

# Behaviour policy and statement of behaviour principles

Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
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## 1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and consequences

## 2. 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](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [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 must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. 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
- Difficult to defend against

In school, we use the STOP acronym to decide whether actions can be regarded as bullying:

- **S**everal
- **T**imes
- **O**n
- **P**urpose

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### 5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents on CPOMS

### 5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and regulated way, bearing in mind that some children will need support to regulate
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept that all actions have consequences
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. The restorative approach

When children start to become agitated, or display 'out of sorts' behaviour, we use de-escalation as the first way of dealing with the situation. Some signs of agitation include, for example:

- › Balling of fists
- › Fidgeting
- › Shaking
- › 'Eye-balling' another child
- › Head-thrusting
- › Jaw-clenching
- › Speech becoming more rapid and/or high-pitched
- › Calling-out, or heckling

When a situation is successfully de-escalated or defused, this minimises the impact that children's behaviour has on the child him/herself, as well as those around him/her.

Some appropriate de-escalation strategies, and other points to bear in mind, include:

- › Leaving the child alone (not unsupervised) for a short while
- › Distracting the child with another activity, or giving them a small task to do which takes them away from the situation for a couple of minutes

- Not taking the situation personally as an adult, and asking for another adult in the room to assist; if you see others dealing with a situation, it is not appropriate to 'muscle in' and take over, or share your opinion, but it is often very helpful to offer a helping hand
- Validating the child's emotions in the moment, in order to give you and the child some thinking time and space – e.g. 'I can see you need help; I'll come and see you in two minutes once I've finished completing the register'
- Reducing the drama of the situation by dealing with incidents away from other children as far as possible
- Using humour, if this is appropriate based on what you know of the child

However, if de-escalation does not work, we pro-actively – and, when appropriate, re-actively – deal with children's conduct using the restorative approach. In essence, this is a three-step approach, advocated by Dr Bruce Perry, to which we've added a fourth step:

- Regulate – in the first instance, helping to calm the child in order to moderate his/her fight, flight, freeze or flop response
- Relate – connecting with the child through a secure, attuned and sensitive relationship
- Reason – supporting the child to reflect, learn, remember, articulate and become self-assured
- Redeem (to replace internal isolation) – giving back to the children whose learning has been disturbed

## 7.1 Regulate

In order to encourage the child to regulate his/her own behaviour, the adult involved in the situation will issue an appropriate length 'time out' from learning – one minute for each year of the child's age – which we call 'reflection time'. It is important, for most children, that adults do not interfere with this period of self-regulation, as this can often 're-ignite the fire' of a confrontational situation.

For some children, it may be necessary to employ other regulation strategies – which may encourage self-regulation, or may involve regulation by a third party, like a trusted adult. Depending on the child, a gentle hand on a shoulder, or using an open hand to shepherd him/her to a safer place, for example, might be appropriate.

## 7.2 Relate

Before a child is ready to discuss what has happened, he/she will need an opportunity to build or re-build a positive relationship with another person. Where possible, this should be with any adults or children involved in the original incident.

This part of the process might legitimately involve a complete distraction from what has come before; children are often not ready to deal with their behaviour, the people it has affected and/or the impact it has had immediately after an incident, even when reflection time is employed.

The strategy chosen for this relationship-building should be easy to implement, immediate, collaborative and appropriately distracting. Some of the 'distractor activities' we use during learning time might be a good place to start – and simple games such as Uno, Dobble and Top Trumps might also work.

## 7.3 Reason

The school believes in:

- Respect – listening to the opinions of others, and learning to value these
- Responsibility – taking responsibility for your own actions, including accepting the application of an appropriate sanction
- Reparation – considering and discussing how to repair harm
- Re-integration – working through a process which solves the problem and reduces the likelihood of it happening again in future

The discussions we have with children at the point of 'Reason' incorporate the above beliefs, and take the following form:

- What happened?
- What do you think and feel about that?
- Who else has been affected? What might he/she/they think and feel?
- What needs to be done to resolve the situation?
- What needs to be done to prevent the situation from happening again?

The focus of this conversation must be on preparing the child for re-integration.

## **7.4 Redeem (for serious incidents and/or an escalation or persistence of lower-level incidents, replacing internal isolation)**

When serious incidents of behaviour occur, the first priority is to ensure that all children and staff are safe, and that everyone has time and space to calm down.

Any parties and/or witnesses should contribute to the CPOMS record of the incident; the person who was first involved should start the CPOMS record, and 'assign' the other involved adults, so that they can add their contributions as actions resulting from the same incident and records are therefore easier to follow.

The same 3-stage approach, as above, should be used to begin to restore relationships for these children and determine next steps, but then any child exhibiting higher-level inappropriate behaviour needs to move to the following 'Redeem' phase. This will need to take place when children have returned to a regulated state – which means, for most children, the same day; however, some children may need to complete this step at the start of the following day.

Serious misconduct – and, in certain circumstances, the escalation or persistence of low-level incidents – is dealt with through the use of a fixed-term external exclusion, at the headteacher's discretion, in line with local and national guidance.

We know that an internal isolation, our previous strategy, is a disincentive for most children; however, we, as a school, know that a small group of the same children tend to be isolated repeatedly, meaning that the approach appears to have little impact on their conduct. Research suggests that isolation is counter-productive, and can lead to a worsening of behaviour, as children are separated from their friends and trusted adults.

- We have replaced internal isolation with a type of redemptive community service.
- Redemption comes in the form of completing a task which 'gives back' (the essential meaning of redemption) to the Richmond family.
- This task might be working with the site team on a project around school – such as painting, clearing leaves, collecting litter, etc – or something decided by the class teacher which will be helpful to the class – such as spending time helping to prepare resources, tidying the classroom, sharpening pencils, writing an apology letter, etc.
- We aim to strengthen the bond between the child exhibiting poor behaviour and the class whose learning he/she has disturbed, rather than weakening this through an activity such as internal isolation.
- These tasks are not rewards. Apart from achieving retribution, there is little benefit in punishing children for their behaviour. Of course, all behaviour has consequences, and we need to make this clear to children.

## **7.5 Missed learning**

In addition to replacing internal isolation, as above, we emphasise the importance of catching up with learning that is missed, because of reflection time or the redemptive activities. This is so that the re-integration of learners back into the classroom is smoother, as children are not 'left behind':

- On a rota, teachers are required to supervise children in the School Library at playtimes for this purpose, and the SLT will take it in turns to supervise children at lunchtimes.

- Children stay for the period of learning time that they missed, irrespective of whether they went on to complete the work in the remainder of the lesson. Every child who has time away from learning needs to repay this time. Teachers should stick a Post-It note to children's work to state how much time was missed so that the person leading the session knows how long children need to stay. Children stay for the required time – completing work and/or reading a book. Unless one is required for the work which needs to be completed, children should not have access to any electronic devices in these sessions. If children have completed work, but still owe time, they should bring a simple task with them, such as a handwriting practice sheet, or read a book within their Accelerated Reader range.
- This missed learning time is not a punishment; this is a consequence of a choice to misbehave and waste learning time. As an acknowledgement of the importance of learning, this is a serious consequence, however, and children must work in silence at all times, or come back to the next session and try again.
- If teachers prefer to run these missed learning sessions in their own classrooms, perhaps working with the parallel class teacher on an alternating basis, this is to be encouraged, but the sessions must take place every playtime and every lunchtime every day, so that children can see the direct link between the learning that they miss and the amount of their own time that they lose.

## 7.6 Playtimes and lunchtimes

Playtimes and lunchtimes should be regarded as self-contained periods of time. If any of the above processes need to be employed, they should be restricted to the break time in which they are started and in which the incident occurred, unless what happened is serious enough to warrant an external exclusion.

An important part of the restorative process is that all affected parties move on from mistakes, having learnt from these, and the impact on learning time is reduced.

Anyone on duty at playtime or lunchtime should follow the followed condensed version of the above process:

- Regulate – the child walks around with the adult on duty, with no interaction between the adult and the child; for younger children, it might be appropriate to invite children to hold your hand
- Relate – once the child has calmed down, you might have a short conversation, not about the incident, or play a game together
- Reason – after the distracting conversation or game, the child should be asked the same restorative questions as above:
  - What happened?
  - What do you think and feel about that?
  - Who else has been affected? What might he/she/they think and feel?
  - What needs to be done to resolve the situation?
  - What needs to be done to prevent the situation from happening again?
- Redeem (to replace internal isolation) – children are sent to the Library to join the missed work session, as a consequence of their behaviour; at the end of the break time, they return to the playground to help to tidy up, collect equipment, do jobs for the adults, etc

If the incident happens at the end of a break time, the adult (or another adult on duty, if appropriate) should follow the above process with the child(ren) before moving back into the school building, so that there is a line drawn under what happened and everyone can return to learning; this child will need to attend the missed work session at the next break time.

## 7.7 Rewards

Our whole-school rewards system is linked to Golden Leaves and ClassDojo points:

- All winners in Celebration Service receive a house point for their team.
- Each week, one winner of the Golden Leaf in each class is presented with the Golden Leaf itself, explaining his/her achievement(s), and also receives a blue sweatshirt to wear for the whole of the following week (and to keep but not wear after that). This is so that the Golden Leaf winner can be easily recognised in each class, and adults and other children who notice him/her can ask him/her about what he/she did to earn the leaf the previous Friday.



- Each class has a special cushion (not to be taken home) for the Golden Leaf winner to sit on for the week; this cushion is then passed to the new Golden Leaf winner by the previous recipient each Friday.
- All Golden Leaf recipients, and the child in each class with the highest number of ClassDojo points, is entered into a weekly raffle for a prize, to be drawn during Celebration Service.

Children were consulted on the prizes for the above-mentioned raffle. The prizes provided are taken directly from the lists that children generated, and there is a range of age-appropriate rewards to choose from.

Golden Leaves and Purple Leaves are issued in rotation. Purple Leaves were introduced as a result of research; they celebrate the struggle, rather than the final achievement. Learning is all about perseverance: 'Mistakes are proof that you are trying.' The evidence suggests that always celebrating the achievement of an end goal (in a similar way to focussing on task completion in lessons) is detrimental to children's resilience, and therefore their self-esteem.

## 8. Behaviour management strategies

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the whole-school, child-friendly, visual representation of the behaviour policy (which is currently being drafted)
- Develop a positive relationship with pupils, which must include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- 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

### 8.3 Pupil support, including through the use of Pastoral Support Plans (PSPs)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.4 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix) will also be reviewed and approved by the full governing board annually.

## Appendix: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstance.



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# Toolkit for Regulation

**Maintaining Positive  
Behaviours in the  
Classroom**



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## Introduction video

For a description of the arousal curve <sup>(1)</sup> and the four stages of behaviour, as well as an overview of how to use this toolkit please access the link below:

<https://www.youtube.com/watch?v=Xe5DVJCYBjw&t=18s>



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# Skills practice videos KS1

Tucker Turtle <sup>(2)</sup>

[https://www.youtube.com/watch?v=S9K1DLT\\_J14&t=146s](https://www.youtube.com/watch?v=S9K1DLT_J14&t=146s)

Star breathing – long version

<https://www.youtube.com/watch?v=XeR5ZGECj7o&t=171s>

Star breathing – short version

<https://www.youtube.com/watch?v=rt89cm3BDn8&t=14s>

Square breathing – long version

<https://www.youtube.com/watch?v=jJF-FIVtVyQ&t=5s>

Square breathing – short version

<https://www.youtube.com/watch?v=dwAvr0hNAX8>



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## Skills practice videos KS2

How the brain responds to anxiety

<https://www.youtube.com/watch?v=m1cwFV-dJwg&t=98s>

Star breathing

<https://www.youtube.com/watch?v=9JPoEl6-R3c&t=45s>



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## Green stage

While children are in the green stage they are functioning from their cortex - they can think ahead and reason. We can help them to stay in the green stage by threading regulating exercises throughout the day in between cognitive tasks.

Some examples are as follows:

- Movement exercises
  - *Running on the spot*
  - *Star jumps*
  - *Marching on the spot*
  - *Balancing on one leg*
  - *Chair press ups*
  - *Desk push ups*
  - *Gorilla dance*
  - *Play copy me. Follow a sequence e.g. touch your head, stamp your feet and jump*
  - *Red light Green light. Name a movement (do it on the spot)–go on green, stop on red*
  - *Be popcorn popping, straight spaghetti, cooked spaghetti, jelly on a plate, peas boiling in a pan, melting chocolate.*
- Rhythmic activities
  - *Tapping a pattern on the desk*
  - *Create a clapping pattern for children to copy*
  - *Stamping*
  - *Singing*



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- ABC around the room. Spot things that you can see around the room. See if you can get all through the alphabet
- Lazy eights - draw horizontal number eights in the air with your hands- this activates the brain and improves connection between hemispheres and eye muscle coordination
- Zoom-erk. Pass the word zoom from one child to the next (verbally), when a child says 'erk', the zoom reverses and goes the opposite way
- Simon says - movements and facial expressions to practice understanding emotions
- Pushing palms together to release muscle tension
- Practice positive self-talk i.e. affirmations
- Use the skills practice videos
- Mindful yoga

Do the following yoga poses and say the corresponding phrases as you hold the position:

- *Warrior pose: 'I am powerful'*
- *Tree pose: 'I am strong'*
- *Chair pose: 'I am aware'*
- *Downward-facing dog pose: 'I am kind'*
- *Hero pose: 'I am worthy'*

### **Tree in the Wind <sup>(3)</sup>**

Stand with your children – make sure everyone can stretch out their arms without bumping someone else!

Read out the following directions (and follow them yourself, to enjoy a moment of calm too):



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1. Please stand nice and straight with your feet placed apart (about as far apart as the width of your shoulders) and bend your knees a little bit. Relax your arms at your sides, letting them hang down.
2. Close your eyes, or, you can just keep your eyes lowered and look softly toward the floor.
3. Be sure to stay standing on the same spot, and to feel your feet planted onto the ground, just like the roots of a tree. Imagine you have roots growing down into the ground, standing firm.
4. Now find the centre of your body (centre of gravity) – you might feel this just below your belly button. Breathe nice slow, deep breaths and imagine your breath going down to your centre.
5. Feel your feet (roots) connecting you to the earth.
6. Breathe into your belly, and as you breathe out, imagine your roots digging deeper and deeper into the soil. Let your roots tunnel down through soil and stones and become strong. Your roots keep you balanced and steady. Your legs are like the trunk of a tree supported by your roots.
7. As you breathe in, imagine energy coming up through your roots and trunk and up into your arms. Slowly lift up your arms like branches and then, as you breathe out, send the energy into your arms and fingertips to grow branches and leaves. Breathe in the energy from your roots, and breathe out to send the energy to feed your branches and leaves. Let the branches grow and spread – some may be thick and strong, others more delicate. Wiggle your fingers and feel your leaves moving in the wind.
8. Let the leaves and branches reach up to the sun. Imagine the sun's energy coming in from above, and then the energy coming up from the soil below. Feel nourished and refreshed. Let the energy flow.
9. On your firm roots deep in the ground, begin to sway like a tree in the wind. Gently wave your arms from side to side, and forwards and backwards, while you keep taking deep breaths.
10. Now, imagine the wind has stopped. Be still and come back to your centre – your standing tree.

**11.** Slowly draw your roots and your branches back into your body – bring your arms slowly back in toward your sides. Stand still for a few moments, breathing and feeling calm.

**12.** Finally, open your eyes and gently ‘shake loose’. Begin to lift up each foot, bounce a few times gently on your feet and shake your hands and arms.

### Variation

This exercise can also be done sitting down. Imagine the roots coming from the base of the body and sitting bones.

### The Energy Within <sup>(3)</sup>

**1.** Stand with your children, spaced apart.

**2.** Ask your children to shake their bodies – starting with their hands, then their arms, legs, torso, head. Shake all parts of the body. (You can join in too!)

**3.** Next, start walking on the spot, running on the spot, and then running as fast as you can on the spot for at least one minute, to get everyone’s heart rate up.

**4.** Next, tell everyone to stand very still.

**5.** Ask your children what’s happening in their bodies.

**Can they feel their heart beating? Do they notice tingles in their belly, legs or arms? Is there heat in their body?** Tell them **‘This is your energy. Your energy within.’** This feeling might seem similar to when they’re very excited. Sometimes when we’re excited, we might find it hard to calm down. In these situations, it can help to remember that our energy can also be still and calm.

**6.** Now (either standing or lying down) ask everyone to close their eyes and think of the floor. The floor is steady. It doesn’t move and it keeps us safe. Can your children think of someone who helps them feel safe and steady? Ask them to use their energy within to feel that love and support now.

**7.** Next, ask the children to open their eyes slowly, gently moving their fingers, their shoulders, their heads from side to side and returning to ‘normal’.



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## Amber stage

**In the Amber stage you can increase the frequency of strategies from the green stage as well as adding in some of these.**

- Butterfly hug: direct the children to cross their arms in front of them, holding the left shoulder with the right hand, and the right shoulder with the left hand. Direct the children to breath in and out for a few short breaths. Ask the children to pretend their hands are butterfly wings, and gently flap them against their shoulders. You can set a number of 'flaps' and count together as you do it
- Self-cuddle: children who need sensory feedback can give themselves a cuddle by wrapping their arms across their body and squeezing tightly. The adult can do this at the same time commenting "I'm so sorry I cannot give you a cuddle at this time. You cuddle yourself and I'll cuddle myself, we will do it together"
- Drinking milk or water through a straw can be calming and regulating
- Eating something crunchy (i.e. carrot, apple) that requires effort
- Loud empathy - breathe loudly as you are practicing breathing exercises – this can encourage the child to mirror your breaths and calm down without being told to
- Count the colours - how many yellow things can you see? How many yellow things can you imagine?
- Quick fire question - what's your favourite thing to do and why?
- Playdough to squash and squeeze - giving the child something tactile to manipulate can be regulating
- Resistance bands e.g. on chair legs
- Have small bags of Lego (7-10 pieces) - allow a few minutes to build
- Calming colouring/drawing
- Ripping paper or popping bubble wrap



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**Eye Movement Integration exercise:** This approach is based on the theory that eye movements activates different parts of the brain. When a child becomes anxious, distressed or agitated, you can hold up a pen and ask the child to follow the pen with their eyes. As the child follows the movements of the pen with his eyes, different parts of the brain will be activated, and the child will start to calm down.

### Grounding Exercises

- 5 things that you can see  
4 things you can hear  
3 things you can touch  
2 things you can smell  
1 thing I don't know about you
- 5 colours you can see  
4 shapes you can see  
3 smooth things you can see  
2 people you can see  
1 book you can see
- 5 things you like to eat  
4 things you like to smell  
3 things you like to touch  
2 things you like to do  
1 thing you're looking forward to today
- 5 star jumps  
4 jumping jacks  
3 claps  
2 high steps  
1 self-hug



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## Visualisation

Pretend that you have just baked some delicious cookies

I wonder what flavour you have chosen?

Now pretend to put your oven gloves on (safety first!)

Open the oven

Take a deep breath in through your nose-they smell delicious!

They smell sooooo good don't they

But they are too hot to eat, you need to blow them cool

Smell the cookies, blow them cool (repeat several times)

**Read this slowly, ensure the children know not to answer the questions until the discussion at the end.**

Imagine that you are getting a cake out of the fridge

Think about the weight of the plate as you lift it out-careful!

Is the plate hot or cold, how does it feel on your fingers?

Can you feel the muscles in your arms working?

Is it a heavy cake or is it light?

I wonder what your cake looks like!

I wonder what it smells like

What is happening in your mouth?

You take a bite and chew it slowly

What does your cake taste like?

How do you feel while you are eating it?

## Lemons <sup>(4)</sup>

*(this exercise releases muscle tension)*

Reach up to the tree and pick a lemon with each hand.

Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze.

Throw the lemons on the floor and relax your hands.



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Then repeat, until you have enough juice for a glass of lemonade!  
After your last squeeze and throw, shake out your hands to relax!

### **Feather/Statue <sup>(4)</sup>**

*(this exercise releases muscle tension)*

Pretend you are a feather floating through the air for about ten seconds.

- Suddenly you freeze and transform into a statue. Don't move!
- Then slowly relax as you transform back into the floating feather again.
- Repeat, making sure to finish as a floaty feather in a relaxed state.

### **Turtle <sup>(4)</sup>**

*(this exercise releases muscle tension)*

Pretend you are a turtle going for a slow, relaxed turtle walk (on the spot).

- Oh no, it's started to rain!
- Curl up tight under your shell for about ten seconds.
- The sun's out again, so come out of your shell and return to your relaxing walk.
- Repeat a few times, making sure to finish with a walk so that your body is relaxed.



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## Red stage

**In the Red stage the child is no longer operating from the thinking cortex but from their limbic brain. This is the emotional part of the brain which is focused on survival-fight, flight, freeze, flop. They are only aware of the next 3 seconds.**

- Reduce words used - 'stay with the silence for longer than is comfortable'  
- Louise M Bomber
- Planned ignoring where possible
- Use of distraction
- Humour
- Pause between sentences - the child will need longer to process things when functioning from this part of the brain
- Do not respond to insults
- Do not warn about consequences
- Stand sideways, so as to look less threatening
- Avoid folding arms
- Keep voice low and calm
- Be empathetic 'I hear you', 'I'm here with you'
- Listen
- Wait
- Change of adult
- Limit the amount of adults involved, and avoid standing and talking to other adults supporting you - the child will see it as criticism
- Removal to alternative, quieter room
- Allow to run outside - if safe follow from a distance
- Validate feelings - I know this is a big ask...
- Identify the child's feelings and wants/needs - I wonder if you are feeling...
- Identify points of agreement



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## Blue stage

**In the Blue stage we need to support the child to settle and regulate. We need to be careful that our actions do not escalate the situation again. Remembering Bruce Perry's words can help – Regulate, Relate, Reason.**

**Regulate** - in this stage we are concentrating on de-escalation, so this relates to the red stage

The blue stage focuses on relate and reason as follows

**Relate** - our relationship with the child is what is going to help them to calm and stay calm. Talking too much can be a trigger so using as few words as possible supports regulation. You may sit and do something that you know the child enjoys such as reading, colouring, or Lego. Doing this quietly can be regulating; let the child join in in their own time and keep words to the minimum.

**Reason** - When you feel the child is regulated and has had long enough at the relating stage you can talk about what happened.

Keep the discussion short and to the point e.g. 'We don't hit' 'We don't use unkind words' etc., can be enough. If we labour the point we risk escalating behaviours again.

Remember a tent is only a useful resource if supported by a nurturing adult. The person is the safe space, not the tent.

We can introduce grounding techniques to refocus the child and bring him back to the present.



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**Ask the child to state simple facts:**

My name is

I am in

The season is

The weather is

I am wearing

It is ok to allow the child time to read/colour/build for quite some time as they make their way back to the green state. It can take a couple of days for some children to fully return to a wholly regulated state so it is worth investing in effective calming.

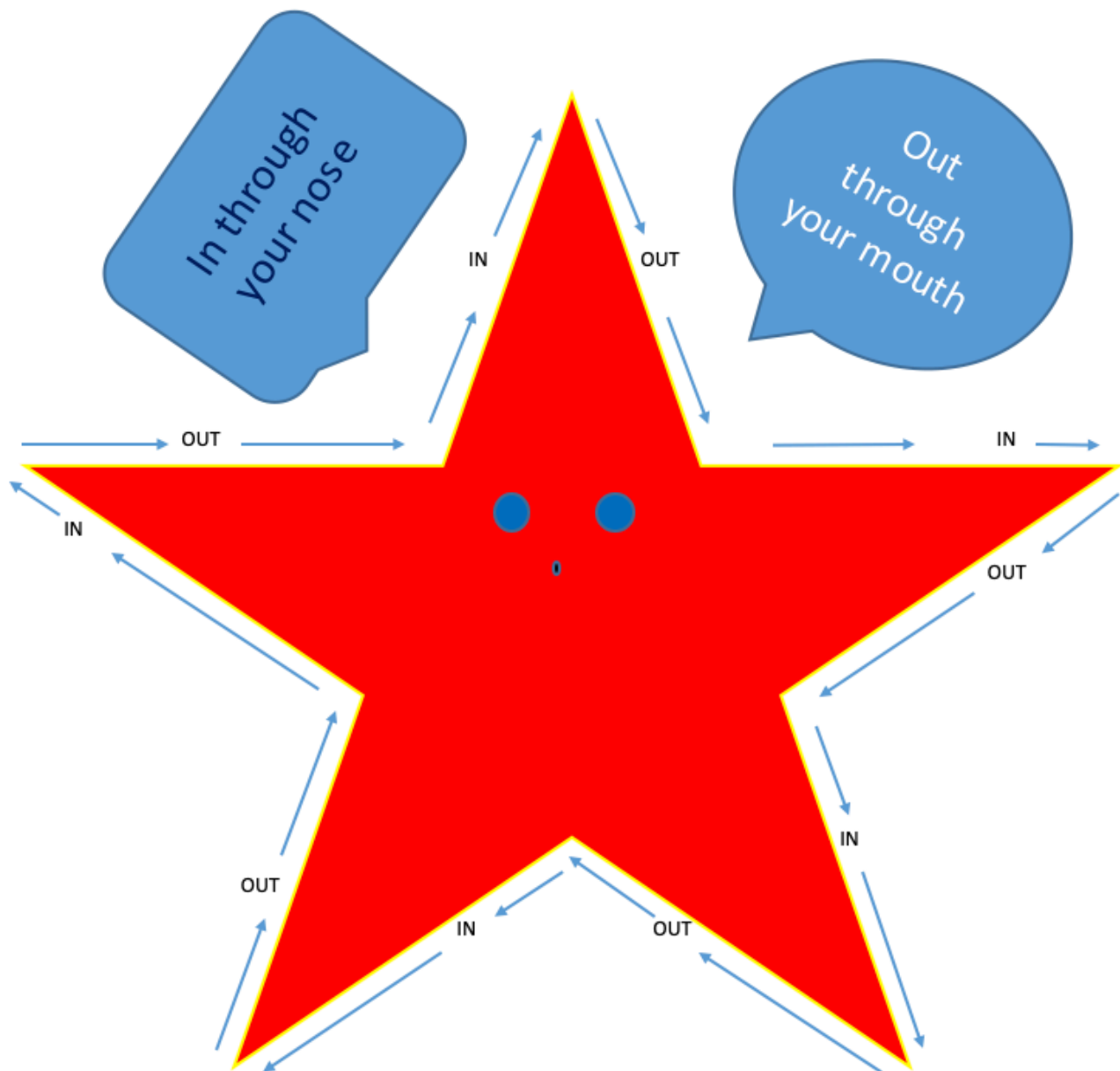


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# Star breathing sheet



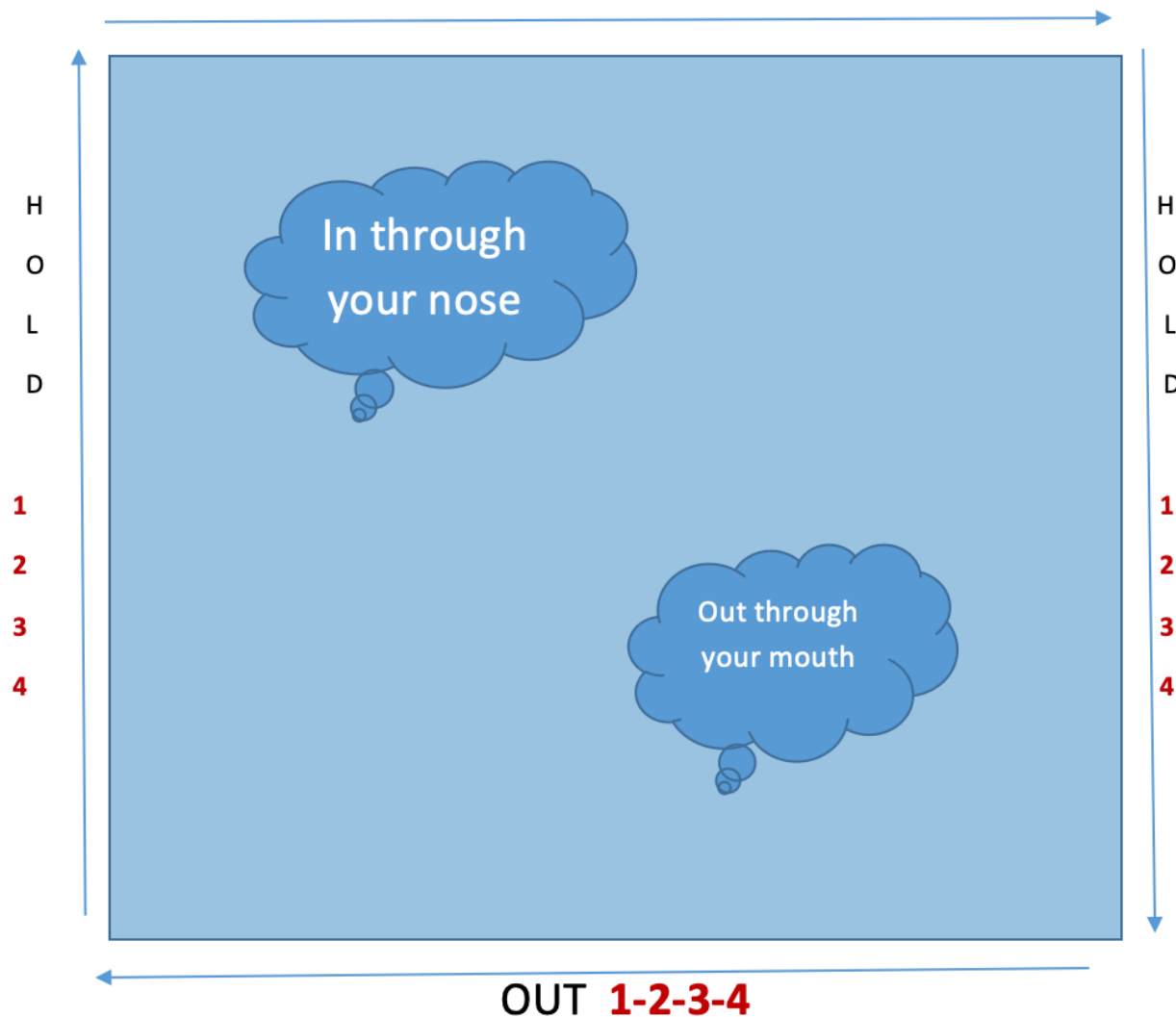
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# Square breathing sheet

IN **1-2-3-4**



\*This exercise can be adapted dependant on age/ability of children. Very young children may not find it easy to hold for four.



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## References

The following resources are not owned by Family Action and have been sourced from:

<sup>(1)</sup> The Arousal Curve

*By The Challenging Behaviour Foundation*

<https://www.challengingbehaviour.org.uk/>

<https://www.challengingbehaviour.org.uk/learning-disability-files/02---Finding-the-Causes-of-Challenging-Behaviour-Part-2-web.pdf>

<sup>(2)</sup> Tucker Turtle

*By Rochelle Lentini, University of South Florida, Updated 2007*

<sup>(3)</sup> The Tree in the Wind

The energy within

*By World vision* <https://www.worldvision.org.uk/>

[https://assets.worldvision.org.uk/files/1715/9007/2284/WorldVision\\_KidsActivity\\_EmotionalWellbeing.pdf](https://assets.worldvision.org.uk/files/1715/9007/2284/WorldVision_KidsActivity_EmotionalWellbeing.pdf)

<sup>(4)</sup> Lemons

Feather/Statues

Turtle

*By Save the Children* <https://www.savethechildren.org/>

<https://www.savethechildren.org/content/dam/usa/reports/emergency-response/stress-busters-from-our-heart-program.pdf>



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