



Policy Folder: Pastoral

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Led by: Headteacher & Behaviour and Inclusion Lead (DHT)

Responsible Committee: SD Committee

Ratified by:

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1. Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life, where excellent behaviour is a minimum expectation for all.
- To ensure that all Pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give Pupils attention and importance for poor conduct
- Grow a kind and caring school community, where children flourish and relationships are at the centre of our practice
- Promote respect for all, regardless of gender, faith, culture and observe all aspects of equal opportunities legislation.
- Ensure children have good emotional literacy and self-regulation skills and take responsibility for their behaviour and its consequences
- To prepare pupils for successful participation in society by developing independence, self-regulation, resilience, communication skills and positive relationships.
- Ensure staff have the knowledge, skills and support to enable them to build relationships, support children and teach effectively.

The school recognises that positive relationships, inclusion, emotional safety and a strong sense of belonging are key factors in promoting regular attendance and successful engagement in learning.

2. Our values

Behaviour as communication	Connection before correction	Consequences for future success	Dependable adults
We stay curious about the unmet need that sits beneath the surface of external behaviour.	We build relationships and look for connection before correction	Discipline is learning through meaningful consequences, not as punishment for past failure	Consistent and reliable relationships with adults build strong neurological pathways which improve behaviour outcomes.
Paul Dix - When Adults Change Everything Changes	Trauma informed Schools, Polyvagal Theory (Dan Siegal)	Trauma Informed Schools.	Polyvagal Theory (Dan Siegal)

3. Our approach

There are three key elements to our approach (Devon & Babcock):

- Developing relationships – relate
- Responding and Calming - regulate
- Repairing - restore

All members of staff are expected to follow our Behaviour Blueprint which details the expectations, consistencies and routines expected throughout the school. This whole school approach presents clear expectations for behaviour. It provides a guide to enable everyone to take responsibility for promoting good behaviour and demonstrating the school values.

Below, we have outlined what this theory looks like, in practice, at Lantern Lane.



3. Developing relationships - relate

3.1 Meet & greet ↔ End & send

Establishing positive relationships with pupils is really important for us at Lantern Lane. Greeting children with a smile goes a long way! At the start of the school day, teachers should greet each child as they enter the classroom. In and around school, we expect all adults to positively acknowledge children. At the end of the school day, as children are leaving, we encourage the class teacher to have a positive interaction with each child and, where possible, remind them of an achievement during the day.

3.2 Our school rules

We have high expectations for all our pupils and our 'three b's' are referred to in all aspects of school life. It's what we do at Lantern Lane.



Be ready



Be safe



Be respectful

3.3 Our visible consistencies

It is really important for our children to have an environment which is, and adults who are, consistent and reliable. That's why we have very clear, high expectations at key times – these are whole school 'relentless routines'. We base the implementation of these routines on Paul Dix's research and his '50-day challenge' to embed a routine.

We focus on embedding one clear routine at a time. These are linked to:

- Wonderful walking
- Legendary line up
- Super sitting
- 1,2,3 eyes on me

3.4 Praise & positive reinforcement

We recognise and reward Pupils who go 'over and above' our standards. Although there are awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those Pupils are hardest to reach.

First attention goes to best conduct

Class CARE wall

Our CARE walls are visible in each classroom. The weekly focus for our CARE wall has to be achievable but challenging. It may be based on a particular class need or a whole school/phase need; linked to a school rule or routine. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. It is important that pupils with additional/complex needs are supported to get onto the CARE wall so that they experience a sense of belonging in the class.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

Whole school CARE wall

Each week, one child is chosen by the class teacher who has displayed the weekly focus 'over and above' the expectation set. Their CARE lantern is added to our whole school wall every Friday with a member of SLT and a special sticker awarded.

House points

House points can be awarded by any member of staff for children displaying our CARE values in action and following our rules. Weekly house totals are shared in CARE assembly every week & there is a collective reward for the winning house at the end of each term.

CARE assembly

Every week, we have a CARE assembly. A child from each class is chosen by their class teacher who has displayed our school CARE values and go 'over and above'. The praise given should be specific and describe which value the child has shown and how they have demonstrated this 'over and above'. Children will be given a certificate and sticker. Parents/carers of the child are invited to attend.

4. Responding & calming - regulate

4.1 Circles not red lines

We recognise that at times we all, children and adults, fall below the expectations we have of each other. This should never be ignored. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. We empower staff in the classroom to respond to poor behaviour and use the steps outlined below. The process outlined is designed to be a 'circle' and return pupils to a regulated state in which learning can occur, not create a 'red line' where sanctions are applied when crossed.

Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Steps	Action
1) Re-direct	Gentle encouragement, a 'nudge' in the right direction, small act of kindness, non-verbal cues.
2) Remind	A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
3) Reset	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, using our micro script.
4) Regulate	To use if needed; child directed/self-directed to use regulation strategies. Usually, this stage would last no longer than 3-5 minutes. This might be using regulation box, sitting outside the classroom for a short period, being supported by another adult to help regulate. And is focussed on helping.
5) Conversation & consequence	Usually, a restorative conversation will take place, usually during the next break/lunchtime for 2 minutes. In this discussion, the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be completed in break.
6) SLT support	Where there are instances of a child is extremely dysregulated, where there is a serious breach or repeated infringement of school rules, then SLT support can be called for. Again, logical consequences will be applied and a restorative approach taken. Where possible, SLT will support the class teacher to resolve the incident with the pupil e.g. covering break duty/teaching whilst teacher has conversation with pupil.

The steps outlined give principles and framework about how situations will be resolved and what consequences will be applied, rather than one size fits all sanctions, which do not allow for the individual needs of pupils and circumstances.

This will mean responses may vary for different individuals because their needs are different. The approach however remains consistent - focussing on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.

Consequences might include:

- repairing harm caused,
- restoring damaged relationships,
- being prepared to talk about how to prevent the situation recurring.

Consequences should always be discussed with and understood by pupils (and potentially parents or carers). Further consequences may be necessary due to the severity of the situation. In these situations, the consequences should always take into consideration the needs of everyone involved and be proportionate to the circumstances.

Communicating with parents/carers is important to us; staff will let them know if a child has had a restorative conversation and/or further consequence either face to face, over the phone or via ClassDojo.

There are some types of behaviour which will result in SLT being informed immediately and appropriate consequences taken. These may include:

- Hurting others
- Serious damage to school property
- Swearing & offensive language
- Discriminatory language (e.g. sexist, racist or homophobic language)
- Sexualised behaviour
- Bullying

Whilst the school prioritises relational and restorative approaches, we recognise that consequences remain an important part of helping pupils learn from mistakes and maintain a safe environment. Consequences will always be proportionate, reasonable and designed to support future success rather than punish past behaviour.

Incident logs are reviewed regularly by SLT. Incidents relating to discriminatory language, bullying, sexualised behaviour will be recorded on CPOMS and reviewed by the DSL & SLT. All serious incidents are immediately reported to SLT; our behaviour policy and other related policies will be followed.

4.2 Language

Language is powerful – both what we say and how we say it. Keep it short & simple with an even tone and assume compliance – thank you not please.

Consistent 'scripting' helps stop smaller issues flare up into larger ones. Remember:

- 30 second intervention
- Gentle approach, personal, non-threatening, side on, eye level or lower.

Micro script

1. Shine the light.
I've noticed that you are....
2. State the desired behaviour...
I need to see...
3. Recall the good times
Remember when...
4. Swift, polite end.
Thanks & take up time.

4.3 Bullying & Online Bullying

At Lantern Lane, we define bullying as targeted and repeated abuse of one individual by one or more other individual(s). This includes the use of technology and the internet. The school's Anti-Bullying Policy and Online Safety Policy provide further detail on the way we tackle these issues.

5. Repairing - restore

5.1 Restorative conversations

Too often we forget that discipline
really means to teach, not to punish.
A disciple is a student, not a
recipient of behavioural
consequences.

— *Daniel J. Siegel* —

Using a restorative approach means we are solution focussed and use meaningful consequences, tailored to the incident and those involved. Meaningful consequences can include but are not limited to; a sincere apology followed by an act of kindness; loss of privileges; completing learning outside of lesson time. We focus on the need to take responsibility for finding a constructive way forward for all concerned.

Restorative conversations aren't the easy way out; holding up the mirror to poor behaviour is uncomfortable for anyone. Having to think about who has been affected teaches empathy. Asking about what they have thought about since the incident encourages reflection and considering how to make things right teaches responsibility.

Therefore, conversations should encourage deeper reflection and may take place whilst walking and talking, manipulating playdough or cleaning up the classroom for example. The environment created for the conversation is more important than anything.

Restorative approaches support pupils in developing the social, emotional and relationship skills required for future education, employment, community participation and independent living.

Restorative format:

- Restorative conversations work best when adults spend less time on the problem and more time on the resolution.
- The conversation should only be for the children/people involved.
- Only one person talks at a time
- No interrupting.
- Listen carefully to each other and be respectful.
- WHY questions should be avoided as they are a high functioning question.
- Perspectives will be considered e.g. What happened in the classroom? My truth, your truth and THE TRUTH, all from same situation but different perspectives.

Restorative questions will be used to support restorative conversations. These will be tailored to pupils' developmental stage.

Restorative Questions	Restorative Questions (Early Years)
What happened?	What's happened?
What were you thinking about at the time?	
What have your thoughts been since?	How is everyone feeling?
Who has been affected by what you did?	
In what way have they been affected?	What do we need to do to make it better?
What do you think needs to happen next?	
  Nottinghamshire County Council	  Nottinghamshire County Council

6. Staff responsibilities

All staff:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with pupils.
8. Never ignore or walk past pupils who are behaving badly.

Senior leaders:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

1. Be a visible presence around the site and especially at changeover time
2. Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
3. Regularly share good practice
4. Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations •

SENDCO & Behaviour Lead

1. Ensure staff training needs are identified and targeted • Use behaviour data to target and assess intervention.
2. Support staff in managing pupils with more complex or entrenched negative behaviours
3. Use behaviour data to target and assess college wide behaviour policy and practice
4. Regularly review provision for pupils who fall beyond the range of written policies

7. Getting it right

Where the use of the sanction system and rewards is not working for a child, a review meeting will be arranged between key members of staff and parents/carers. During this meeting, ways of helping the child to make good behaviour choices will be discussed and a personalised reward system may be designed alongside a regulation plan and risk assessment if needed. Subsequent review meetings will be held to review progress.

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear.

Special Educational Needs and Disabilities (SEND), includes needs related to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Reasonable adjustments are made at certain stages in a child's school life where they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social and Emotional Needs
- Adverse Childhood Experiences (ACE);
- Special Educational Needs (SEND)

Reasonable adjustments might include, but are not limited to:

- preview of any changes to rules, expectation or routines and additional transition
- additional support for the arrival and exit to school;
- additional support to adhere to break and lunch time expectations;
- re-teaching rules and routines;
- adapted resources;
- adapted sanctions and rewards.

Where appropriate, a risk assessment will be completed to ensure risks are mitigated in a safe way, where a child's actions may endanger themselves or others. Some children will have a regulation plan to formalise agreed adjustments. These will be monitored and reviewed by the SENDCO

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. Staff need to understand what works and what doesn't work for that child. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, we will evaluate why and what may work better for that child. Teachers who are preparing their classes to be covered by someone else must ensure adapted approaches are communicated with covering teachers/adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma

On rare occasions children may be excluded for serious and/or repeated breaches of our behaviour policy. Sending children home part way through the day is an exclusion, however as a school we do not recommend this strategy as children begin to form negative patterns of behaviour and being sent home becomes a reward in itself. On returning to school, the child, along with their parents will be part of a reintegration meeting with senior leaders and provision agreed to support the pupil. This is reviewed regularly. and in extreme cases weekly with parents.

If this fails to work and no other strategies are available, or if an incident is deemed serious enough, permanent exclusion can be considered. This will be used on rare occasions and only when the continued presence of the child is a threat to health and safety or a serious disruption to learning. Parents have the right of appeal to the Governing Body against any decision to exclude. For further information on exclusion, please see our exclusions policy.

Any child who is found to have made malicious allegations, against a member of school staff, will be dealt with in line with our school rules and in partnership with parents.

8. Physical intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We recognise that all behaviour is a means of communication and through developing strong

relationships with children we try our hardest to understand this. We have a strong pastoral team including a well-being assistant, and an emotional literacy support assistant (ELSA). Our PSHE curriculum aims to allow pupils to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Any use of reasonable force will be recorded, monitored and reviewed. The school seeks to minimise restrictive practices and learn from incidents to reduce the likelihood of future occurrences.

For further information, please see our Physical Intervention Policy.

9. Safeguarding & Child Protection

At Lantern Lane, we are alert to the signs and indicators of abuse and neglect. Therefore, staff are instructed to follow our Child Protection Policy and follow our safeguarding reporting procedures if a child's behaviour over lunchtime raises any safeguarding concerns.

9.1 Child Sexual Exploitation

Staff must be alert to the risk of Child Sexual Exploitation and must alert Designated Safeguarding Lead of any concerns following our safeguarding procedures, these may be for example texting, (including sexting and inappropriate texts) posting pictures, accessing inappropriate material or using social media sites, thereby putting themselves at risk.

9.2 Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

We recognise that child on child abuse can manifest itself in many ways such as:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, (now a criminal offence) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

In cases where child on child abuse is identified we will follow the procedures laid out in our child on child abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the anti-bullying policy, child on child abuse policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

Our child-on-child abuse policy includes the following information:

- Procedures to minimise the risk of child-on-child abuse.

- How allegations are recorded and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

Our child-on-child abuse policy covers all aspects of child on child abuse but concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in new KCSiE guidance (September 2025) and should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Safeguarding Policy and Procedures, and any relevant Local Authority Practice Guidance. The school has also written this policy considering the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018.

The school recognises that children who are looked after, previously looked after, or who have a social worker may experience additional barriers that can affect behaviour, relationships and emotional regulation. The Designated Teacher will work alongside the SENDCo, DSL, Behaviour and Inclusion Lead and class teachers to ensure appropriate support, understanding and reasonable adjustments are in place.

The school recognises that behaviour may be influenced by experiences of trauma, neglect, family adversity or involvement with Children's Social Care. Pupils who have a social worker, previously had a social worker, or who are looked after may require additional support to successfully engage in school life.

10. Where this policy applies

This policy applies when the children are:

- On school premises, including before and after school hours
- In the immediate locality of the school in the time leading up to the start of the school day or following the end of the school day
- Off-site on an arranged educational visit
- Travelling to and from school, but not accompanied by a responsible adult
- Wearing a school uniform so representing the school

Some instances of bullying, anti-social behaviour or poor behaviour involving our pupils may occur outside of school hours or off the school site. The school reserves the right to investigate such instances and give sanctions to perpetrators for any such behaviour, when it is deemed appropriate and/or deemed that it has had a significant effect on the victims' welfare within school.

11. Screening, searching and confiscation

Children are not to bring any illegal items, or those considered to be dangerous, on to the school premises. The school has a statutory power to search pupils and their possessions where there are reasonable grounds for suspecting that the pupil may have a prohibited item. Wherever possible, searches must be conducted with two members of staff present. Wherever possible, if a child is being searched, a member of staff of the same gender will conduct the search. Only outer clothing may be searched by staff. Weapons and knives will always be handed over to the police; otherwise school will decide if and when to return a confiscated item. Such incidences may result in the school disciplinary procedures being implemented.

Prohibited items are:

- Knives, sharp implements or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, vapes and cigarette papers.
- Fireworks.
- Pornographic images.
- Mobile phones and wearable technology with communication/camera/recording features
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; or to cause personal injury to any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.

The model list above was created using the DfE's 'Searching, screening and confiscation' guidance. Staff authorised by the Headteacher can use their power to search without consent for any of the items listed above. Staff will follow the DfE's Searching, Screening and Confiscation guidance (2022) when conducting searches and confiscating items. Authorised members of staff are permitted to use

reasonable force when conducting a search without consent for certain prohibited items, which may cause significant risk to members of the school community, in line with the school's Positive Intervention Policy

12. Equal Opportunities

At Lantern Lane we believe that all behaviour is a form of communication and that continued disruptive behaviour could be the result of an unmet need, educational or otherwise. At this point if we believe that such behaviours are a possible indicator of abuse or neglect, or their wellbeing is severely affected, the Designated Safeguarding Leads will be made aware by following school safeguarding procedures and appropriate action taken. In other cases, then the behaviour may best be addressed either within school or through external agency involvement.

All parents receive a child friendly version of the school behaviour policy when their child starts at school. This can be made available in large print or translated into languages other than English upon request.

The school recognises its duties under the Equality Act 2010 and will not discriminate against pupils on the basis of protected characteristics. Behaviour expectations apply to all pupils; however, reasonable adjustments will be made where required for pupils with disabilities, including social, emotional, mental health needs and neurodivergent conditions. Staff will consider whether behaviour is linked to a pupil's disability, SEND or unmet need before determining an appropriate response.

13. Classroom environment

All classrooms must display the following:

- CARE wall
- House point chart
- Behaviour blueprint
- School rules
- Visual timetables
- 'Who is in my class today' poster
- Classroom welcome sign

Linked policies:

Safeguarding Policy, Anti-Bullying Policy, Physical Intervention Policy, Exclusion Policy, Child on Child Abuse Policy, Online Safety Policy, First Aid Policy.

Appendix A.

PACE approach

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe (Dan Hughes – PACE approach). Our staff use these elements flexibly as part of their everyday practice.



Playfulness

Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship. A playful stance adds elements of fun and enjoyment to 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 discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

What this looks like:

- Use a light tone of voice, like you use when story-telling.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

Acceptance

Acceptance communicates that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. Acceptance is at the core of the child's sense of safety but does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. Through acceptance, it's hoped that the child learns that while the behaviour may be criticised and limited, this is not the same as criticising the child's self.

What this looks like:

- "I can see how you feel this is unfair. You wanted to play longer" "You probably think that I don't care about what you want"
- "You were letting me know that you were really scared when you ran away from me"
- "I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down".
- "I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you"

Communication

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity must be communicated without annoyance about the behaviour. A light curious tone and stance can get through to a child in a way that anger cannot. Being curious is different from asking the child, "Why did you do that?" with the expectation of a reply. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

What this looks like:

- A restorative conversation (see Appendix XX)
- "I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."

- “When she couldn’t play with you today, I’m wondering if you thought that meant she doesn’t like you.”

Empathy

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is also communicating strength, love and commitment, with confidence that sharing the child’s distress will not be too much for them. Together they will get through it.

‘Every child needs a champion’

[Rita Pierson](#)

What this looks like:

- “You are SO upset about this right now. That must be really hard!”
- “It hurt so much when she didn’t ask you to play. You were probably thinking ‘Why did she do that?’ It was a real shock for you
- “Me saying ‘No’ has made you angry with me. I get why you don’t want to talk to me right now”.

Behaviour as communication

[Paul Dix - WACEG](#)



Our Behaviour Blueprint



Our approach

- ◊ **Relate**
- ◊ **Regulate**
- ◊ **Restore**

Our rules



Over and above

- ◊ **CARE wall**
- ◊ **House points**
- ◊ **CARE assembly**

Relentless routines

- ◊ **Meet & greet**
- ◊ **Wonderful walking**
- ◊ **Legendary line-up**

Steps



1. Re-direct
2. Discreet reminder
3. Microscript 
4. Time to regulate
5. Restorative conversation & appropriate consequence

Microscript

1. Shine the light.
'I've noticed that you are....'
2. State desired behaviour
'I need to see...'
3. Recall the good times
'Remember when...'
4. Swift, polite end.



First attention goes to best conduct
Praise in public—remind in private

