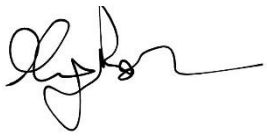
Queen's Park Primary School

Behaviour and Wellbeing Policy

The Governing Body of Queen's Park Primary School adopted this policy on 31st August 2024 to be effective from 1st September 2024.

Review Date: September 2026

Signed – 

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1. Overview and Aims

Everyone at Queens Park Primary believes all pupils have the right to feel safe, valued and respected at school. We have developed this policy alongside guidance encouraging schools to reflect on traditional behaviour management approaches (emphasising rewards, punishments and behaviour as choices) and moving towards a more relational, trauma-informed approach which is neuro-affirming and recognises behaviour as communication.

The policy has been written with reference to:

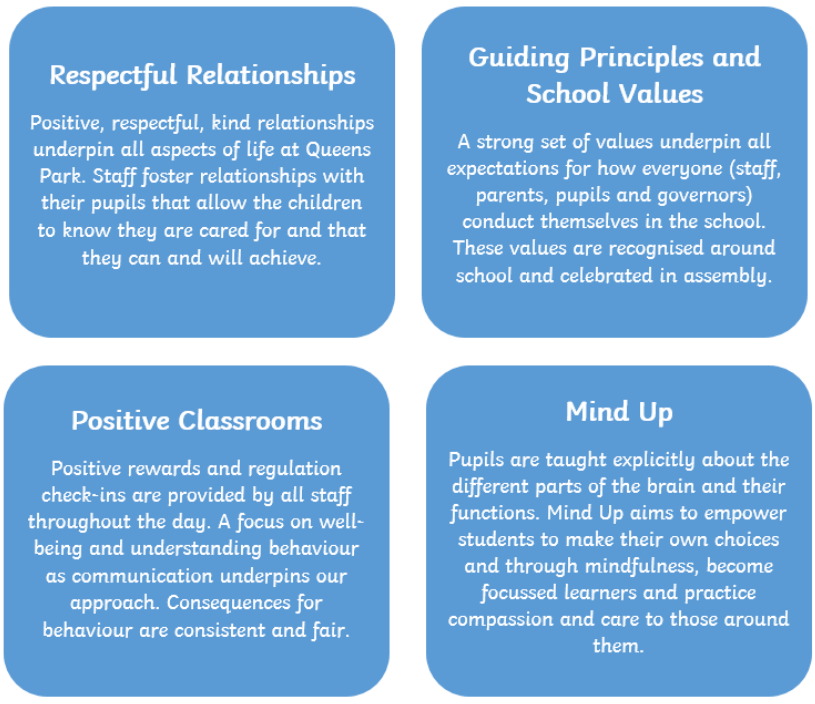
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Emerson, A. (2022). The case for trauma-informed behaviour policies. *Pastoral Care in Education*, *40*(3), 352–359.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to learning and development
- Foster pupils' positive attitudes towards themselves and others
- Enable pupils to recognise and appreciate appropriate behaviour
- Promote increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour
- Provide a consistent approach to behaviour across the school
- Make boundaries of acceptable behaviour clear and build understanding of the relationship between actions and consequences
- Ensure pupils feel safe in our school and are free from any form of discrimination
- Provide an interesting, well-planned curriculum that motivates children to actively engage in their learning, alongside teaching them the social, emotional and mental health skills they will need throughout their lives
- Implement a trauma-informed approach to behaviour that benefits the whole school community
- Work in partnership with families to foster collaborative relationships between home and school

This Behaviour and Wellbeing Policy informs, guides and supports staff, governors, parents and pupils to achieve these aims through the following key aspects of school practice.



By the time pupils leave Queens Park Primary, they will be self-reflective and emotionally aware. They will take responsibility for their own actions and promote respect for others.

2. Why Adopt a Relational Approach?

2.1 Rationale

> **There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation.**
>
> (Bruce Perry, PhD, MD, researcher & child psychiatrist)

Research shows that Adverse Childhood Experiences (ACEs) are associated with an increased risk of mental health problems in later life. ACEs include those affected by economic disadvantage, discrimination and/or traumatic experiences such as abuse, neglect, family mental health problems or substance misuse.

Queens Park Primary is situated in the centre of our vibrant and diverse community and, as expected of an inner-city school, our pupils are regularly exposed to adversity and stress, including overcrowded housing, the cost-of-living crisis and the impact Covid-19 had on children and young people's mental health.

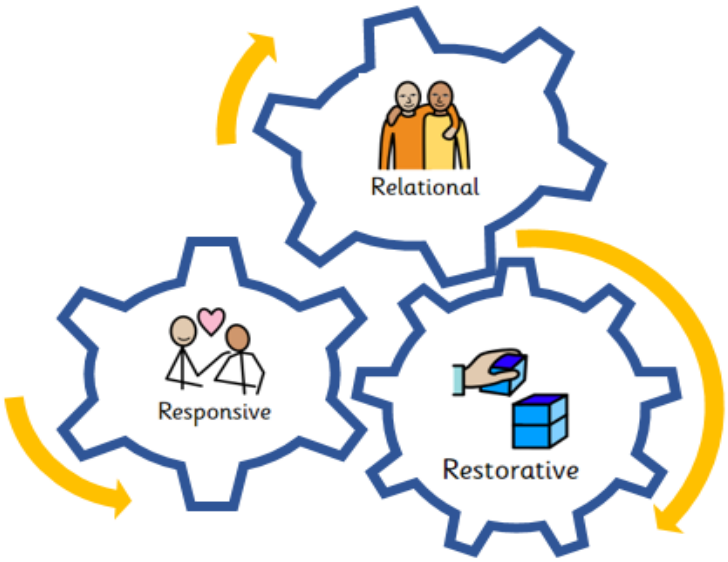
Research shows that the likelihood of ACEs impacting future health is dependent on a variety of individual factors, however it should not be assumed that negative outcomes are inevitable. Following a relational, trauma-informed approach which prioritises relationships, empathy and feeling safe, above discipline and other behaviour management principles, is shown to reduce the impact of ACEs and lead to more positive outcomes.

"When schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all" (Banerjee, Weare & Farr, 2014).

Research of this nature supports the use of trauma-informed approaches to behaviour in schools, not only for children and young people who have experienced trauma but for the whole school cohort. We are an inclusive school and we understand that every individual has their own challenges that we strive to overcome together.

2.2 Roles & Responsibilities of Staff

We follow a Relational, Responsive and Restorative approach to behaviour and we use this to structure staff roles and responsibilities with supporting pupils' behaviour.



Relational Practices

Before behaviour incidents, all adults working with the child will:

- Endeavour to get to know pupils on an individual basis (what matters to them, who matters to them, their dreams, aspirations, strengths, interests and challenges)

- Maintain a stimulating environment that encourages active engagement
- Give positive feedback and praise, through purposeful use of Class Dojo systems
- Implement the Behaviour and Wellbeing Policy consistently and fairly
- Model positive behaviour and co-regulation in all aspects of the school day
- Adopt a whole school commitment to cease all use of harsh voices, shouting, public shaming and criticism (instead opting for individual reminders, avoiding further escalation and demonstrating mutual respect)
- Provide a communication supportive environment, including visual timetables so the school day is calm and predictable
- Use the Zones of Regulation to check-in with children at regular intervals throughout the day, including at morning greetings
- Understand they may need to call upon an alternative adult who the child trusts to support them at a time of need, and that this may change within a period of dysregulation
- Adapt expectations to correspond with pupils' developmental capabilities and experience of trauma/stress, including when this may differ throughout the day/week/year depending on external circumstances
- Provide a clear, confidential and non-shaming system of self-referral for a regulating break in order to be more available for learning and interacting (e.g. self-referrals to the Snug)
- Nurture children to feel valued and listened to in order to be well-regulated to interact with positive social engagement rather than defensiveness

Responsive Practices

During behaviour incidents, all adults working with the child will:

- Acknowledge the behaviour as communication and attempt to understand the underlying feeling or unmet need
- Recognise, validate and attune to the individual - "connection before correction"
- Use humour or personal interests to diffuse tension and de-escalate the situation
- Redirect unfocused behaviour to diffuse and de-escalate the situation (e.g. giving a child a 'job')
- Follow a consistent and fair approach (e.g. peg system, negative dojos)
- Encourage pupils to refer to their personalised Emotional Regulation Tool Kits, which include a range of strategies for each Zone of Regulation
- Remove the pupil from a situation they are not managing well, in a kind and non-judgemental way (e.g. a child who is triggered on the playground could move to a calmer area with emotionally regulating adults)
- Follow de-escalation steps within individual Emotional Regulation Support Plans for key children that need more specific intervention
- Use positive handling techniques only when reasonable, necessary and proportionate (Section 6.2)
- Staff will reflect on their own emotional availability and swap with other staff members if they are not well-regulated to support a vulnerable child, through a supportive and non-judgmental approach

Restorative Practices

After behaviour incidents, *once the child is regulated*, adults who were involved in the incident will:

- Ask for pupil perspectives with all children that were involved, giving each child time to share and feel listened to and heard
- Ask pupils how their actions affected themselves/others? Did it make the situation better or worse?
- Explain why a particular behaviour was unacceptable in a calm, clear manner
- Co-construct ideas for repairing the situation and decide on a logical consequence together
- Use an appropriate mode of communication and expression, depending on the child's emotional vocabulary and ability, to reflect on the situation e.g. comic strip conversations, emotion cards, question dice, social stories etc.
- Emphasise restoration, rather than punishment and blame, and aim to reduce feelings of guilt or shame in the child
- Set limits and expectations for next time and give pupil tools to be successful (e.g. An 'I need a break' card)
- Record the incident on CPOMS in a succinct and timely manner, including any actions taken (e.g. parents informed)
- Have a 'fresh start' approach after any behaviour incident

3. Guiding Principles and School Values

Staff, governors, parents and pupils are familiar with our Guiding Principles and School Values that underpin our teaching, learning, play and interactions throughout the school day.

Guiding Principles

Prioritising wellbeing so children feel safe and happy at school.

Embracing individuality and understanding children as unique learners.

Instilling ambition to strive for our personal best.

Providing opportunities to broaden experiences and prepare children for life after primary school.

School Values

3.1 The Role & Responsibilities of Pupils

Pupils are expected to:

- Show respect to everyone
- Employ self-regulation strategies that support everyone's effective learning and interacting
- Move sensibly around the school
- Treat the school buildings and school property with care
- Engage in restorative practices when referred to 'Help in the Hub'
- Approach trusted adults for support if they need it

3.2 The Role & Responsibilities of Parents

Parents are expected to:

- Support their child in adhering to the Behaviour and Wellbeing Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Utilise Class Dojo as effective communication with Class Teacher
- Discuss any concerns with the class teacher promptly
- Work in partnership with the school when behaviour needs are identified as cause of concern

3.2 The Role & Responsibilities of The Headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour incidents. Through training and monitoring cycle planning, the headteacher will ensure staff implement this policy and ensure rewards and consequences are applied consistently. Staff training and CPD is recorded.

3.4 The Role & Responsibilities of The Governing Body

The governing body will review this policy annually in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4. Positive Classrooms

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, for example greeting pupils at the start of the day/lesson. This is facilitated by aspects of the classroom environment, including a clear set of rewards and consequences, however it's important pupils also understand the reasons behind their feelings/actions before we can expect them to learn positive behaviour strategies.

4.1 Mind Up

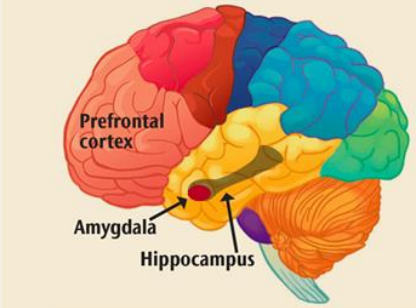
MindUP teaches children about the different parts of the brain and their functions. The curriculum aims to empower students to make their own choices and through mindfulness, become focussed learners and practice compassion and care to those around them. They learn to understand how feelings can impact behaviour and how to manage situations mindfully.

The three different parts of the brain taught to children are explained below:

1. **The amygdala** - 'the security guard' - is primarily responsible for keeping us safe. As sensory information enters our brains, our sensory part of the brain interprets it as a threat or an opportunity for learning. Should it be detected as a threat, then our amygdala goes into flight, fight or freeze mode where survival mode kicks in.

2. **The Hippocampus** - 'the manager' - helps to manage our response to fear and threats, and acts like a storage vault of learning and memory. Its largest job is to hold short-term memories and transfer them to long-term storage in our brains. It also plays a role in emotional processing, including anxiety and avoidance behaviours.

3. **The Prefrontal Cortex** - 'the planner' - controls decision making, planning, focusing attention and problem solving. It is responsible for logical thought, reasoning, concentration and cognition.



Prefrontal cortex: Highly developed part of the frontal lobe that plays a role in the regulation of complex cognitive, emotional, and behavioral functioning

Amygdala: The emotional center of the brain

Hippocampus: Involved in forming, storing, and processing memory

For example, our amygdala interprets a loud sound that evokes an emotional response of fear in our limbic system. However, our logic tells us that this sound is that of a motorbike far away which cannot hurt us and those thoughts then decrease fear and allow us to concentrate on other things.

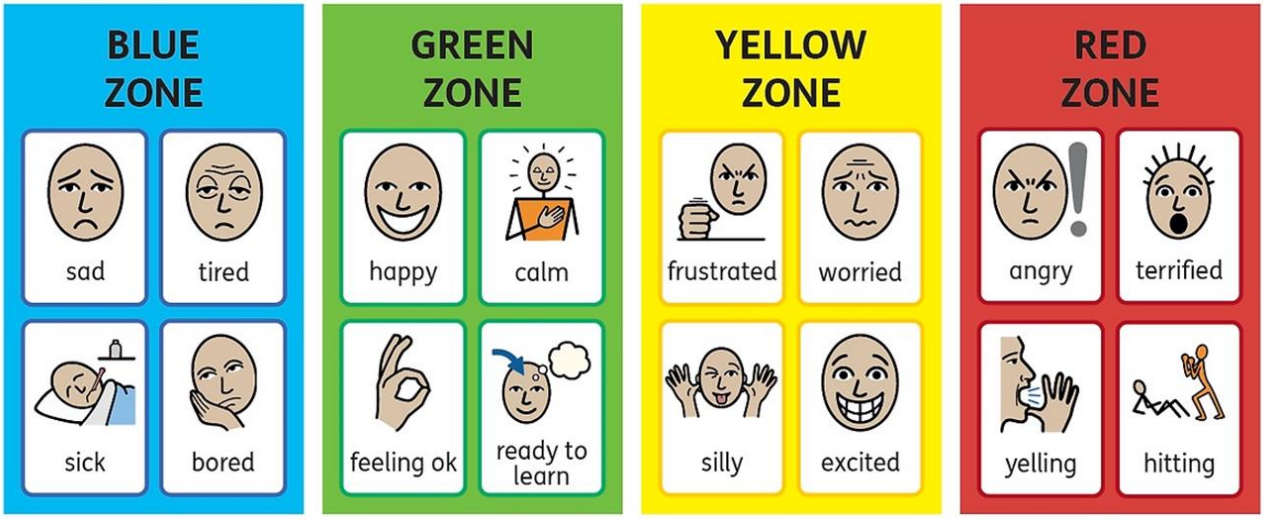
This can be applied to any triggers for our pupils at school, such as feeling overwhelmed, frustrated or angry at something that has happened. Staff understand that it is their responsibility to teach children about what is happening in their brains, label their emotions and encourage them to reflect on situations with logic and reasoning.

Staff understand that pupils will not be ready to apply logic and reason in the moment of dysregulation (when their survival/amygdala is still activated) and therefore employ restorative approaches once the pupil is calm (when they can access executive functions through their prefrontal cortex).

This takes time, but it helps pupils understand the reasons behind their actions and learn positive ways to manage situations, without shame or judgement.

4.2 Zones of Regulation

The Zones of Regulation are used as a tool to help pupils develop their self-awareness and emotional understanding. Emotions are sorted into four coloured zones, all of which are expected in daily life.



Visual charts are displayed in all classrooms and provide an easy way to think and talk about how we feel on the inside. Once pupils develop self-monitoring skills and are able to apply their emotional memory, they can begin to reflect on strategies that support them when they are in each zone. This helps them to recognise when there is a mismatch between their emotional state and the demands of the current activity.

Some pupils have Emotional Regulation Plans (Appendix 2) and personalised Tool Kits they have created with the support of a trusted staff member. These are then referred to by the class team when there is a mismatch between the activity and the zone the pupil is presenting in, such as if they appear fidgety or sad.

The Zones of Regulation provide a positive, inclusive framework to support children to attend to their learning and cope with the regular demands of the school day. All staff use Zones of Regulation language when discussing feelings, actions and events across all contexts.

4.3 Rewards

A clear set of expectations, positive rewards and consequences are in place for all staff to draw upon and children to understand. Our guiding principles and school values underpin these expectations.

Positive behaviour will be rewarded with:

- Purposeful praise
- Special responsibilities/privileges
- Positive Dojo points which then build up into Dojo Point Parties
- Gold stickers and Star of the Week certificates during Celebration Assembly
- Behaviour Star certificates

The Behaviour Star certificates are connected to our school's values and at the start of each week, the focus behaviour is introduced to the children. This then helps to reinforce and positively promote the behaviours that we expect to see at Queen's Park, as well as giving the other children role models to look up to for their exemplary behaviour.

4.4 Consequences

In response to *minor* behaviour, staff may:

- Implement de-escalation strategies (as listed in section 2.2 above)

- Refer to the clear, consistent visual reminder system used across the school

In response to *serious* behaviour, staff may:

- Send the pupil out of the class to work in another classroom in order to diffuse a situation
- Refer the pupil to a senior member of staff, to support them to regulate away from the classroom
- Refer the pupil to the hub for problem solving and restorative practice
- Confiscate any prohibited items found in pupils' possession
- Letters or phone calls home to parents
- Invite parents in for a meeting to gain a holistic view on the child's behaviour

In response to *repeated breaches* of the school Behaviour and Wellbeing Policy, staff may:

- Put an Emotional Regulation Support plan in place (Appendix 2)
- Recommend an intervention to be delivered by the Emotional Literacy Support Assistant (ELSA)
- Refer the child/family to external agencies e.g. MIND, CAMHS, Early Help, Family/School Navigator
- Follow the Exclusions Policy

4.5 Hub

Healthy
Understanding of our
Behaviour

As part of the Relational, Responsive and Restorative approach that we use at Queen's Park, the Hub is one way in which we help to address pupils' behaviour in a holistic way. Run by our Emotional Literacy Support Assistant (ELSA), the Hub helps the children to acknowledge where a situation went wrong, explore the reasons why they have behaved in that way and put steps in place to help reduce the likelihood of this behaviour happening again.

They may use a variety of modes of expression (e.g. emotion cards, question dice, comic strip conversations, social stories etc.) to support pupils with developing their emotional vocabulary and understanding of actions and consequences in more depth.

When a child attends the Hub, a letter is sent home to parents to inform them of the intervention that was delivered. If a child has attended the Hub three times, parents will be invited into school to talk with a member of the Headship Team to discuss how both school and home can support the child with developing strategies to manage their behaviour. In addition, the child may be referred to a more regular ELSA intervention to develop specific social and emotional skills.

'Help in the Hub' is available every day at lunch time.

4.6 Off-site behaviour

Rewards and consequences are also applied to situations off-site when pupils are representing the school, such as on a school trip or on the bus on the way to or from school.

4.7 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will implement consequences for the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

4.8 Early Years Foundation Stage (EYFS)

Children who attend our early year provision (aged 3-5 years) are supported to understand their behaviour and responsibilities in a developmentally appropriate manner. Whilst the list of positive rewards and certificates is mirrored with the rest of the school (section 4.2), the consequences for pupils of a younger age need to be logical and timely (i.e. children in EYFS do not attend the Hub). A more effective approach in EYFS is for familiar staff to support them 'in the moment' to understand the feelings behind their actions and repair the situation.

Practitioners use visuals to help children to remember appropriate responses such as kind hands and sharing. In line with the rest of the school, negative dojos are given if a child's behaviour is persistent.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of hands-on violence which leaves marks on the person's body
Racial	Racial taunts, graffiti, gestures, pictures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Children as bystanders:

Being a **bystander** is defined as a child who does not become actively involved in a situation where someone else requires help, and in this way is a passive observer, an onlooker who watches a bullying incident happening but does not intervene or get help, even if the other child needs it.

Where a child has witnessed a bullying incident as a bystander, it is important to work with the child to help them understand how their inaction has contributed unintentionally towards the bullying incident itself. The reasons behind watching the incident need to be identified and where appropriate, addressed using a non-judgemental, relational approach.

6. Special Educational Needs and/or Disabilities (SEND)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

6.1 SEND Behaviour & Wellbeing

Following a relational, trauma-informed approach to our Behaviour and Wellbeing Policy ensures that all children are supported to learn and understand their own behaviour in a manner that prioritises relationships, empathy and communication in a safe environment. This approach is inclusive of all pupils, including those who have Special Education Needs and Disabilities (SEND).

Developmental differences sometimes cause pupils to present with behaviour that challenges, but staff understand that all behaviour is a form of communication. Staff are aware of their responsibility to unpick the behaviour in order to establish the underlying feeling or unmet need.

Pupils that experience challenges with emotional regulation or social communication may have individual Emotional Regulation Support Plans to ensure staff can implement strategies consistently and fairly in order to co-regulate through a de-escalation cycle (Appendix 2). These should be shared with all staff working with these children.

If staff are experiencing persistent challenges and/or current strategies have not been successful with particular pupils, they should inform the SENCO and a plan will be put in place, in collaboration with parents. In some cases external agencies are referred to such as Educational Psychology, CAMHS or the Child Development Service, with parental consent.

Staff encourage pupils to recognise their own emotional regulation tools that can help them re-engage with increasing independence. We aim for all pupils to develop independent self-regulation strategies that they can employ once they leave Queens Park at their secondary schools and in later life.

6.2 Positive Handling

In some circumstances, staff may use positive handling techniques to prevent children:

- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be proportionate, reasonable and necessary
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

7. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

Appendix 1: Hub letter to parents (template)

Date _____

Dear Parent/Carer,

Today, your child _____ in class _____ attended the Hub during their lunch time. The reason for them coming to the Hub was the following:

The Hub is a place where your child has come to be helped and supported with their behaviour, so that they can understand and appreciate how their actions may have affected not only themselves, but also others too. It is a restorative measure that we use at Queen's Park as we believe that by giving them this space to talk about and explore their behaviours, the children can learn from this and work on bettering their choices when faced with challenges. During your child's time in the Hub, the following was done/discussed:

We would very much appreciate it if you could talk to your child about their behaviour and encourage them to think about what they can do in future to make sure they learn from their mistakes, in the hope that they do not need to visit the Hub again.

If your child is in the Hub on 3 occasions, you will be asked to come in for a meeting with a member of the Headship Team to discuss their behaviour further so that we can put measures in place to help support your child going forward.

Kind regards,

Headship Team

Appendix 2: Emotional Regulation Support Plan (example)

Year: XXX | Emotional Regulation Support Plan | Name: XXX

Emotional Regulation Support Plan

Staff at Queens Park School follow a relational, responsive and restorative approach to behaviour and wellbeing. We understand it is our job to interpret and understand all behaviour as communication. We aim to *prevent* periods of dysregulation by making adaptions to the environment and modifications to activities, knowing the individual well. It is vital that the class team develop strategies together (with the pupil if developmentally appropriate) and have consistency of approach.

Regulated = when an individual's profile *matches* the demands of the environment/activity
Dysregulated = when there are *mismatches* between an individual's profile and the demands of the environment/activity. Sometimes resulting in anxiety/distress/upset/shutdown/fight or flight etc.

Pupil in Context:

Physiological	Interoception	Sensory	Motor	Cognitive	Communication	Social
• XXX does not always sleep well • He has a long journey to school and a long day at school (6pm finish) • He is regularly tired	• XXX can identify his personal needs (toileting, hunger etc.) • XXX struggles to identify or pre-empt his emotions and can anger quickly • He internalises his emotions and struggles to open up, even with trusted adults – it's not clear if he understands his own feelings	• XXX is a sensory seeker and needs constant movement to remain regulated	• XXX is highly active • He enjoys physical activity • He enjoys hands-on practical learning • He has good co-ordination and balance	• XXX can be quite rigid in his thinking • He likes to know what is happening • He is on track with Reading and Maths • He needs external validation to find the motivation to engage in his learning	• XXX communicates well when he is regulated • He uses good vocabulary • When he feels overwhelmed he will leave the room without warning	• XXX has preferred peers • There is frequent conflict with peers and he can provoke others when seeking interaction • XXX is honest when reporting incidents and usually owns up to his behaviour

Preventative Adaptions to Environment / Activities using Transactional Supports:

• Provide a calm routine at the start/end of the day • Provide regular breaks • Ensure XXX eats snack and lunch so he has energy	• Complete Zones of Regulation check ins at regular times in the day as well as in response to behaviour cues • Label his feelings in a supportive manner	• Provide regular movement breaks e.g. errands outside the classroom • Complete whole class movement breaks	• Incorporate movement into daily tasks • Complete whole class movement breaks • Boost self-esteem during activities of his strengths	• Provide a visual timetable each day and refer to it consistently • Give lots of praise and positivity when XXX is engaged	• Encourage XXX to use his words • Provide Zones of Regulation visuals and respond to his behaviour using his personal toolkit	• Support XXX to avoid peers who he has regular conflict with • Facilitate & supervise interactions on the playground, especially football

Zones of Regulation Escalation Cycle:

	Observable Behaviour:	Strategies to implement:
Level 1 (Ready to learn - baseline; green regulation zone)	• Presents as calm and focused • Polite – asks for things before taking/doing • Shows he is kind and helpful • Walks instead of runs • Calm voice • Follows instructions	➢ Mirror XXX's calmness (voice and body) ➢ Use humor, positivity and praise ➢ Set appropriate work expectations ➢ Complete whole-class movement breaks ➢ Alerting / Organising / Calming sensory activities to maintain regulation ➢ Provide alternative seating in the classroom e.g. calm corner
Level 2 (Potential dysregulation -entering the yellow regulation zone; possible mismatched environmental demands)	• Fidgeting and moving a lot in his chair • Unfocused and needing a lot of prompting • Withdrawn and quiet, or calling out	➢ Remain calm and supportive ➢ Use clear instructions and explanations of what is happening and why ➢ Encourage him to **check his toolkit** ➢ Provide a scaffold for the task e.g. checklist of each step needed to achieve outcome ➢ Maintain firm boundaries **"first __ then we can __"** with motivating activity afterwards ➢ Give XXX a 'job' to help his engagement
Level 3 (Dysregulated – mismatch with environmental demand; yellow regulation zone)	• Refusing to complete work • Disrupting / provoking others • Shouting out • Being rude to teachers and peers • Leaving the classroom	➢ Label and acknowledge that he is in the Yellow Zone in a calm and supportive manner ➢ Remind him of expectations **"Its ok to feel __ it's not ok to be rude/shout out/disrupt others"** ➢ Encourage him to **check his toolkit** ➢ Give a direct and clear choice, including a regulation strategy **"You can change seats, or you can go for a movement break"** ➢ Move his peg down to 'warning'
Level 4 (Out of control; extreme dysregulation; red zone)	• Not listening to any instructions • Physical aggression to property, staff or peers • Verbal aggression • Throwing things • Hurting himself – hitting his head, squeezing skin on his hands or his ear, using equipment to harm himself	➢ Remove any unsafe equipment or objects ➢ Label and acknowledge his feelings **"I can see you are angry/frustrated/upset"** ➢ Give a direct and clear instruction to leave the room (only use positive handling if reasonable, necessary and proportionate) ➢ Narrate what is happening **"We are going to go for a walk until you make safer choices and regulate"** ➢ Once more responsive, give a choice between two calming activities before returning to class ➢ Revisit triggers and strategies in the Hub
Restorative Conversation (After a period of dysregulation, with the adult who has been supporting, in a calm private space)	Explain what you observed using simple language: • "I could see you felt ___ in the __ Zone" • "It's ok to feel ___, it's not ok to ___" (Reminders about safety/respect etc.) • Refer to his personal tool kit "Next time you could __" • Thank them for listening and praise them for transitioning calmly back to class • Ensure there are motivating activities planned next to promote re-engagement • Have a fresh start after every episode of dysregulation - return to Level 1 strategies	