



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Positive experiences create positive feelings. Positive feelings create positive behaviour.

At the Bonneygrove and Millbrook Primary Federation, we aim to use a therapeutic approach to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour impacts themselves and others.
- Help children achieve self-regulation, tolerance, and respect.
- Provide an environment where pupils feel safe and happy, supporting learning.
- Be consistent.

Good behaviour and self-regulation are based on mutual knowledge and respect. The two schools' behaviour policies embody the Therapeutic Thinking, Positive Regard (empathetic culture of support) and Mark Finnis' Restorative Practice in Education approach to behaviour. **From September 2025**, there will be three trained tutors across the schools, in addition to the two Heads of School and the Head of Special Educational Needs across the Federation.

We always seek to work in partnership with the child and their parents/carers to achieve our aims.

What is Therapeutic Thinking?

Therapeutic Thinking is the local authority's preferred approach to supporting positive behaviour management in schools and settings. It forms part of the authority's behaviour strategy, has been agreed upon through the SEND Executive, and is part of Hertfordshire's Local Offer.

Therapeutic Thinking is a therapeutic approach to positive behaviour management and is already well-established in many education settings and services. The Therapeutic Thinking Steps approach is based on the following principles:

A shared focus on inclusion of all children and young people within their educational settings

- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection, and restoration

It emphasises the importance of consistency and teaching internally rather than imposing external discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs, and where a crisis does occur, it adopts techniques to reduce the risk of harm.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

External Discipline, imposed by staff through rules and suppression, will only achieve a short-term change. Working with a child's experiences and feelings creates internal discipline, which results in long-term change.

What is positive regard?

Positive regard behaviour refers to actions and attitudes that show respect, care, and appreciation for others, often linked to building trust and healthy relationships. The term comes from humanistic psychology, described "*unconditional positive regard*" as accepting and valuing someone without judgment.

In a behavioural or school context, it means:

- Showing respect to others regardless of differences.
- Valuing each person's dignity and worth, even when you may disagree with their actions or opinions.
- Responding constructively to mistakes or misbehaviour, focusing on improvement rather than punishment.
- Using supportive language that encourages growth, resilience, and self-esteem.

In practice, *positive regard behaviour* could include:

- Greeting pupils warmly at the start of lessons.
- Listening attentively when someone speaks.
- Offering praise for effort, not just results.
- Addressing behaviour issues privately and respectfully.
- Maintaining high expectations while still showing empathy.

It's essentially the "*respect and kindness in action*" approach that creates a safe, encouraging environment for learning and cooperation.

The three main aspects the school will use to support pupils are:

- Assertive Language
- Therapeutic language
- Restorative Questions

See Appendices



Bonneygrove and Millbrook Primary Federation Behaviour Policy

How can/will we teach behaviour?

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – do not just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm))
- Comfort and forgiveness (understanding and knowing that we will do it differently tomorrow)
- Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you do not, e.g. Please walk rather than do not run)
- Restorative Practice (follow up on the behaviour, its impact, and consequences at the appropriate time after regulation has taken place, as well as provide strategies for further occurrences).
- Restorative approaches refer to a range of methods and strategies for preventing relationship-damaging incidents and resolving them if they do occur.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Types of Behaviour

Prosocial Behaviour

Prosocial Relating to positive, helpful behaviour and intended to promote social acceptance. Prosocial behaviour is concerned with the rights, feelings, and welfare of other people—behaviour which benefits other people or society. Prosocial behaviour can be defined as the ‘absence’ of antisocial behaviour.

School Expectations

Our school values relate to being citizens now and in the future, preparing each child for a positive life in society.

Our Values

Bonneygrove School Values	Millbrook School Values
➤ Resilience	➤ Inspiration
➤ Honesty	➤ Compassion
➤ Ambition	➤ Respect
➤ Creativity	➤ Success
➤ Kindness	➤ Resilience
➤ Inclusion	➤ Equity

At Bonneygrove Celebration Assemblies (Friday mornings), we award certificates to children who have consistently demonstrated any one of our school values. We also allow children to know their success and ask them to share their fantastic work with their peers. The reasons for these awards are shared with the whole school community via the school website, newsletter and display board in the main reception area to bring attention to the positive behaviours displayed and modelled by our pupils and to inspire others to achieve or build a focus to achieve and be the best they can be. Gold stars will also be awarded by all staff when children are displaying our school values or when they have tried/worked really hard on a piece of work e.g. the children may not have achieved the learning goal, they have listened really well throughout the lesson, they have supported others, they have tried their best (this list is non exhaustive, however, the adult in the class needs to have recognised the children’s participation and effort). The gold stars will go towards their house points at the end of each week and will be recognised in the whole school assembly.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

At Millbrook Celebration Assemblies (Friday mornings), we award certificates to children who have consistently demonstrated any one of our school values. We also allow children to know their success and ask them to share their fantastic work with their peers. The reasons for these awards are shared with the whole school community via Class Dojo and the school's Instagram page. to bring attention to the positive behaviours displayed and modelled by our pupils and to inspire others to achieve or build a focus to achieve and be the best they can be. Star of The Week will also be awarded by all staff when children are displaying our school values or when they have tried/worked really hard on a piece of work e.g. the children may not have achieved the learning goal, they have listened really well throughout the lesson, they have supported others, they have tried their best (this list is non exhaustive, however, the adult in the class needs to have recognised the children's participation and effort). Every child is allocated a house and points are awarded by all members of staff for displaying high standards of behaviour and learning in line with school values and class charter. The points are collated and the winning house is announced at the celebration assembly and allocated a star displayed in the hall. At the end of each half term the winning house is rewarded with a party or event. Every day every teacher awards one learner with a WoW certificate which is awarded for demonstrating one our school values. The certificate is celebrated by the class and taken home. The Headteacher's award is awarded weekly to one child who has stood out in their display of the school value.

Detrimental Behaviours

This describes not enjoying or trying to behave sociably in the company of others but not to the detriment of others. Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard, etc.)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Please be aware that all these behaviours could be a sign of needing help or attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and, therefore, becomes antisocial.



Bonneygrove and Millbrook Primary Federation

Behaviour Policy

Dangerous Behaviours

Behaviour that causes harm to an individual, a group, the community or the environment. Behaviour that is likely to cause injury, harassment, alarm, or distress. Behaviour that violates the rights of another person.

- Aggressive shouting/calling out disruptively
- Continued interruptions
- Swearing
- Answering back, mimicking
- Name-calling
- Lying
- Refusal to carry out an adult's request
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Throwing equipment
- Leaving the classroom without permission
- Damage to property/pushing over furniture
- Stealing
- Leaving the school building
- Leaving the premises
- Spitting (directly at another)
- Pushing aggressively
- Scratching
- Pinching
- Hair pulling
- Hitting
- Kicking
- Fighting
- Biting
- Punching
- Throwing furniture
- Physical or verbal bullying

Some behaviours should not need SLT support unless it is persistent and disruptive. Dangerous antisocial behaviour is likely to need SLT support/intervention.

SLT assistance for Dangerous Behaviour

All staff members wear a lanyard, which can be sent to a member of SLT for support if needed (red card system). The sending of the lanyard signifies dangerous antisocial behaviour and that support from SLT is needed. SLT will intervene and model therapeutic methods or take the class for the teacher to do this (to increase confidence with the approach). If a child leaves the classroom, class teacher/TA/ LSA must inform a member of SLT, however, a trusted adult, where possible, should follow the child and offer them a motivating activity or in some cases



Bonneygrove and Millbrook Primary Federation Behaviour Policy

observe from a distance and advise SLT if/when behaviour escalates). If a child leaves the site, notify the police, and SLT will inform parents/carers immediately. If dangerous behaviour choices continue the Executive Headteacher or the Head of Schools may have no alternative but to exclude either on a temporary or permanent bases depending on the reason for exclusion. The Executive Headteacher will take their obligations under the Equality Act (2010) into account before taking a decision to exclude a child (DfE page 10). This includes the duty to make reasonable adjustments to meet the needs of a child with characteristics protected by the Act. Schools must also comply with their Public Sector Equality Duty under the Act to ensure that their policies and practices do not discriminate against pupils unfairly by increasing their risk of exclusion, e.g. as a consequence of unconscious bias.

Reporting and Recording of Behaviour Incidents

Incidents of unsocial and antisocial behaviour must be reported on CPOMS by staff members, and SLT must be informed on the same day. There must be a clear follow-up using consequences. It is the responsibility of the member of staff recording/reporting the incident to ensure that parents/carers have been informed, if necessary. We ensure CPOMS incidents are populated accurately. These show what happened (be precise), behaviour (what happened before, during and after), and consequences, and explain the possible reason for the behaviours.

Logical consequences

For those few pupils who present with difficulties in meeting our school's expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not met, this will result in an educational consequence. The school staff will work to the ethos that some employment of initial tactical ignoring may be used if the behaviour only impacts the learning of the individual. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different, and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed, therefore there may be some specific strategies that can be accommodated with this. In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to find out what has happened.

Staff will use positive phrasing – say thank you – not please, e.g. 'Thank you for sitting down with me to explain what has happened. 'In most situations, the following steps will be worked through. The Federation recognises that it may be necessary to move to level 6 immediately in some situations. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying, or racial abuse), it could be required to move straight to 7 or 8.

1. A verbal/physical indication is given so the child knows the unmet expectation.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

2. A second indication is given. For most children, initially, a short discussion with a member of staff is sufficient for them to reflect on their behaviour choices.

3. If a child continues with the behaviour, two simple choices that are acceptable will be given, e.g.,

“You can talk to me here or talk to me in my office.” “We can talk here or outside the classroom.”

“We can complete the work now or when you are ready, but it does need to be completed.”

4. If non-compliance exists, we will move to de-escalate the situation. Provided the child is not causing any harm to themselves or others (e.g., stopping the learning), the behaviour will be ignored, and the child will be given an indication that a member of staff is ready to listen when the child is ready.

5. When a child becomes distressed, all staff will follow the following script in addressing the situation: ‘I can see something has happened. I am here to help. Talk to me, and I will listen.’

6. If antisocial behaviour occurs regularly (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the behaviour with the class teacher and their child. Consideration will also be given to a non-cognitive approach, such as Drawing and talking.

7. If there is persistent anti-social behaviour (a pattern has formed, and some pastoral work has already been undertaken with little impact), a Risk Management Plan (RMP) will be drawn up by the class teacher and other adults who work with the child. This is shared with the pupil/parent/carer and all staff. The class teacher will draft the RMP in conjunction with anxiety mapping. The RMP will consider feedback from staff collaborating with the pupil and other indicators, e.g. Strengths and Difficulties Questionnaire (SDQ).

Daily record sheets help track progress (CPOMS/Arbor) will support class teachers in choosing the right consequences. Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and explores through discussion how conflict is less likely to happen again. If this process does not result in improved behaviour, then a referral may be made for advice or support for pupils in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil and these will be reviewed at least half-termly by the class teacher, supporting staff and other key adults.

8. Fixed-term internal exclusion – carer/parent involved. An **internal exclusion** is when a pupil is removed from their usual class or peer group for a fixed period of time, but remains on the school site and under supervision. It is often used as an alternative to a fixed-term suspension, particularly for younger pupils, where the aim is to provide a cooling-off period, reflect on behaviour, and prevent disruption to learning.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Internal Exclusion

Purpose

Internal exclusion is used as a short-term sanction for serious or persistent breaches of the Behaviour Policy. It provides a consequence for inappropriate behaviour while ensuring that pupils remain on-site, supervised, and engaged in purposeful learning. It is intended as an alternative to fixed-term suspension, particularly in cases where exclusion from school may not be in the best interests of the pupil or wider community.

Principles

- Internal exclusion will be used **fairly, consistently, and proportionately**.
- Pupils will be given clear explanations of why the sanction has been applied.
- Internal exclusion should be a **supportive intervention** as well as a sanction, helping pupils reflect on their behaviour and plan for improvement.
- Pupils will continue to have access to their **right to education** during the period of internal exclusion.

Arrangements

- Pupils will be supervised in a designated space away from their normal classroom and peer group.
- They will complete work set by their class teacher to ensure continuity of learning.
- Reflection activities, restorative tasks, or behaviour support programmes may also be included.
- Breaks and lunchtime will usually be taken separately from peers to minimise disruption.

Duration

- Internal exclusion will typically last from part of a day up to a maximum of two full school days.
- The length of the exclusion will reflect the seriousness of the behaviour and will be determined by the Headteacher or a delegated senior leader.

Communication with Parents/Carers



Bonneygrove and Millbrook Primary Federation Behaviour Policy

- Parents/carers will be informed on the same day of the decision to place a pupil in internal exclusion, along with the reasons for this sanction.
- Where appropriate, a meeting will be arranged to discuss the incident and agree strategies for future improvement.

Reintegration

- At the end of the internal exclusion, the pupil will take part in a reintegration meeting with a senior leader or class teacher.
- A **restorative conversation** will take place to repair relationships and set clear expectations for future behaviour.
- Support strategies (e.g. mentoring, pastoral support, or behaviour plans) may be put in place to help the pupil make positive choices going forward.

Monitoring and Review

- Records of internal exclusions will be kept by the school and monitored by senior leaders to identify patterns and ensure fair, consistent application.
- Data will be reviewed termly by the leadership team and reported to governors as part of behaviour monitoring.

9. Carer/Parent telephoned – child to be taken home (fixed term suspension)

10. Permanent suspension. In all cases of temporary or permanent suspension, Herts guidelines will be adhered to: [Exclusions](#)

Any consequences will always be discussed with the pupil so the logic is clear.

Restorative Conversations

“An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.” Wright, 1999. We aim to use restorative conversations to develop children’s ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?



Bonneygrove and Millbrook Primary Federation Behaviour Policy

- Is there anything else you would like to say at this time?

Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must show how we have helped the child develop new skills or new ways of thinking through discussion, debriefing activity or rehearsing. Restorative practices give the student the skills and incentives to behave differently when faced with the same set of circumstances reoccurring. If there is no natural consequence, then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Adaptations for pupils with Special Educational Needs

The behaviour policy will be implemented alongside the SEND policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations, etc.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Appendices:

Risk Reduction Plan

Pupil's Name:	Class:	Date of Completion:	Completed by:
Why is this Risk Reduction Plan being implemented?			
Detrimental Behaviour/Triggers	Known strategies to reduce detrimental behaviour and risk	Action if risk continues	
If the strategies in place do not reduce the risk, then the plan needs to be reviewed.			



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Pupil's Name: Example	Class: Example	Date of Completion: Example	Completed by: Example
<p>Why is this Risk Reduction Plan being implemented? Example has been displaying some dangerous behaviours since Mum left the family home. Over the last two weeks Example has left the classroom on multiple occasions, and I have had to leave the TA in the classroom whilst I have supported Example to regulate and return. Example is at risk of injury as they have started to climb when in crisis.</p>			
Detrimental/Dangerous Behaviour/Triggers	Known strategies to reduce detrimental behaviour and risk	Action if risk continues	
<p>When Dad drops off in the morning Example is sad and expresses that they want their Mum to bring them to school instead. Example runs into the hall and hides behind the curtain often climbing between the lunch tables. When approached shows signs of dysregulation and holds a chair up to throw.</p>	<p>Child to enter school via school office. Trusted adult to meet them. Play a game together before bringing Example to the classroom. Speak calmly. Remind the child that they care. Do not mention Mum or Dad during this time.</p>	<p>Do not approach Example. Alert staff member that Example is in the hall. Observe from a safe distance and distract with a conversation that will calm. Trusted adult to stay with child until regulated. Child to reflect on behaviour with a movement break on the field before returning to class. Miss following playtime as consequence.</p>	
<p>When upset, Example leaves the classroom and heads in the direction of the school gates.</p>	<p>Give Example responsibility in the classroom to keep focused and positive. Regular check ins and praise. Ensure lanyard is out of reach. Set up safe space in the classroom for Example to use when</p>	<p>Alert staff members through use of walkie talkie so that gate is supervised. If Example gets out the gate two staff members to follow Example and</p>	



Bonneygrove and Millbrook Primary Federation Behaviour Policy

	<p>he needs to regulate. Explain this safe space to them. Remind class expectations daily. Trusted adult to follow and encourage to return.</p>	<p>alert the office to call Example's parent. SLT to call police if Example is at risk of injury outside of school gates.</p>
<p>If the strategies in place do not reduce the risk, then the plan needs to be reviewed.</p>		
<p>Parent Signature:</p>	<p>Child's Signature:</p>	



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Anxiety Mapping

Name of child..... Completed by.....Date of completion.....





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Name of child..... Completed by.....Date of completion.....

Arrival	Carpet time	Outdoor play	Working independently	Lunch hall	Teacher absent	Storytime	Direct instruction	Home time



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Name of child..... Completed by.....Date of completion.....

		✘			✘		✘	
✘				✘				✘
			✘					
	✘					✘		
Arrival	Carpet time	Outdoor play	Working independently	Lunch hall	Teacher absent	Storytime	Direct instruction	Home time



Bonneygrove and Millbrook Primary Federation Behaviour Policy

		Buddy up with *** Line up at the front of the line			TA to support with visual timetable		Use visuals and a calm voice	
Book corner with 5 minute timer				Ear defenders Sit with ***				Collect from alternative door
			Check in with adult throughout session					
	Carpet space near adult					Adult ensure engaged		
Arrival	Carpet time	Outdoor play	Working independently	Lunch hall	Teacher absent	Storytime	Direct instruction	Home time

Name of child..... Completed by.....Date of completion.....



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Set 1: Staff Reflection Questions

Body Language

Recognise subtle signs of stress or anxiety in pupils

Example: I notice when Jamie starts fiddling with his sleeves or looking down a lot — that usually means he's anxious.

Stay calm and focused when addressing issues

Example: I take a breath and lower my voice so the pupils don't see me flustered.

Step back and let a colleague take over when appropriate

Example: If I can feel myself getting pulled into an argument, I step back and ask a colleague to support.

Assertive Strategies

Avoid negotiation unless it's on your terms

Example: I said: You can do maths first and then reading, or the other way round — but both need to be done.

Establish consistent routines for behaviour and learning

Example: Every lesson starts with the same warm-up, so pupils know what to expect.

Give clear and precise instructions

Example: I told Sam: Sit on the blue chair at your table, your book and pencil are ready.

Praise behaviour in a specific way

Example: Instead of saying "Good job," I said: I like how you lined up your equipment neatly.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Model appropriate social interaction for pupils

Example: I always say “thank you” to colleagues in front of the class so they see respectful behaviour.

Reflect on incidents to prevent them next time

Example: I realised the transition between lessons was too rushed, so I built in a 2-minute calm-down routine.

Principles in Practice

Build a sense of worth and belonging for each pupil

Example: I greet every child by name at the door.

Offer responsibility to legitimise the need for power

Example: I asked Ellie to hand out the books — she likes having a job to do.

Remain assertive without showing anger

Example: I kept my tone firm but calm when reminding about the rules.

Avoid being drawn into a power struggle

Example: When he tried to argue, I calmly said: We’ll talk later, let’s finish the task first.

Set 2: Pupil Self-Reflection Questions

Recognising Feelings

Recognise when I’m starting to feel worried or stressed

Example: My tummy feels tight and I fidget with my pencil.

Use strategies to calm myself before things get worse

Example: I can take three deep breaths and have a drink of water.

Choices and Behaviour



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Focus on what I should be doing right now

Example: I should be writing in my book, not talking to my friend.

Show respect in class

Example: I can look at the teacher when they are talking.

Identify exactly what I did well when praised

Example: I finished my work neatly and on time.

Take responsibility to help the class

Example: I can give out the glue sticks quickly so everyone is ready.

Reflecting and Improving

Identify something I did today that I'm proud of

Example: I put my hand up instead of shouting out.

Think about what I could do differently next time if I get upset

Example: Instead of arguing, I could ask for a break card.

Understand what "When... then" or "Yes... when" statements mean for me

Example: When I finish my writing, then I can go to the reading corner.

1. Naming the Feeling (Validation)

I can see you're really mad at Jimmy and you want to show him how angry you are.

It looks like you're upset because the game didn't go the way you wanted.

I notice your hands are clenched — I think you might be feeling frustrated.

It seems like you're disappointed that you didn't get a turn.

I can tell you're feeling worried about what's coming next.

I see tears in your eyes — I think you might be feeling sad.



Bonneygrove and Millbrook Primary Federation

Behaviour Policy

2. Separating the Feeling from the Behaviour

It's okay to feel angry — everyone does. It's not okay to hurt others when we feel that way.

You can be cross, but you still need to use safe words and safe hands.

Your feelings are real and important, and we can find a safe way to show them.

Feeling upset is normal — hurting someone else isn't safe.

You're allowed to be frustrated, but we need to keep the classroom safe.

It's fine to feel worried. Let's find a safe way to deal with that worry.

3. Offering Containment (Safe Boundaries)

I'm here to keep you and everyone else safe. I won't let you hurt yourself or others.

You're safe here — let's take some time to calm down together.

I'll stay with you until you feel more in control.

I know this feels really big — I'll help you manage it.

Right now I'll keep things calm so you don't need to worry about being alone.

I can help you carry these feelings until they don't feel so heavy.

4. Giving Choices (Empowerment)

You look upset. Do you want to sit quietly here or take a walk with me?

You can talk about it now, or write it down and share it later — which feels better?

Would you like to use your calming card, or would you like me to remind you of some strategies?

You can choose to finish your work now or after break — which would help you most?

Would you like to take three breaths or count to ten together?

Do you want me to sit with you or would you rather have some space?

5. Modelling Calm Self-Talk

When I feel cross, I take deep breaths. Shall we try that together?



Bonneygrove and Millbrook Primary Federation Behaviour Policy

I say to myself: I can calm down and then I'll make a good choice. You can try that too.

Sometimes I need space to think — maybe that would help you as well.

I tell myself: My feelings won't last forever. You might like to try that.

When I feel worried, I like to count slowly to ten — shall we do that?

I remind myself: I can be kind to myself even when I make mistakes.

6. Reframing / Positive Regard Statements

You're not a bad child, you're a child having a hard time right now.

I know you want to do well — let's find a way to make that happen.

I see your effort, even when things feel tough.

You are more than this moment — you can grow and change.

You're important to this class, even when you're struggling.

You've made mistakes today, but that doesn't change how valuable you are.

7. Future-Focused Reflection

What could we try differently next time you feel this angry?

When you're ready, let's think of other ways to show Jimmy how you feel without hurting him.

Next time this happens, what's one safe thing you could do first?

If you had a magic rewind button, what would you change about what happened?

What's one small step you could take next time you feel like this?

How could you show your feelings in a way that doesn't hurt you or anyone else?

8. Repair and Reconnection

You had a hard time earlier, but you're still an important part of our class.

I'm glad you're back with us — we missed you.

You made a good choice to come and talk — thank you.

Everyone has tricky moments — what matters is how we come back together.



Bonneygrove and Millbrook Primary Federation Behaviour Policy

You are always welcome here, no matter what happened earlier.

It's good to see you re-joining the group — that shows real strength.

Restorative Questioning (Positive Regard)

1. Acknowledging Feelings First

I can see you were really upset when that happened — can you tell me more about what you were feeling?

It looked like you were angry — what was making you feel that way?

I can tell that situation felt unfair to you — what made it hard?

I noticed you looked worried — what was going through your mind then?

You seemed frustrated — what was causing that feeling?

What was the strongest feeling you had at that time?

2. Understanding What Happened

What happened from your point of view?

What were you hoping would happen at that moment?

What did you want Jimmy or Sarah to understand?

Can you walk me through what you were thinking just before it happened?

What were you trying to do when things went wrong?

Was there something you wanted that you didn't know how to ask for?

3. Recognising the Impact

Who do you think was affected by what happened?

How do you think they felt when that happened?

If you were in their place, how would it have felt for you?

What do you think the teacher noticed about what happened?



Bonneygrove and Millbrook Primary Federation Behaviour Policy

Who else might have been affected, even if they weren't directly involved?

What might your friends have thought when they saw it?

4. Taking Responsibility Safely

What part do you think you had in what happened?

What choices did you make, and how did they affect the situation?

What could you do differently next time so it works better?

What was in your control during that situation?

What did you do that helped? What did you do that made things harder?

If the same thing happened tomorrow, how would you choose to act?

5. Repairing the Harm

What can you do to help make things right again?

What could you say or do that might help the other person feel better?

What's a fair way to fix this situation?

How could you show the other person that you care about how they feel?

What would help to rebuild trust with your classmates?

What could we do together to make sure everyone feels safe again?

6. Moving Forward (Belonging and Growth)

You're still an important part of this class — what will help you show that?

What strengths do you have that can help us avoid this happening again?

Next time you feel that angry, what's a safe thing you could do first?

How can we support you so you feel safe and calm in class?

What's one good choice you could practice next time you get frustrated?



Bonneygrove and Millbrook Primary Federation

Behaviour Policy

How can you show others that you've learned from this experience?