Support the school's values and expectations
- Inform the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Support their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encourage their child to achieve their full potential, and to abide by the school's rules
- Listen to both their child's, and the school's, perspectives in resolving behaviour concerns
- Work in partnership with the school to support their child to meet the school's behaviour expectations and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Support the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

When dealing with behaviour referrals, Senior leaders will not work in isolation. Instead, they will stand alongside colleagues to support, guide, model and show a unified consistency to the children. Senior leaders are first to offer support, they lead by example; they 'Sweep the Sheds' (**See Appendix 9**).

5. Recognising and celebrating positive behaviour and contribution

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



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

We promote a growth mindset when using praise by rewarding the process of learning through awarding Smileys 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around school through:

Verbal Praise and Recognition

Book Vending Tokens

Class Points

Smileys (tokens)

Headteacher Awards

Stickers

Shining Star Certificates

Smiley Awards (Bronze, Silver, Gold and Platinum)

Value and Praise Postcards

Smileys: Children are awarded Smileys (tokens), they collect these for themselves and for their School House.

1 Smiley	Verbal Praise (Recorded on Individual achievement display)
10 Smileys	Verbal Praise (Counted and posted by the child in the House Smiley post boxes)
100 Smileys	Bronze Award (Presented by the Headteacher in the Shining Star assembly)
200 Smileys	Silver Award (Presented by the Headteacher in the Shining Star assembly)
300 Smileys	Gold Award (Presented by the Headteacher in the Shining Star assembly)
400 Smileys	Platinum Award (Presented by the Headteacher in the Shining Star assembly)

All staff will carry Smileys so that Smileys can be awarded to any child at any time and ‘in the moment’.
This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Headteacher Awards: Certificates and trophies that recognise and reward:

Infectious Positivity	Resilience	Kindness
Teamwork	Creativity	Team Gulval
Learning Attack	Connection	Respect

Class Points: Each class starts the week with 20 Class Points. Rewards for learning behaviours, including at play and lunchtime, lead to the awarding of a Class Point. A consequence of poor learning behaviours can be the loss of points. The winning class is announced in Shining Star assembly each week and the Class Point trophy is awarded. A whole class treat is earned when 3 Class Point awards are achieved.

Shining Star Assembly: Recognition in the form of certificates and trophies are awarded each week in assembly, photographs to recognise the achievement are made available for families on social media.

We use awards to frame behaviours that are over and above expectation as well as the use of recognition mechanisms in each classroom.

6. Managing behaviour which does not meet the school's expectations

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms. Our standards for behaviour form the foundations on which we build our respectful school community. We believe pupils should always try to adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others and may be unsafe.

Bullying

Gulval School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

Behaviour outside of school

Our behaviour expectations apply to a child's behaviour offsite when:

- Taking part in any school organised or related activity e.g. a school trip or visit
- Wearing school uniform
- In any other way identified as a child of the school

Zero-tolerance of sexual harassment and sexual violence (**See Appendix 3**)

Behaviour Steps

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.

STEP	ACTION
7. WELLBEING ACTION PLAN (RECORDED ON SIMS)	A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this (see Appendix 11).
6. POSITIVE REPORT CARD (RECORDED ON SIMS)	Child supported with a Positive Report Card with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of the SLT. There is a set format for this (see Appendix 10). This step is recorded on SIMS.
5. TIME IN (WELLBEING BASE) (RECORDED ON SIMS)	At this step the child will be referred to the wellbeing base ; this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.
4. TIME IN (WELLBEING SPACE) (RECORDED ON SIMS)	At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.

3. FINAL REMINDER	A clear conversation and 'final reminder' delivered privately to the child using the 30 second script to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP).
2. REMIND	Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two.
1. RELATE	Consistent high-quality teaching. Smileys, read the room and redirect using PACE, VRFs and small acts of kindness. Praise.

Step 1 - Relate

Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE, VRFs and small acts of kindness.

Step 2 – Remind

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of **Ready, Respect, Safe**. Repeat reminder if necessary but usually no more than two.

Step 3 – Final Reminder

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling [...]?
- You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for...]?
 - That is who I need to see today.
- When I come back in * minutes, I want to see your wonderful [...]. Thank you for listening.

Now walk away but remember to return at the given time!

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).

Step 4 - Time In (Wellbeing Space) Recorded on SIMS



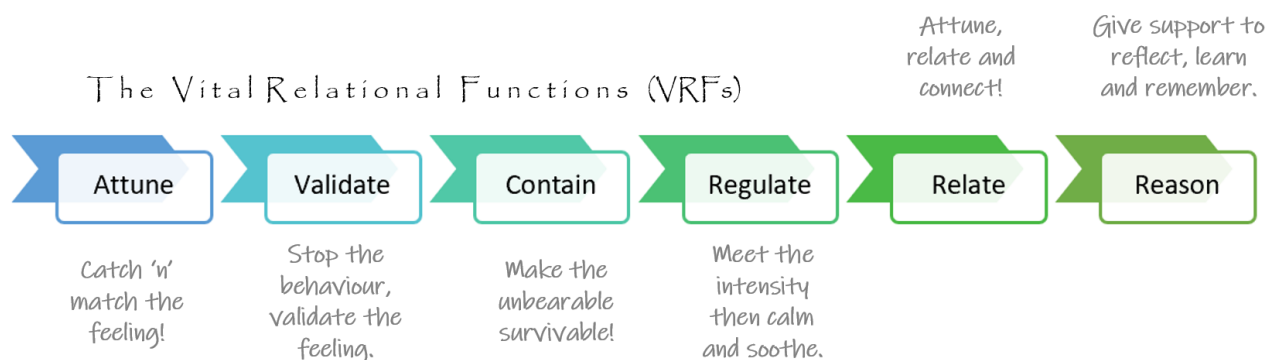
If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom. Children will be allowed to use the calm box until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the wellbeing space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- If this is at playtime, the child should have 'time in' by standing with the adult.

For there to be a positive outcome from Time the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.

Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. In general, three minutes should be enough time.

Step 5 – Time In (Wellbeing Base) Recorded on SIMS

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will attend the wellbeing base at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support at the wellbeing base will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

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

Step 6 – Positive Report Card (PRC) (Recorded on SIMS)

If a child is dysregulating regularly, then they will have individualised targets. Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher and SENDCo.

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support.

Could be prompted by:	Persistent low-level disruption to learning or regular moves to 'time-in'.
Minimum time frame:	2 full weeks achieving 30 out of 30 stickers
Formative measure:	Individual precise behaviour target set at the end of each week for the following week
Maintained by	Class Teacher with Headteacher and Associate Sendco kept informed.

Step 7 – Wellbeing Action Plan (WAP) (Recorded on SIMS)

Could be prompted by	Failure to respond to the PRC or following incidents of more serious behaviour.
Maximum time frame	Targets to be reviewed every 4 weeks at a WAP meeting.
Formative measure:	Individual WAP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by	SENDCo, Associate Sendco or Headteacher

If a child continues to be dysregulating regularly, then they will have an individualised plan. A Wellbeing Action Plan (WAP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; the Headteacher will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the WAP meeting and help to form the formal targets for the child's WAP. A mentor will be assigned to the child.

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

The WAP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.

Restorative Conversations

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

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'*

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

To meet their individual needs, strategies that help a child to regulate vary according to the child.

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

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing...)

All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

7. Suspensions and permanent exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Relational Policy, where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

STEP	ACTION
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10. EXCLUSION	Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example: ○ Sexual abuse or assault ○ Serious actual or threatened violence against another pupil or a member of staff ○ Supplying an illegal drug ○ Carrying an offensive weapon ○ Serious deliberate damage to school property ○ Any pupil found to have made a malicious accusation against a member of staff
9. SUSPENSION	A Suspension would follow Government guidance and upon return to school, a child would have support through a Wellbeing Action Plan (WAP)
8. INTERNAL EXCLUSION	An Internal Exclusion may be appropriate to support learning and ensure child safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue.

If any member of staff requires assistance in the classroom for example, because of pupil disruption or because a child has put themselves in danger, that member of staff will give their ID lanyard and badge to a trusted pupil and give them instructions to take it directly to a member of the SLT. The member of SLT will understand that help is needed urgently.

Gulval School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present. **(Appendix 4)**

8. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

9. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, Gulval School will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation requires support and will make appropriate referral to other agencies e.g. social care if this is the case.

10. External Support

In rare occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

Agencies involved could include:

- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **EWO** (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
- Referrals – e.g. paediatrician, educational psychologist.
- **SCIP** (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families
- **Early Help Hub** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive, the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.

11. Appendix 1: Important Health, Safety and Welfare Considerations

Policies, linked to 3 rules Ready, Respect, Safe adhered to on the grounds of health, safety and welfare.

Safe	Food and Drink Children may bring fruit or a healthy snack from home to eat at morning play. Other than fruit, or similar healthy snack and packed lunch, no food of any kind should be brought into school (unless on medical grounds) including sweets, cake for birthdays, biscuits and drinks unless permission from the headteacher is received. Children have regular access to water both indoor and outdoor. This is protective measure to protect children and staff with allergies.
Safe	Jewellery Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard/drawer for the duration of the lesson. This is a protective measure; rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.
Ready	PE Kit Appropriate clothing must be worn for all PE activity. Long hair must be tied back. Children should wear a blue polo shirt, black shorts or leggings, pumps (indoor) and trainers (outdoor) for every P.E. lesson. Team Gulval hoodies may be worn for PE. This is a protective measure; it is dangerous to use apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers can result in trampled toes and damaged nails.
Ready	School Uniform Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.
Respect	Personal Property The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

12. Appendix 2: Gulval School Thrive Charter

We are defined in part by the 'Thrive Approach' at Gulval School but what does that mean for our children and what can they expect as part of our Thrive Charter?

We all take great pride in the positive relationships we forge and our use of Thrive, we will;

BEING IN RELATIONSHIP

- Ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following the school's relational policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly name sensations in our bodies and match these to a range of feelings
- Form positive relationships with our children; notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities and include quiet spaces.
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special.
- Have fun with children and model playfulness.
- Provide meaningful roles and responsibilities in school for pupils including, for example looking after the school guinea pigs and pygmy goats.

For a great many reasons there are times when children will need additional support. What does this include?

- The provision of properly resourced Safe Spaces around school
- Early morning welcome club
- Support through access to the wellbeing space or wellbeing base.
- Thrive 1-1 or small group support with a qualified practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Transitional objects.
- Additional notice about change and early warning of activities finishing.
- More structured indoor and outdoor activities based on play and friendship.
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments and additional support to meet the needs of children by using for example:
 - Visual reminders including 'now and next' boards.
 - Sensory breaks
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed by for example:
 - Providing drawing activities to link sensations to feelings.
 - Use singing to calm and soothe.
 - Playing games that are based on non-verbal signals.
 - Using puppets to explore a range of feelings.
 - Using feathers, face painting and bubbles to explore a range of senses.
 - Providing sand trays and opportunities to explore social stories.
 - Providing opportunities for children to cook together, play musical instruments and percussion games.
 - Providing opportunities to take part in games that are based on trust.

13. Appendix 3: Zero-tolerance of sexual harassment and sexual violence

Gulval School will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

14. Appendix 4: Search and confiscation

Gulval School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present.

Where possession of an item by a child is illegal the school will always work in partnership with the police.

If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community.

Banned items:

This list of items which must not be brought into school is not exhaustive and is intended as a guide only. This is in the interests of the health, safety and welfare of members of the whole school community.

- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives)
- Any other item that poses a risk to the safety of the school community

Consequences within our Relational Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous.

For the purpose of clarity, Gulval School staff do not conduct strip searches of children and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

15. Appendix 5: Vital Relational Functions (VRFs)

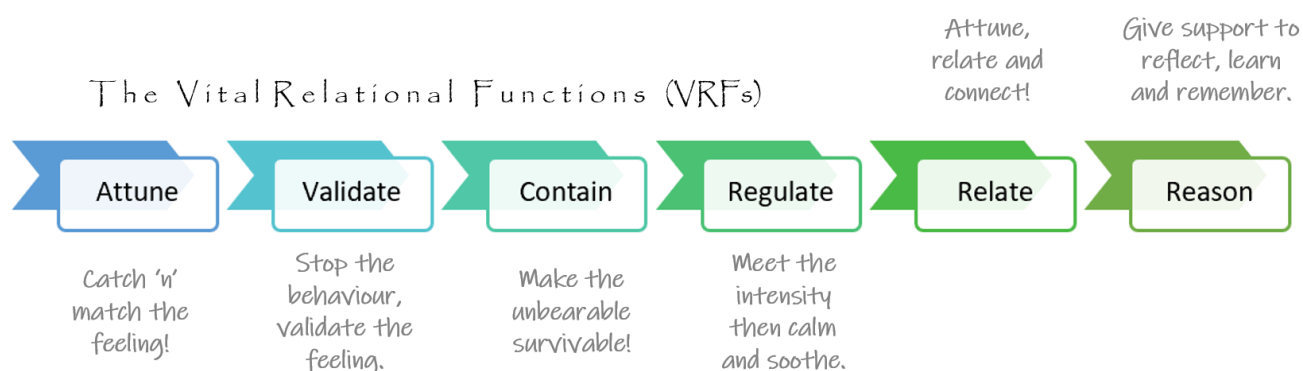
The VRF's are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are:

Attune	Demonstrating an understanding of how they are feeling by "catching and matching" their emotional state.
Validate	Demonstrating that their feelings are real and justified.
Contain	Offering their feelings back to them, named and in small pieces.
Regulate	Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

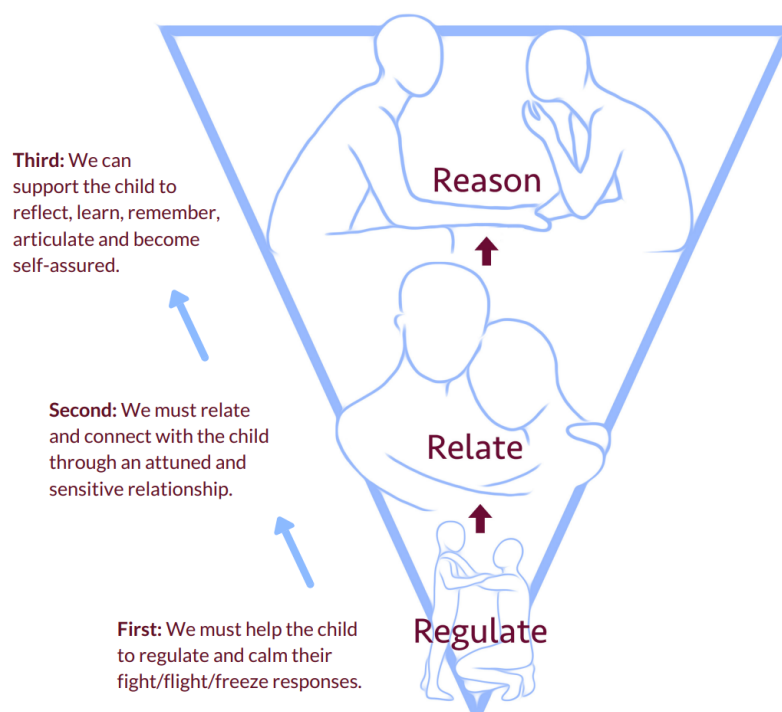
This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



16. Appendix 6: Regulate Relate Reason (The three Rs)

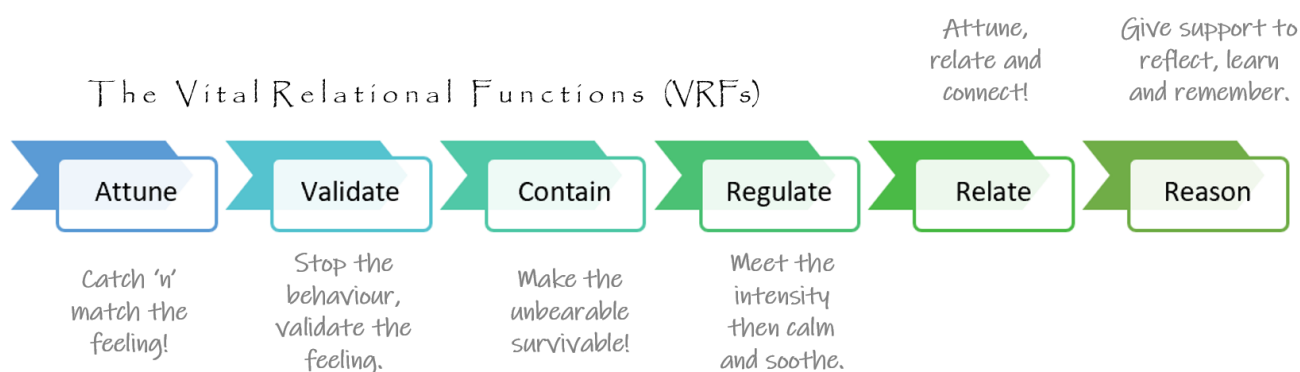
The three Rs: Reaching the learning brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



17. Appendix 7: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

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

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

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

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

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

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

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

18. Appendix 8: Recognition Boards

Extract from *When the Adults Change Everything Changes* (Written by Paul Dix)

A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.

Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.

When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

Pursue the behave you want by chasing it hard and reinforcing it enthusiastically.

The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.



19. Appendix 9: Sweep the Sheds

An extract from the book LEGACY
written by James Kerr.

‘What the All Blacks can teach us
about the culture of life’



Sweep the Sheds

‘Never be too big to do the small things that need to be done’

This is when something happens that you might not expect. Two of the senior players - one an international player of the year, twice - each pick up a long-handled broom and begin to sweep the sheds. They brushed the mud and the gauze into small piles in the corner.

While the country is still watching replays and schoolkids lie in bed dreaming of All Blacks’ glory, the All Blacks themselves are tidying up after themselves.

Sweeping the sheds.

Doing it properly.

So no one else has to.

It's an *‘example of personal discipline says’* Andrew Mehrtens, former All Blacks flyhalf... and the second highest All Blacks points scorer of all time.

‘It's not expecting somebody else to do your job for you. It teaches you not to expect things to be handed to you.’

Sweep the sheds

The great sports coaches of the past such as John Wooden and Vince Lombardi put humility at the core of their teaching. The All Blacks place a similar emphasis on their fundamental and foundational values, going so far as to select on character over talent. The players are told never to get too big to do the small things that need to be done. *‘Exceptional results demand exceptional circumstances’* says Wayne Smith. These conditions help shape the culture and therefore the ethos - the character of the team. **Humility begins at the level of interpersonal communication, enabling an interrogative, highly facilitated learning environment in which no one has all the answers.** Each individual is invited to contribute solutions to the challenges being posed. This is a key component of building sustainable competitive advantage through cultural cohesion. It leads to innovation, increased self-knowledge, and greater character. It leads to *mana**.

*Mana refers to an extraordinary power, essence, presence, and charisma. It is ever-present energy and applies to people, the cosmos and the natural world. Anyone or anything can have mana

20. Appendix 10: Positive Report Card (PRC)

Relational Policy: Positive Report Card (Target Setting)

Name:			Start Date:		
Target Aim 30 (Max)		Number Achieved		Target Met?	
Staff Mentor:					

Target:

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
(2) Playtime					
3					
(4) Lunchtime					
5					
6					

Next Steps
(Circle as appropriate)

1. **Continue** with PRC support

2. **Cease** PRC support

Signed:

Teacher

Mentor

Parent

Child

Relational Policy: Positive Report Card (PRC) Review

Pupil View	Views of others
What am I doing well?	What do others think I am doing well?
What could I improve further?	What do others think I could improve further?
What could help me?	What do others think they could do to help me?

21. Appendix 11: Wellbeing Action Plan (WAP)

PUPIL NAME:	CLASS:	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:	
Skills and Talents:	Achievements:	
Likes:	Dislikes:	
Challenging behaviour (incidents triggering WAP) ○ What does it look like? ○ What are the triggers (if known)?	Targets What are we working towards? How do we get there?	
Aim of WAP ○	Summary of Recent Intervention and Support ○	

PUPIL NAME:	CLASS:	YEAR GROUP:
Support strategies (use prior knowledge) How do we diffuse the situation? Include: ○ What to do and what not to do ○ Phrases to use ○ Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident (use prior knowledge) How do we support 'Repair'?	

School View	Pupil View
Parent View	Other

Agreement: Parent name Parent signature Date	Staff name Staff signature Date
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WAP evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.
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Wellbeing Action Plan (WAP) Interim Meeting

PUPIL NAME:	CLASS:	YEAR GROUP:
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Date of interim meeting:
Attendees:
Apologies:

Summary of discussion:
Progress towards targets and review of pastoral support:
Agree new targets and wellbeing support:

22. Appendix 12: Five to Thrive

Source: *Five to thrive* | Barnardo's Family Space (barnardos.org.uk)

Your child's brain is amazing!

Research shows that a positive relationship between you and your child supports their healthy brain development through all the different stages of their childhood.

Understanding brain development can be difficult; there is a great deal of complex evidence and research about healthy brain development. Five to Thrive works to unpick this and provides practitioners with evidence-based research and effective strategies for supporting a child's healthy development.



Five to Thrive approach

This is based on a set of five key activities that are the building blocks of healthy communication and brain development: Respond, Cuddle, Relax, Play, Talk

The Five to Thrive 5 key activities are:

Respond – Responding and assessing needs.

Cuddle / Engage – Connecting and engaging.

Relax – Self-regulating stress.

Play – Being playful/ activating the right side of the brain.

Talk – Creating a narrative/ activating the left side of the brain.

For young people and adults, the “Cuddle” activity becomes “Engage”.

When your child - whether they are an infant, child or emerging adult - enjoys these five simple activities every day it helps them to grow and be content in their own skin, to make and sustain friendships, and to have positive connections with their caregivers and other people in their family.

The Five to Thrive activities build baby and toddler brains AND maintain healthy brains for:

- Pre-school children.
- School age children.
- Young people
- Adults

The Five to Thrive activities are important at all ages and stages of your child's life.

23. Appendix 13: Relational Policy: One Page Summary

Gulval School relational approach for resilience and life-long learning

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

Consistencies:

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

STEP	ACTION
7. WELLBEING ACTION PLAN (RECORDED ON SIMS)	A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the SLT in the drafting process.
6. POSITIVE REPORT CARD (RECORDED ON SIMS)	Child supported with a Positive Report Card with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of the SLT.
5. TIME IN (WELLBEING BASE) (RECORDED ON SIMS)	At this step the child will be referred to the wellbeing base; this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.
4. TIME IN (WELLBEING SPACE) (RECORDED ON SIMS)	Children will have a 'time in' for regulation at the wellbeing space in the classroom and access to use the calm box until an adult can speak to the child privately as a co-regulator. Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.
3. FINAL REMINDER	A clear conversation and ' final reminder ' delivered privately to the child using the 30 second script to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. Praise in Public (PiP) and Remind in Private (RiP).
2. REMIND	Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two.
1. RELATE	Consistent high-quality teaching. Smileys, read the room and redirect using PACE, VRFs and small acts of kindness.