



St. Brendan's Catholic Primary School

Behaviour Policy



Mission Statement

'Always treat others as you would like them to treat you.'

(Matthew 7:12)

Presented to Governors	To be confirmed
Adopted by Governors	To be confirmed
Review date	September 2027

1. Introduction and Purpose

At St. Brendan's Catholic Primary School, our behaviour expectations are rooted in our Catholic ethos and mission: 'Always treat others as you would like them to treat you.' We have high expectations for behaviour and seek to create a calm, safe, respectful and purposeful environment in which every child can learn, flourish and feel that they belong.

We recognise that behaviour is a form of communication. Relationships, consistency and positive recognition are central to our approach. Staff seek to understand what a child may be communicating through their behaviour while maintaining clear boundaries and high expectations.

This policy applies in school, when pupils travel to and from school, during school-organised activities and educational visits, and where a pupil's behaviour outside school or online may affect another member of the school community, the orderly running of the school or the reputation of the school.

2. Aims

- Build strong, respectful relationships based on trust, kindness and the values of the school.
- Maintain a calm, safe and positive environment where pupils can learn without disruption.
- Teach pupils what good behaviour looks like and reinforce clear, consistent routines and expectations.
- Promote self-esteem, self-discipline, responsibility and the development of self-regulation.
- Recognise and celebrate positive behaviour and attitudes to learning.
- Respond to misbehaviour and dysregulation calmly, consistently, fairly and proportionately.
- Provide additional or adapted support where pupils need help to meet behaviour expectations.
- Ensure bullying, discrimination, aggression, derogatory language and child-on-child abuse are addressed promptly and effectively.
- Work in partnership with parents/carers and, where appropriate, external professionals.

3. School Expectations

The St Brendan's Way

At St. Brendan's, the choices children make are central to our approach. We refer to positive choices, which lead to positive recognition, and choices that do not meet expectations, which lead to proportionate consequences alongside opportunities for reflection, regulation, repair and learning.

Staff should not walk past or ignore behaviour that does not meet expectations. It is everyone's responsibility to calmly redirect pupils by referring to The St Brendan's Way:

The St Brendan's Way: Be Kind, Be Safe, Be Respectful, Be Ready.

These four expectations are taught and embedded from Reception to Year 6 and are closely linked to our mission: 'Always treat others as you would like them to treat you.'

Language is Key

Adults use the language of choices because it helps pupils understand that different behavioural choices are available and supports them to develop self-management and reflection. It also avoids labelling children: we describe the behaviour and the choice, not the child. Staff identify behaviour that is positive and desired, behaviour that is detrimental to learning or relationships, and behaviour that is dangerous or unsafe.

Praise is central to The St Brendan's Way. Adults deliberately notice pupils making positive choices so that kindness, safety, respect and readiness are recognised consistently. Relationships and consistency are key to successful outcomes, supported by restorative practice, Emotion Coaching, PACE and the Solihull Approach.



OUR BEHAVIOUR BLUEPRINT

Our Behaviour Blueprint is underpinned by the principle:
Visible Positive Consistency; Visible Kindness.

We create: **A Culture of Certainty.**

OUR FOUR EXPECTATIONS ARE:				OUR VISIBLE CONSISTENCIES ARE:					
									
BE KIND	BE SAFE	BE RESPECTFUL	BE READY	Calm voices	Active listening	Safe hands and bodies	Readiness to learn	Respectful movement	Good manners
 Treat others as you would like to be treated.									

	We reward kindness, safety, respect, readiness and effort and use this language consistently.	
	We notice and acknowledge pupils who are doing the right thing. We actively catch and celebrate positive behaviour.	
	We show deliberate care and interest through daily acts of kindness, connection and positive recognition.	
	We deliberately notice positive behaviour throughout lessons, transitions, playtimes and lunchtimes.	
	We use positive recognition consistently , including verbal praise, positive points, Superstar Learner, postcards/positive communication home and whole-school celebration.	
	We respond to minor behaviour with immediacy and consistency, using a non-verbal reminder, a quiet word, a verbal reminder, an agreed scripted intervention, reflection/regulation time or another proportionate response.	
	We use restorative conversations following incidents so pupils can understand impact, repair relationships and make a successful fresh start.	
	We record significant and repeated behaviour incidents on Bromcom and record safeguarding concerns through the school's safeguarding procedures.	 

 **Our mission:** *'Always treat others as you would like them to treat you.'* (Matthew Ch. 7 v 12)

The St Brendan's Way in Practice

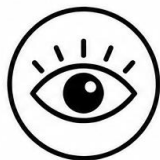
Adult consistency	What this means at St Brendan's
Acknowledge the behaviour we expect to see 'The St Brendan's Way'	Adults deliberately notice pupils doing the right thing, name the positive choice and reinforce our four expectations. Staff know pupils well, build positive relationships and support pupils to change behaviour that is detrimental or dangerous.
Share your calm, not join their chaos	Adults remain calm and keep their own emotions separate from behaviour management. Responses are balanced, respectful and compassionate. Consequences are applied as soon as reasonably possible and behaviour discussions are held privately wherever appropriate.
Praise in public; remind in private	Positive choices are celebrated openly. Reminders about behaviour are given quietly or privately wherever possible so that pupils are treated with dignity and respect.
Use a voice appropriate to the need	Adults use calm, measured voices. Shouting is not an appropriate behaviour-management strategy. A clear raised instruction such as 'STOP' may be used where immediate action is needed to prevent danger or harm.
Build positive connections throughout the day	Adults seek to create positive interactions with pupils throughout the school day, showing warmth, interest and care. Following difficulties or incidents, pupils are given the opportunity to reconnect, reset and have a fresh start. Positive relationships are maintained through consistent interactions that help every pupil feel known, valued and that they belong.

What The St Brendan's Way Looks Like:

 Be Kind • We greet others with a smile and use kind, polite language. • We use good manners everywhere, all of the time. • We help others and ask an adult for help when needed. • We encourage others and celebrate their achievements. • We forgive, are patient and give others a fresh start. • We work well together and include others.   We speak to and treat others with the same kindness, care and respect that we would want for ourselves.	 Be Safe • We stop, look and listen when the stop sign is up. • We walk quietly and safely around school, keeping to the left-hand side. • We freeze at the whistle, line up quietly on the second whistle and walk calmly with an adult. • We sit correctly and listen carefully to adults and our peers. • We walk bikes and scooters through the school gate. • We keep our school clean and tidy. • We are calm and respectful in quiet places, including the Sacred Space and during Worship. • We use 1, 2, 3 for transitions to move quickly and quietly.   We use our bodies safely and give others the space they need.
 Be Ready • We are curious, creative and reflective. • We try our best, even when things are difficult. • We explain our thinking clearly and speak confidently in lessons. • We show whole-body listening and are ready to learn. • We use our help-seeking strategy: Look around → Check your book → Ask a partner → Ask an adult. • We take pride in our work, keep it tidy and wear our uniform with pride. • We show independence, resilience and self-control. 	 Be Respectful • We treat everyone with respect and consideration. • We take turns when talking and listen carefully to others. • We listen to adults and follow instructions. • We use polite words such as "please," "thank you" and "excuse me." • We respect our school environment and help to look after it. • We collaborate positively and encourage one another. • We show respect through our words, actions and choices. 

The St Brendan's Way provides the common language used by pupils and adults throughout the school. It is reinforced through teaching, routines, praise, positive points, restorative conversations and proportionate consequences.

St Brendan's Way



Eyes on Me

- My eyes need to be looking at my teacher or the person speaking.
- When my teacher is modelling, I need to look at what they are doing.
- During the stop sign, my eyes must be looking at the person showing the stop sign.
- My eyes need to move to follow my teacher or the person speaking.



Hands Free

- Nothing should be in my hands during input.
- My hands should be placed on the table or I can cross my arms.
- I only use whiteboard pens when asked.
- As soon as the stop sign is shared, I need to put everything down. Nothing should be in my hands.



Learning Bodies

On a chair:

- Sit up straight with your back against the seat.
- Keep your feet placed firmly on the ground.
- Keep your hands on the table.
- When working, your chair should be tucked in.
- All four chair legs need to be on the floor.
- During input, I can move my chair to face my teacher and the front if my place does not directly face the front.

On the carpet:

- Face the front.
- Sit on your bottom with your legs crossed.
- Put your hands in your lap or on your knees.
- Sit up with a straight back.



On Task

- Complete the work that has been set.
- During Show Me Boards, only use the pens when asked to complete work.
- Show active listening during input.
- Share my ideas appropriately using an indoor voice when it is my turn.
- Only talk to my partner or the children around me during independent work when it is about my work.
- During partner talk, only discuss what I have been asked to discuss with my partner.



St. Brendan's Primary School
Corby

4. How Staff Support Positive Behaviour

All staff are responsible for creating and maintaining the school's behaviour culture. Staff will:

- Model calm, respectful and positive behaviour.
- Build positive relationships and know pupils as individuals.
- Teach and regularly revisit the school rules and routines.
- Notice and recognise pupils who meet or exceed expectations.
- Respond to behaviour calmly and respectfully, addressing concerns sensitively and preserving each pupil's dignity. Use consistent language and agreed approaches when supporting pupils to regulate.
- Listen to the child's voice and consider relevant context, need and vulnerability.
- Use restorative conversations to help pupils understand impact, repair relationships and move forward.
- Record behaviour incidents on Bromcom in line with school procedures.
- Refer safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL and record them through the school's safeguarding procedures.
- The school's approach is informed by relational and regulation-based practice, including the Solihull Approach, PACE, Emotion Coaching and restorative practice. Adults aim to 'share their calm' and give pupils appropriate time and space to regulate before expecting reflective discussion.

5. Positive Recognition and Rewards

At St Brendan's, we believe that positive recognition and reinforcement are central to promoting good behaviour and positive attitudes to learning. Staff deliberately notice, acknowledge and celebrate pupils who demonstrate The St Brendan's Way – Be Kind, Be Safe, Be Respectful and Be Ready.

Adults make praise meaningful by clearly identifying the behaviour, effort or positive choice being recognised. Positive recognition is used consistently throughout the school.

Recognition may include:

- Verbal praise and positive feedback.
- Positive points awarded during the school day.
- Superstar Learner and other whole-school recognition.
- Recognition Boards with whole school and class focus
- Postcards or positive communication home.
- Individual rewards linked to accumulated positive points.
- Whole-school or house rewards and celebration opportunities.
- Positive recognition is intended to strengthen relationships, build belonging and reinforce the high expectations of the school.
- Celebration Assembly provides an opportunity to recognise and celebrate pupils' positive choices, achievements, effort and contribution to school life. Communication home enables families to share in these successes and further reinforces positive behaviour and relationships.

Positive behaviour is recognised and reinforced consistently. When behaviour does not meet expectations, staff respond calmly, consistently and proportionately, supporting pupils to reflect, repair and make positive choices next time.

6. Responding to Misbehaviour and Dysregulation

When misbehaviour or dysregulation occurs, staff will respond promptly, predictably, fairly and proportionately. The immediate priority is to keep pupils and staff safe, restore a calm environment and support pupils to re-engage successfully with learning.

At St Brendan's, we recognise that pupils may require different levels of support at different times. We therefore use a graduated, three-tier approach. Responses and consequences are not applied as a fixed hierarchy; staff use their professional judgement, taking account of the individual pupil, the behaviour, the circumstances and any additional needs.

Consequences are intended to reinforce clear boundaries and expectations, help pupils understand the impact of their behaviour, take responsibility where appropriate and make more positive choices in the future. They may be used alongside regulation support, reflection and restorative conversations. All responses will be applied calmly, respectfully and discreetly, preserving the pupil's dignity.

Tier 1 – Quality First Teaching and Classroom Support

Tier 1 is the consistent, whole-school approach provided for all pupils through high-quality teaching, positive relationships and effective classroom management.

- Staff establish calm, inclusive and supportive learning environments in which The St Brendan's Way – Be Kind, Be Safe, Be Respectful and Be Ready – is explicitly taught, modelled and reinforced.
- Staff use positive recognition, clear routines, appropriate adaptations and relationship-based approaches to support positive behaviour and regulation.
- Low-level or minor incidents are addressed promptly and calmly. Responses may include a non-verbal or quiet reminder, a clear verbal reminder, redirection, regulation support, use of an agreed calming space, reflection time or a restorative conversation.

- Where appropriate, a proportionate consequence may be used, such as loss of a privilege or a proportionate amount of unstructured time.
- Pupils are supported to reflect on what has happened, understand the impact of their behaviour and consider how they could respond differently in the future.
- Following an incident, pupils are supported to repair relationships, reconnect with learning and have a fresh start.
- Significant or repeated incidents are recorded on Bromcom to support monitoring and the identification of patterns.
- Where Tier 1 strategies are not sufficient to meet a pupil's needs, additional support may be provided through Tier 2.

Tier 2 – Additional and Targeted Support

Tier 2 provides additional support where behaviour is persistent or more serious, or where a pupil continues to experience difficulties with regulation, behaviour or engagement despite consistent Tier 1 support.

- Support may be provided by the SENCO, Family Support Worker, senior leaders or other appropriate members of staff.
- Behaviour information, including Bromcom records, will be reviewed to identify patterns, triggers and the effectiveness of strategies already used.
- An individual behaviour or regulation support plan may be developed in partnership with the pupil, parents/carers and relevant staff.
- A pupil risk assessment may be completed where behaviour presents an increased risk to the pupil or others.
- Targeted support may include regulation strategies, nurture or pastoral support, additional adult support, individual or small-group intervention, or advice from external professionals and agencies.
- Temporary removal from the classroom may be used where necessary and proportionate to maintain safety, restore calm or support successful regulation and reintegration.
- Support will be reviewed regularly and adjusted in response to the pupil's progress and needs.
- Where concerns become more significant, persistent or present a serious risk to the pupil or others, support may be escalated to Tier 3.

Tier 3 – Senior Leadership and Specialist Support

Tier 3 applies to the most serious or persistent behaviour concerns, where previous support has not been sufficient or where behaviour presents a significant risk to the pupil or others.

- Senior leaders will review the pupil's needs, behaviour patterns, previous interventions and the effectiveness of support already provided.
- Enhanced individual planning and risk assessment may be introduced, with clear strategies for prevention, de-escalation, regulation and response.
- Further specialist advice or support may be sought from relevant external agencies where appropriate.
- Senior leaders may consider additional or alternative arrangements where these are necessary to safeguard welfare, maintain safety and support the pupil's continued access to education.
- Suspension or, in the most serious circumstances, permanent exclusion may be considered in accordance with the school's procedures and statutory guidance.

- Following a serious incident or suspension, appropriate reintegration support will be considered to help the pupil return successfully and reduce the likelihood of recurrence.
- The Headteacher retains responsibility for decisions relating to the most serious behaviour incidents and formal consequences.

Across all three tiers, the school will work in partnership with parents and carers where appropriate. The purpose of our response is not simply to apply a consequence, but to maintain clear and consistent boundaries, understand and respond to individual need, support regulation, repair harm and relationships, and enable pupils to make a successful fresh start.

7. Recording, Monitoring and Escalation

Behaviour incidents that meet the school's recording threshold will be recorded on Bromcom on the same school day where practicable. Senior leaders use behaviour information to identify patterns, monitor individual pupils and groups, evaluate the effectiveness of support and determine whether further action is required.

Where repeated incidents cause concern, the class teacher and senior leaders will work with parents/carers to agree next steps. This may include a behaviour tracker, a more formal behaviour support plan, SENCO involvement, a risk assessment or support from external professionals.

Where behaviour gives rise to a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy, inform the DSL or Deputy DSL without delay and ensure the concern and actions taken are appropriately recorded.

8. Pupils with SEND and Additional Needs

The school maintains high expectations for all pupils while recognising that some pupils will require additional or adapted support to meet those expectations. Behaviour will be considered in relation to a pupil's special educational needs and/or disability (SEND), although not every incident of inappropriate behaviour will be related to SEND.

Staff will consider whether reasonable adjustments are required and whether unmet needs may be contributing to behaviour. The SENCO may use the graduated response to assess, plan, deliver and review support. Where necessary, the school will work with parents/carers and seek advice from appropriate external professionals.

Pupils who are looked after or previously looked after, or pupils whose experiences may affect emotional regulation, may require a more individualised and trauma-informed approach. Support will be planned according to the pupil's needs and circumstances.

9. Bullying, Discrimination and Child-on-Child Abuse

Bullying, discrimination, prejudicial behaviour, sexual harassment, aggression, intimidation and derogatory language are not accepted at St. Brendan's. Concerns will be taken seriously, investigated and responded to promptly.

Where an incident may constitute a safeguarding concern or child-on-child abuse, staff will follow the school's Child Protection and Safeguarding Policy and report the concern to the DSL or Deputy DSL. Behaviour incidents will be recorded through the appropriate school systems.

Further detail is set out in the school's Anti-Bullying Policy and Child Protection and Safeguarding Policy.

10. Behaviour Outside School and Online

The school expects pupils to behave appropriately when travelling to and from school, when wearing school uniform, during school-organised activities and when otherwise identifiable as a pupil of St. Brendan's.

The school may respond to behaviour outside the school premises or online where it is reasonable to do so, including behaviour that threatens another pupil, disrupts the orderly running of the school or could adversely affect the school community. The response will be proportionate to the circumstances and may include speaking with pupils, contacting parents/carers, applying an appropriate consequence, safeguarding action or, in serious cases, involving external agencies.

11. Searching, Screening and Confiscation

The school will follow current statutory guidance when searching pupils or confiscating items. Prohibited items, or items that are harmful or detrimental to school safety or discipline, may be confiscated in accordance with the law and school procedures.

Any search or confiscation will take account of the pupil's age, SEND, vulnerability and other relevant circumstances. Where an item or incident creates a safeguarding concern, the DSL or Deputy DSL will be informed and the school's safeguarding procedures will be followed.

12. Reasonable Force and Positive Handling

In some circumstances, trained staff may use reasonable force to prevent a pupil from injuring themselves or others, causing serious damage to property, committing an offence or seriously disrupting good order and discipline. Reasonable force means using no more force than is necessary.

Physical intervention will be used only where necessary, for the minimum time required, and never as a punishment. Staff will consider known vulnerabilities, including SEND, medical needs and mental health needs. Incidents will be recorded and parents/carers informed in accordance with school procedures.

13. Roles and Responsibilities

Headteacher and Senior Leaders

Lead and reinforce a consistent whole-school behaviour culture.

Ensure staff understand the policy, routines and expectations through induction, training and ongoing support.

Support staff with serious or persistent behaviour incidents.

Monitor behaviour information and use it to inform provision, staff development and school improvement.

Ensure appropriate support, reasonable adjustments and safeguarding responses are in place.

All Staff

Model and teach the school's expectations.

Apply the policy consistently, calmly and fairly.

Recognise positive behaviour and respond appropriately to misbehaviour.

Consider individual need, SEND and reasonable adjustments.

Record and report incidents in line with school procedures.

Work with parents/carers and senior leaders to support pupils.

Pupils

Follow the school rules: Be kind, Be safe, Be respectful and Be ready.

Treat others with respect and consider the impact of their actions.

Engage with support, reflection and restorative conversations.

Take increasing responsibility for their behaviour and learning.

Parents and Carers

At St Brendan's, we recognise that a positive partnership between home and school is important in supporting pupils' behaviour, wellbeing and learning. We aim to work collaboratively with parents and carers so that pupils receive clear and consistent messages about The St Brendan's Way – Be Kind, Be Safe, Be Respectful and Be Ready.

We aim to maintain open and supportive communication with families and will contact parents and carers as soon as reasonably practicable where we have significant concerns about their child's behaviour or wellbeing. Some incidents may require time to establish what has happened, speak with those involved and gather relevant information before contact is made. Wherever possible, we aim to communicate with parents and carers within the school day.

We ask parents and carers to:

- support the school's expectations for behaviour and reinforce The St Brendan's Way at home;
- work positively and respectfully in partnership with school staff;
- support their child to take responsibility, repair relationships and make positive choices;
- support reasonable and proportionate actions taken by the school in response to behaviour;
- share relevant information with the school that may help us to understand and support their child;
- raise any concerns with the school so that they can be addressed appropriately.

Where a parent or carer has a concern about the way a behaviour incident has been managed, they should initially discuss this with the class teacher. If the concern remains unresolved, it may be raised with a member of the Senior Leadership Team and subsequently with the Headteacher where necessary.

Where a concern cannot be resolved through these discussions, parents and carers may use the school's formal complaints procedure.

14. Mobile Phones and Smart Devices

Year 6 pupils who have permission to walk home independently may bring a mobile phone to school. Phones must be switched off before entering the school gates and handed to the class teacher on arrival for secure storage during the school day. They will be returned at the end of the day. Pupils are not permitted to use personal mobile phones or smart devices on the school site. Further information is contained in the school's Mobile Phone and Smart Devices Policy.

15. Transition and Reintegration

The school supports pupils through transition between classes, year groups and settings. Relevant behaviour and support information will be shared with staff who need it so that appropriate provision can be maintained.

Following a serious incident, removal, suspension or other period away from normal provision, the school will consider a reintegration plan with the pupil and parents/carers, and with other professionals where appropriate. The aim is to support a successful return, re-establish expectations and identify any additional support required.

16. Monitoring and Review

The Headteacher and senior leaders will monitor the implementation and effectiveness of this policy and review behaviour information regularly. Patterns in incidents, including bullying, discrimination, removals and suspensions, will be considered to identify areas requiring further support or action.

The policy will be reviewed annually, or sooner where there are significant changes to statutory guidance or school practice.

17. Related School Policies and Guidance

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse procedures
- SEND and Inclusion Policy
- Suspension and Permanent Exclusion procedures/policy
- Online Safety Policy
- Acceptable Use Policy
- Mobile Phone and Smart Devices Policy
- Health and Safety Policy
- Staff Code of Conduct
- The school will also have regard to current Department for Education guidance relating to behaviour in schools, suspension and permanent exclusion, searching, screening and confiscation, restrictive intervention, safeguarding and SEND.

Emotion Coaching and Regulation

Emotion Coaching is a core part of St Brendan's behaviour approach. It supports a consistent and inclusive response, particularly for pupils with social, emotional and mental health needs. It develops emotional regulation through supportive relationships, empathy, connection, attunement, trust and co-regulation. Adults remain empathetic but boundaried, firm but kind.

Principles of Emotion Coaching

Behaviour is communication. Adults consider the emotional need that may be communicated through behaviour, whether consciously or unconsciously. Adults take a non-judgemental and empathetic approach, considering the feelings and emotions that may be driving the behaviour while maintaining appropriate boundaries. Not all behaviour is a matter of conscious choice. A pupil who is emotionally dysregulated may not be able to access the thinking needed to make a different choice until they have been supported to regulate. Behaviour is understood in the context of relationships and the pupil's wider circumstances rather than simply as a problem located within the child.

Parents and carers are important partners when planning support for pupils with social, emotional and mental health needs.

The Four Steps of Emotion Coaching

1. Recognise feelings – Notice the pupil's emotional state and acknowledge that the pupil is experiencing an emotional moment. Where possible, use calm presence and co-regulation before expecting discussion.

2. Label and validate emotions – Help the pupil put words to what they may be feeling and show empathy. Adults may use phrases such as 'I wonder if you are feeling...', 'It looks as though...' or 'That sounds difficult.' Allow time for the pupil to calm and notice signs of regulation.

3. Set limits – Once the pupil is sufficiently calm, clearly and positively restate the boundary. Validate the emotion while making clear that some behaviours are not acceptable or safe. Link the limit to The St Brendan's Way, for example: 'It is okay to feel angry. It is not okay to hurt someone. At St Brendan's we keep each other safe.'

4. Problem solve – When the pupil is regulated, help them reflect on what happened, what they needed, the impact on others and what could help next time. Agree an achievable alternative strategy and, where appropriate, complete a restorative conversation or repair action.

Regulate first, reflect second. Adults should not expect meaningful reflection, problem solving or restorative work while a pupil remains highly dysregulated.

Emotion Coaching – Suggested Adult Script

Recognise: 'I can see something has happened and you are finding this difficult.'

Label/validate: 'I wonder if you are feeling angry/worried/frustrated because...'

Co-regulate: 'I'm here. We can take some time to get calm.'

Limit: 'It is okay to feel angry. It is not okay to hurt people/use unsafe words/damage things. We need to be safe.'

Problem solve: 'What happened? What were you thinking or feeling? Who has been affected? What could help next time? What do we need to do now to put things right?'

Age-appropriate scripted conversations (See Appendix 1 and 2 for resources to support conversations)

For EYFS and Year 1, adults use simple language, visual prompts and short questions such as 'What happened?', 'How did you feel?', 'Was it safe/kind?', and 'What can we do now?'

For Years 2–6, adults support pupils to identify and name emotions, including feelings such as worried, confused, angry, scared, frustrated, tired, distracted or out of control, before moving to reflection and problem solving.

Supporting Low-level Dysregulation

Use a calm reminder and restate the relevant St Brendan's Way expectation.

Offer regulation support or a short agreed period of reflection where appropriate.

Use Emotion Coaching and a restorative discussion after the pupil is calm.

A consequence and appropriate support may be used together; support does not remove the need for a proportionate boundary or consequence where one is appropriate.

Supporting High-level Dysregulation or Persistent Behaviour

The first priority is the safety of pupils and staff and the restoration of a calm environment.

Use agreed scripted interventions and individual de-escalation/regulation strategies.

Where appropriate, use targeted behaviour programmes, mentoring, behaviour support plans, individual risk assessments and frequent engagement with parents/carers.

Seek SENCO, pastoral or external professional support where underlying needs require further assessment or intervention.

Following a significant incident, complete restorative work when the pupil is regulated and consider whether the existing support remains appropriate.

If behaviour indicates a safeguarding concern, inform the DSL/Deputy DSL without delay and follow the school's safeguarding recording and referral procedures.

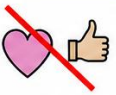
Appendix 1- Key Stage 1- Reflective tool



Let's reflect together.
Choose the box that shows what happened.


hurt


broke


unkind


threw


shouted


something else


What happened?



How are you feeling right now?


excited


angry


hungry


thirsty


cross


tired


What thinking or feeling?



Who?


me


adult


child


friend


family


someone else


Who?



How thinking and feeling now?


sad


upset


cross


sorry


calm


something else



How make it better?


calm time

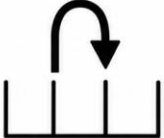

fix


tidy


sorry


make a card


talk



Next time...


ask for help


stop


share

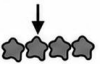

talk to my friend


wait


?

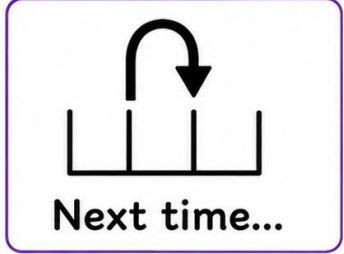
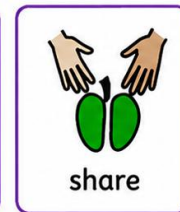
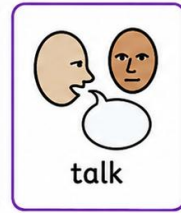
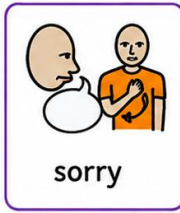
Appendix 2- Key Stage 2- Reflective tool

 worried	 scared	 fidgety	 angry	 tired
 confused	 What were you thinking or feeling?			 silly
 excited				 not okay
 distracted	 frustrated	 giggly	 fizzy	 out of control

 pushed someone	 shouted at someone	 walked off	 unkind to someone	 threw something
 rude to someone	 What happened?			 scribbled on work
 spat at someone				 ripped my work
 kicked someone	 hurt someone	 broke something	 something else	 something else

 my teacher	 my friend	 me	 my mum	 my TA
 another child	 Who has been affected?			 a group
 my dad				 midday supervisor
 my family				 someone else

 sad	 mad	 stressed	 guilty	 scared
 sorry	 What are you thinking or feeling now?			 ashamed
 better				 not okay
 calm	 unsure	 fizzy	 okay	 something else



Appendix 3- Emotion Coaching Script

EMOTION COACHING SCRIPTS

1

STEP 1: Recognise the child's feelings and empathise with them.

(No physical action necessarily needed.)

2

STEP 2: Label and validate the emotion the child is feeling in the moment.

EMOTION VOCABULARY

ANGER	SADNESS	FEAR	DISGUST	SURPRISE
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed



LABELLING

- Use words to reflect back the person's emotions



POSSIBLE SENTENCE STARTERS

- I wonder if you feel.....
- It seems that you are.....
- That sounds as though it was.....
- That must have been scary.....
- I wonder if you are feeling worried.....



VALIDATING WITH EMPATHY

- Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person
- Look for physical as well as verbal signs of the emotion being felt
- Affirm
- Allow time to calm down. Watch for physical signs of calming



POSSIBLE SENTENCE STARTERS

- I'm sorry that happened to you, that must feel
- How hurtful for you
- That sounds (or feels) like it is a big feeling.
- I would feel ... if that happened to me.
- It's normal to feel ... about
- It's OK to feel angry about when ... happens to you
- No wonder you were....., I imagine you were looking forward to..
- I can see you feel when that happens / when I delay.....

ONCE CALM

3

STEP 3: Limit Set (if needed)



LIMIT SETTING

- Give guidance and positively explain boundaries by outlining what is acceptable behaviour.



- I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.
- Remember we try to use words to tell people when something is not right for us.
- When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.



BE KIND

We are caring and compassionate.



BE SAFE

We look after ourselves and others.



BE RESPECTFUL

We listen and treat everyone with respect.



BE READY

We are prepared and ready to learn.

