



Restorative Approaches to Understanding Behaviour Policy

A supportive and inclusive approach to emotional regulation

At Dunmore Primary, we recognise that most children learn to self-regulate their emotions and behave in a safe manner without requiring additional support. We strive to encourage these children while supporting those who may struggle to regulate their emotions to manage their behaviour positively.

Aims

- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, through our inclusive and broad curriculum which inspires and challenges all children.
- To encourage pupils to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging and feel safe and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing.
- To seek to understand how feelings, thoughts and behaviours are interconnected.

Principles

At Dunmore Primary we are an Attachment Aware and Trauma Informed school who follow the ethos of Protective Behaviours. With this understanding, we have the following underpinning principles:

- Positive and safe relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, the right to feel safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

School Values

Through consultation with governors, staff, and parents and pupils, we have three core values which we believe are important to both our school community and children's futures. These values are used daily to guide and encourage children.

Kindness Courage Curiosity

We support children to learn and remember our shared values through our classroom and school codes

Nursery

Use kind hands	
Use neat legs	
Help to tidy up	
Use indoor voices	
Share with others	

Year 3



Year 6

Mauritius Rules

- ★ Make our class proud by behaving well and setting an excellent example to younger children in the school.
- ★ Challenge yourself and persevere when you are learning something new – be resilient when things get hard. Encourage each other to improve.
- ★ Be friendly to others; use kind words and actions, be polite, respectful and a good listener.
- ★ Wear a smile!
- ★ Work hard, concentrate and don't disturb others.
- ★ Share your ideas, speak out and believe in yourself.
- ★ Treat others how you would like to be treated.
- ★ Keep positive with a good working attitude.
- ★ Look after one another and be happy.

Whole school code

We will be polite to everyone we meet
We will use our classroom code around school and in our play areas
We always walk on the left when we move around school
We always remember that others are learning as we move round school
We will come into and go out of assembly quietly

Celebrating Achievements

We believe that pupils feel the greatest sense of achievement through intrinsic rewards where they are self-motivated and feel a sense of pride. We also recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Dunmore Primary, successes are celebrated in many ways:

- Verbal and written praise
- Gold Book award assembly weekly, celebrating academic achievement or good learning behaviours
- Writer of the week awards
- Celebration of achievements outside school, weekly.
- Learning celebrations e.g. TTRS competitions

House Points: We have a house point system through which children can be recognised for academic and non-academic achievements, for effort and for all aspects of good work and behaviour.

Children are awarded house points for demonstrating the school values, thoughtfulness, being helpful, producing good work etc. House points can be awarded by anybody who comes into school. Typically, house points are awarded one or two at a time. Each week the house points are counted by the House Captains and cumulative results are shared during the weekly Gold Book assembly.

Supporting Pupils

Our aim is to be proactive in helping children to regulate their emotions and de-escalate situations in a supportive manner. We use a range of strategies to support all pupils:

- Staff are trained in understanding the importance of build positive relationships.
- We have clear and concise expectations of behaviour which are described, modelled and encouraged to ensure that all children understand what is expected.
- We have unconditional positive regard for pupils, which is achieved through the PACE approach (Playful, Acceptance, Curiosity, Empathy) see Appendix 1.
- Verbal and written praise is given from the class teacher or other adult in school linking with our school values.
- Achievements are celebrated and shared. Teachers share information about a child's behaviour as appropriate, with parents/carers – either by the phone or face-to-face.
- Our curriculum teaches the aims and principles through our PSHE curriculum linked to Protective Behaviours.
- We identify cross-curricular links, such as the use of story books, in which children can learn to understand others and know how to empathise with characters.

Through our training we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child and so we may need to address each individual case differently.

The following strategies are available should children require further support:

- Emotion coaching strategies – see Appendix 2
- Protective interruptions – providing children with a movement break, fiddle toys, use of a calm space, or an opportunity to talk to someone (sometimes this will be pre-planned)
- Specific intervention programmes such as: Spirals, Drawing and talking, therapeutic tool boxes
- 'Meet and Greet' by a designated member of staff
- Support from Family Liaison Officer
- Bereavement support (signposting)
- Personalised rewards
- Programs advised by external agencies

Children who require extra intervention may also have support plans. These plans are written and reviewed by the child's class teacher in conjunction with the Inclusion Manager. They are reviewed termly but can be adapted any time.

Staff log incidents and actions using MyConcern and Designated Safeguarding Leads respond as appropriate. During termly, pastoral team meetings these cases are reviewed and further actions may be identified for individual children where necessary. The context of the situation is always to be taken into account.

Children are supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event or behaviour. They are allowed to make mistakes and are encouraged to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

Supervision is held for teaching staff, and other staff, in order to provide support for their wellbeing when dealing with challenging behaviours.

Restorative Approach – used to support children in learning how to deal with their feelings when things go wrong at school

We believe in a restorative approach to supporting pupils and maintaining positive relationships.

We believe in a 'no blame and no shame' approach that focusses on supporting pupils and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation. This is achieved through a combination of the PACE approach, emotion coaching and restorative conversations.

Our policy is not primarily concerned with rule enforcement and instead focuses on the school's core values. It is a tool used to promote safe and healthy relationships, so that people can work together with the common purpose of helping everyone learn.

We believe that systems of punishment create a culture of shame which then often generate further unsafe behaviours. The restorative approach is not about correcting behaviour but supporting children to learn to cope with their feelings and self-regulate their emotions.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

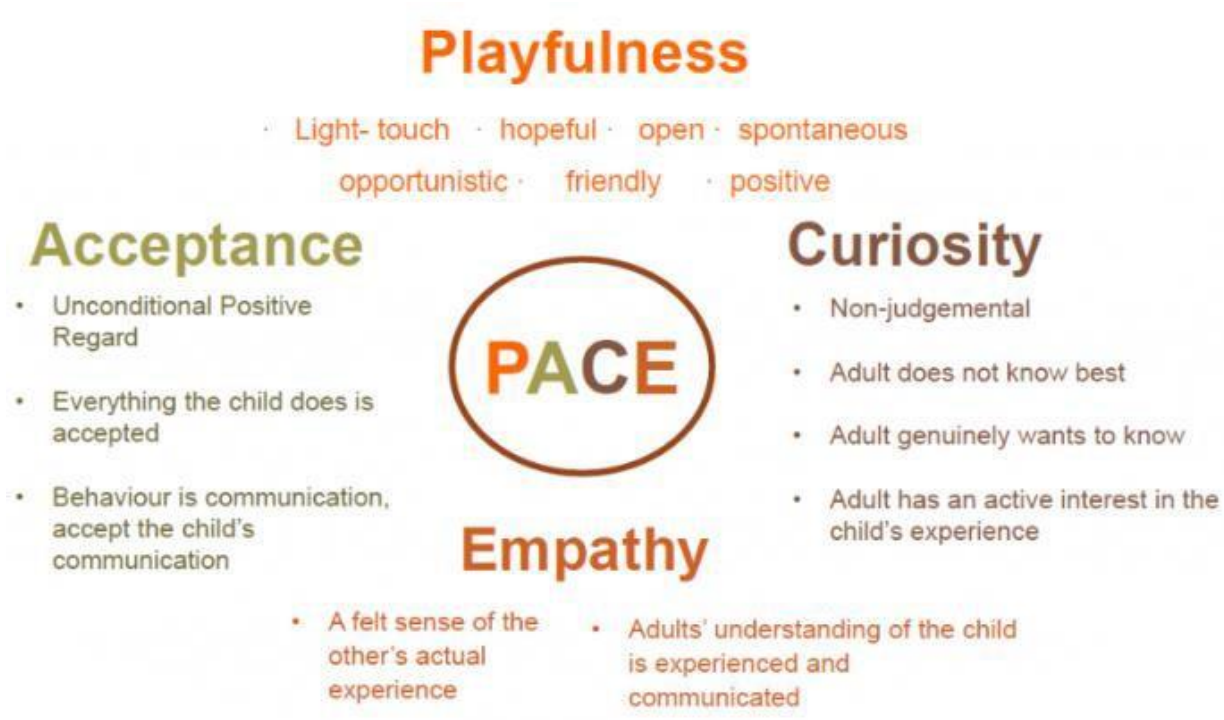
REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

We use restorative approaches to encourage everyone to take responsibility for their own actions.

PACE – used in the moment for children who are struggling to control their emotional responses.

PACE is a way of thinking, feeling, communicating and behaving that aims to help children feel safe. It focuses on Playfulness, Curiosity, Empathy and Acceptance (Appendix 1). It is based upon how parents connect with their very young infants and we continue to build on these fundamental principles as the children grow and develop healthy positive relationships. When supporting children, adults use these four areas to communicate with pupils in a way that is non- threatening and understanding.



Emotion Coaching - used to support children who are developing an understanding of how to emotionally self-regulate

We use emotion coaching to support individual children to understand, regulate, and reflect on their behaviour. We encourage our parents use this approach too. To help children learn how their feelings relate to an emotion, children are encouraged to reflect on which 'Zone of Regulation' they are in (Appendix 3a). Emotion coaching teaches children about the world of emotions 'in the moment' and uses unsafe behaviour as an opportunity for reflection and learning. We use the five steps of Emotion Coaching as a guide for these conversations.

Steps of emotion coaching:

1. Be aware of the child's emotions
2. Recognise emotion as an opportunity for connection or teaching
3. Help the child label their emotions
4. Communicate empathy and understanding
5. Set limits and problem solve

Restorative Conversations - used to support children in making good choices for behaviour

As part of step 5 of the emotion coaching process, language for restorative conversations will be used to solve problems. These conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
What did you do?	What do you think has happened?
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this does not happen again?

When using restorative questioning the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult.

Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what you think happened.
- How did you feel? How do you feel now?
- I'm wondering if you're feeling... ?
- What were you thinking? And now?
- Who else has been affected and how?
- What could you do now to help fix this?

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents may be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner and all parties involved should leave feeling the situation had been resolved.

Consequences

At Dunmore Primary, we teach pupils about the consequences of their actions – both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help 'put things right' as part of step 5 in the Emotion Coaching process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward.

We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

Natural consequences are those which happen automatically without anyone taking action.

Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.

Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have one to one conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. (See Appendix 3b for examples). In certain circumstances this may mean spending time with a member of SLT in "Thinking Time" to reflect on what has happened.

Physical Restraint

Use of Reasonable Force Principles advised from DFE guidance on the use of reasonable force (July 2013)

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

It is recognised that there may be situations where physical contact may be necessary in order to stop a child from hurting another child, hurt themselves or wilfully cause damage to property. Staff follow guidelines set out in the Oxfordshire adopted DFE guidance on 'Use of Reasonable Force (2013).'

Expulsions and Suspensions

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does and will expel pupils for persistent abusive or violent behaviour and suspend pupils for escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety others, fixed term or permanent expulsions may be applied. We follow the DfE guidance on this and report any expulsions to the local authority.

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Playfulness

This is about creating an atmosphere of lightness and interest when communicating. It means learning how to use a light tone, rather than an irritated or lecturing tone. It's about having fun and nobody feeling judged or criticised. Having a playful stance isn't about being funny all the time or making jokes when a child is sad, it is about helping children be more open to and experience what is positive in their life.

Playfulness allows children to cope with positive feelings. If a child can discover their own sense of humour, this can help them wonder a little more about their life and why they behave a certain way. When children laugh, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the feelings and emotions but not the unwanted behaviour. It is about accepting, without judgment or evaluation.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity

Curiosity, without judgment, is how we help children reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child.. With curiosity the adults are conveying their intention to simply understand why a child does something and to help the child with understanding their own behaviour.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" This is different from asking the child, "Why did you do that?".

Curiosity must be communicated without annoyance about the behaviour. Being curious can include an attitude of feeling sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

As the child communicates their feelings with an adult and reflects on what has happened, they become more aware of the effects of their behaviour on themselves and others. This can lead to feelings of remorse and guilt, which in turn leads to a reduction in the occurrence of unsafe behaviours.

Empathy

Empathy lets the child feel the adult's compassion for them. Being empathic means actively showing the child that they are important to the adult and they want to support the child through their hard times. With empathy, when the child is sad or in distress the adult is feeling it with them and lets the child know that. The adult is demonstrating that they know how difficult an experience is for the child and they will not have to deal with the distress alone.

The impact of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts and their feelings. For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of children who have experienced trauma (feeling helpless and terrified). Using PACE enables the adult to see the strengths and positives that lie underneath behaviours that are less safe and more challenging to others.

Helpful Scripts for Emotion Coaching

Labelling – “Name to Tame”

- “I wonder whether you are feeling ... right now?”
- “I wonder what was going on there for you ... I think you were feeling ...?”
- “If I was to make a best guess I would say that you were feeling ...”
- “I wonder if you were feeling really anxious about ... so you ...”
- “It sounds as though you were feeling really angry with ...?”
- “Something seems not ok with you”
- If in doubt refer to: joy, sadness, fear, anger, disgust.

Empathising and validating – “Fuel connection”

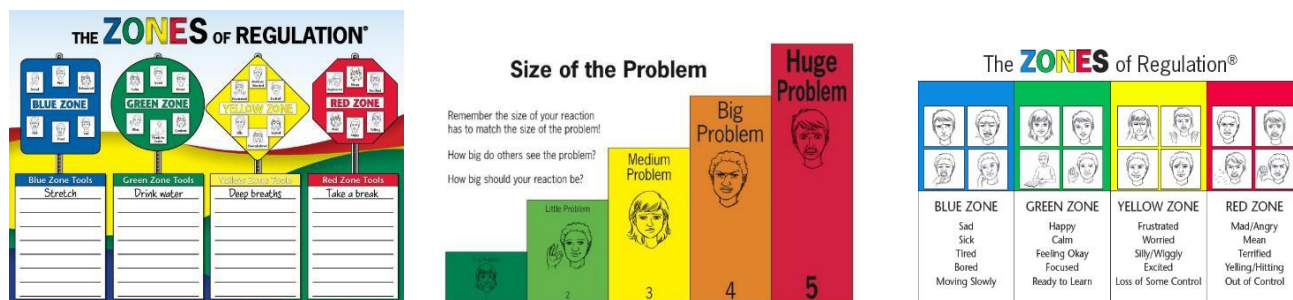
- “I’m sorry that happened to you, you must feel very ...”
- “I would feel sad/angry too if that had happened to me”
- “I would feel.... About that”
- “It is normal to feel sad/angry about that”
- “It is ok to feel...”
- “I might feel angry too if I felt I had been treated unfairly”

Limit setting (if needed) and problem solving – “Find Solutions”

- Help the child to calm before problem solving.
- Separate the feeling from the behaviour – “It is not ok to behave like that because ...”
“These are the rules we have to follow to keep safe”
- “Next time you are feeling like this, what could you do?”
- “Let’s think of what you could have done instead”
- “Have you thought about doing this instead?”
- “Let’s decide what you can do next time you feel like this”

Appendix 3a - Zones of Regulation and Regulation Stations

A regulation station is a base within the classroom/area of school that children can access when they become overwhelmed and dysregulated, to help them to calm. The station should contain resources and materials to support the pupils to identify and describe their feelings – emotion scales/faces and writing materials, as well as resources for calming e.g. colouring, creative activities, sensory tools. The children can access these areas independently, or with someone else for support. Use of the station should help raise awareness of the need to self-regulate and promote the development of independence in identifying and using coping strategies.



Appendix 3b – Natural and Logical Consequences-

Examples of logical consequences:

Incident	Possible conversations	Possible logical consequences
Deliberately hurting another child during football	<ul style="list-style-type: none"> - What happened? - Who has been harmed? - How can we put this right? - How do you think they feel? - What could you have done instead? 	<ul style="list-style-type: none"> - Have a restorative conversation about the incident in own time to reflect on what happened - Spend remaining break time inside to calm down/discuss - Apologise - Not play football next break time
Disrupting learning for others and not doing own work	<ul style="list-style-type: none"> - When we shout out, we stop others from learning - Are you finding something tricky? How can I help? - Would you be able to concentrate more in this quiet area on your own? 	<ul style="list-style-type: none"> - Finish work in own time - Conversation at break time about impact on other pupils - Work in a quiet space away from others
Making a mess	<ul style="list-style-type: none"> - When we make a mess, it takes a long time to clean up - This area will need to be tidy before we can start the next activity 	<ul style="list-style-type: none"> - Tidy up at break time - Unable to join in next activity until area is tidy