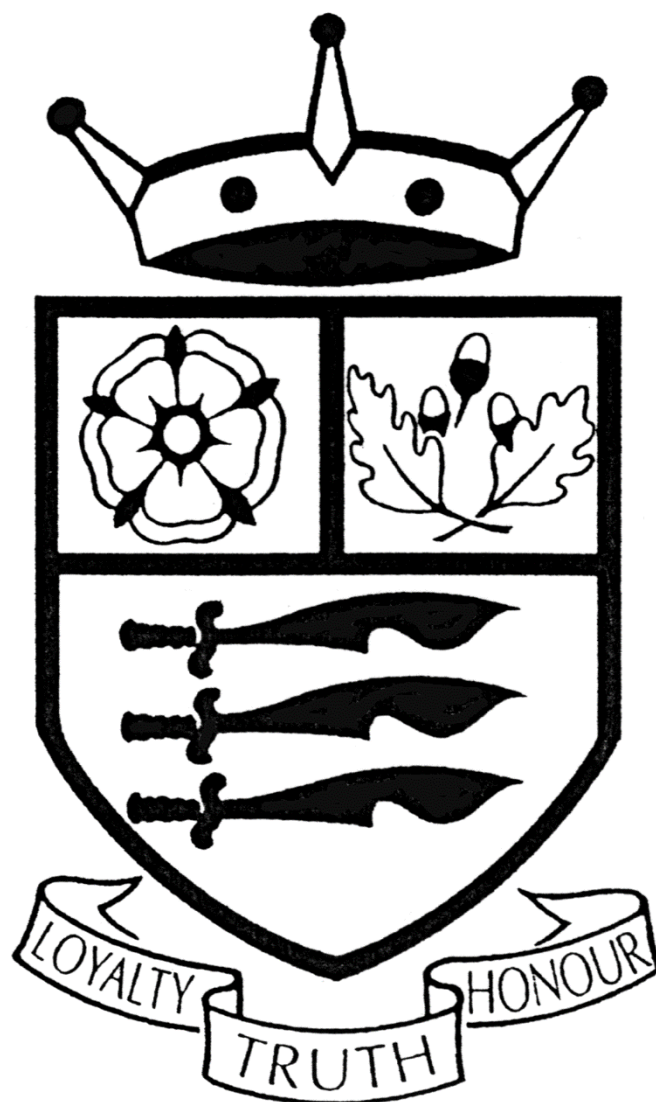


West Lodge Primary School



Positive Behaviour Policy

WEST LODGE PRIMARY SCHOOL

Positive Behaviour Policy

Updated October 2025

“Treat an individual as he is, and he will remain how he is. But if you treat him as if he is what he ought to be or what he could be he will become what he is capable of becoming.” Goethe

Article 12 – Children have the right to their own opinion.

Article 15 – Children have the right to choose their own friends and set up groups.

Article 19 – Children have the right to be protected from being hurt and maltreated in body and mind.

Article 23 – Children with additional needs have the right to have their needs met.

Article 28 - Children have a right to an education. Discipline in schools should respect children’s human dignity.

Article 29 – Education should develop children’s talents, ability and personality. It should help them develop respect for others.

Article 30 – Children have the right to practise their own culture, language and religion.

Article 31 – Children have the right to relax and play.

Our Vision

At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....

Our belief is that all children should find their own unique special spark whilst at West Lodge, enabling them to develop and grow socially, emotionally and academically. Also, empowering each child to make a positive contribution to school life and life beyond school.

We aim to help every child grow socially, emotionally, and academically. We want them to develop the confidence, skills, and values they need to make a positive difference in school and in life.

Through rich and meaningful learning experiences, we nurture a love of learning and prepare children to thrive in a changing world. As a Rights Respecting School, we help children understand their rights and the rights of others — promoting respect, inclusion, and fairness for all.

We believe that good behaviour is built on strong relationships and a shared sense of responsibility. When everyone feels safe, valued, and respected, children can learn, grow, and shine.

Introduction

Our **Relational Behaviour Policy** is built on a foundation of clear **principles** and **aims** that guide our approach to behaviour management.

- **Our principles** reflect the core beliefs that underpin our approach, ensuring behaviour is understood as a form of learning, shaped by relationships, and supported through positive reinforcement.
- **Our aims** outline the specific goals we seek to achieve through this policy, ensuring consistency, fairness, and a strong emphasis on personal and social development.

Together, these principles and aims create a framework that fosters a safe, respectful, and inclusive school environment where all pupils can develop positive behaviours for life.

Principles

The following principles underpin our **relational behaviour policy**:

- **Behaviour is learned and must be explicitly taught.** Just like any other skill, some pupils develop positive behaviours quickly, while others need additional support and scaffolding. Utilise Teaching WALKThrus to support the teaching of behaviour.
- **Positive behaviour is cultivated through consistent effort and reinforcement.** It is not an automatic trait but the result of deliberate teaching and practice.

- **Effective behaviour management combines proactive and responsive strategies.** Preventative measures reduce the likelihood of issues arising, while reactive approaches support pupils in learning from mistakes.
 - **Consequences should be meaningful and educational.** Behaviour modification occurs when consequences include a learning element (Consequences + Learning = Growth).
 - **Adults in positions of authority must model the behaviour they expect.** With responsibility comes the duty to lead by example.
 - **Strong relationships underpin meaningful learning.** A sense of belonging and trust creates an environment where pupils feel safe to develop and grow.
 - **Each pupil is unique.** Supporting their personal development involves recognising strengths, addressing challenges, and fostering a belief in their capacity to improve.
 - **Unacceptable behaviours can be modified through understanding and appropriate support.** Identifying root causes allows for targeted interventions that promote lasting change.
 - **Relationships and rules go hand in hand.** Clear expectations provide structure, while positive relationships ensure that pupils feel supported in meeting them.
- Inclusion requires flexibility and understanding.** Supporting neurodiversity, trauma, and attachment requires adaptable approaches that recognise individual differences and remove barriers to positive behaviour.

Aims

Through the promotion of positive behaviour, we aim to:

- **Foster a sense of ownership and responsibility in pupils for their own behaviour.**
- **Develop a strong moral framework** that nurtures initiative, responsibility, and positive relationships.
- **Ensure a consistent and proactive approach to behaviour management** throughout the school day, including extended school provision.
- **Create an environment that supports the best possible conditions for learning** for both pupils and staff.
- **Help children understand and develop learning behaviours that lead to success.**
- **Cultivate self-esteem, respect for others, tolerance, and compassion.**
- **Address the emotional, social, and learning needs of all individuals effectively.**
- **Promote a culture of courtesy, good manners, honesty, fairness, and trust** within the whole school community.
- **Encourage all members of the school community to take responsibility** for the care and safety of others, their property, and the environment.
- **Establish clear, fair, and consistent procedures** for managing and responding to unacceptable behaviour.
- **Engage parents early and actively** in supporting positive behaviour.

Expectations

Visible Consistencies (Staff)

To promote positive behaviour all staff will:

- **Refer to 'Ready, Respectful, Safe'** as the three core school rules. Staff will consistently use this language to promote clear, simple expectations. This approach ensures consistency and helps pupils easily understand how their behaviour aligns with the rules. Every choice made by pupils can be linked to one of these three key principles, fostering clarity and accountability.
- **Model positive behaviours and build strong relationships by being deliberately bothered** with pupils. This includes using the 'meet and greet' approach to start each day positively, teaching manners, and showing a genuine interest in each pupil's wellbeing and individuality.
- **Maintain calm vigilance** by following up on every instance of behaviour that does not meet expectations. This means being firm yet calm, upholding clear boundaries, and engaging in reflective dialogue with pupils. Staff should consistently address these behaviours in a calm, authoritative manner, ensuring that follow-up is consistent and predictable. **It is certainty, not severity,** that is key to effective behaviour management.

Relentless Routines

At West Lodge, we believe that routines are key to creating a calm, predictable environment where children can feel safe and succeed.

Routines are a sequence of behaviours that help pupils achieve shared goals. When taught consistently and practised across the school, routines shift the behavioural norm and support emotional regulation.

To be effective, routines must be modelled **relentlessly** — with consistency, clarity, and care. Behaviour is part of the curriculum and, like any subject, needs to be explicitly taught, practised, and reinforced over time.

Creating a Positive Classroom Culture

Routines don't exist in isolation — they sit within the wider culture of the classroom. For routines to be effective, there must be a strong sense of belonging and shared purpose among pupils. For routines to be effective, classrooms should feel calm, organised and purposeful, with clear spaces, consistent visual cues and displays that reflect shared values and learning.

When children feel connected, valued, and part of the classroom community, they are more likely to take ownership of routines and uphold shared expectations. This sense of "buy-in" fosters cooperation, pride, and investment in the group.

On the other hand, if a child feels excluded or disconnected — part of an "out-group" — they may disengage or act in ways that challenge the classroom norms. This is why building relationships, celebrating every voice, and creating an inclusive culture is central to our approach.

Belonging builds behaviour.

West Lodge Way (Pupils)

Treat others as you yourself would like to be treated.

Ready - Respectful - Safe

Ready

- Start on time and be prepared (uniform, equipment, mindset)
- Keep spaces tidy and use equipment responsibly
- Challenge ourselves and work hard with focus and concentration.
- Walk quietly and calmly around school
- Walk around the school quietly and sensibly (show West Lodge Walking).

Articles 28 & 29 – We have the right to learn and be the best we can be

Respectful

- Follow instructions calmly and listen to each other
- Use good manners and kind words
- Respect and listen to each other's point of view.
- Look after others and school property
- Include others, take turns and contribute ideas
- Respect other beliefs, culture and languages

Articles 12, 13, 14, 15, 23 & 30 – We have the right to our voice, friendships, beliefs, and to have our needs met

Safe

- Keep hands, feet, objects and comments to yourself
- Be in the right place at the right time.
- Follow online safety rules
- Speak to an adult if you're worried

Articles 19 & 31 – We have the right to be safe, and to relax and play

Scholastic and Morality Rules

Understanding the Difference: Scholastic vs Morality Rules

In our behaviour approach at West Lodge, we distinguish between **scholastic rules** and **morality rules**.

- **Scholastic rules** help the school run smoothly and support learning. They relate to routines, expectations, and classroom conduct (e.g. wearing uniform, not calling out).
- **Morality rules** relate to how we treat others — they are rooted in safety, kindness, and respect. Breaches of morality rules often require deeper reflection and support.

Both types of rules are important. However, we respond to them differently:

- **Scholastic rule breaches** often need reminders, re-teaching, or practical consequences.
- **Morality rule breaches** require **restorative conversations**, **reflection**, and sometimes **support plans** — they go deeper and need a more relational response. Consequences need to be proportionate to the action.

Morality Rules (Relational)	Linked to	Scholastic Rules (Organisational)	Linked to
Never being physically aggressive to people or property	Safe	Not calling out	Respectful
Never being verbally aggressive	Respectful	Remaining seated	Safe
Not being coercive or intimidating	Respectful	Wearing the correct uniform	Ready
Not being abusive or discriminatory	Respectful / Safe	Bringing correct equipment	Ready
Respecting and listening to adults	Respectful	Arriving on time / being punctual	Ready
Destroying property	Respectful / Safe		

Roles and Responsibilities

Promoting positive behaviour is a shared responsibility across the entire school community. By building positive relationships, all staff, pupils, and families work together to create a safe and supportive environment where everyone can thrive.

All Staff

Every member of the school community, regardless of their role, is responsible for adhering to the Behaviour Policy and supporting the relational approach. Whether in the classroom, playground, or supporting behind the scenes, all staff must model positive behaviour, communicate expectations clearly, and contribute to a culture of mutual respect, trust, and empathy. This includes the Pastoral Lead, Learning Assistants, Admin Team, Site Team, Welfare Staff, and all other school staff. We work together to create an environment where every pupil feels supported, safe, and valued.

Headteacher, Assistant Headteachers, and the Leadership Team

The Headteacher, Assistant Headteachers, and the wider Leadership Team model positive behaviour and ensure that behaviour management procedures align with the school's values and relational approach. They communicate the Behaviour Policy to all stakeholders, ensuring that everyone – children, staff, governors, parents/carers, and visitors – understands their role in supporting positive behaviour.

Teachers

Teachers play a key role in building meaningful relationships with pupils, fostering a positive classroom environment that promotes respect, responsibility, and safety. Teachers actively encourage pupils to reflect on their behaviour and guide them to make positive choices.

Pastoral Lead

The Pastoral Lead is responsible for providing additional support for pupils who may face social, emotional, or behavioural challenges. This role involves building strong relationships with pupils, providing tailored interventions, and liaising with parents and external agencies to ensure children's holistic needs are met.

Learning Assistants

Learning Assistants support pupils with individual learning needs, offering guidance and support to ensure all pupils can engage with the curriculum. They also model positive behaviour and support teachers in managing the emotional and social wellbeing of students.

Playtime/Lunchtime Teams

During playtimes and lunchtimes, all staff on duty are responsible for the wellbeing, behaviour, and safety of children. SMSAs use a rights-respecting approach, referring to the playground charter and employing restorative language to support pupils in managing conflicts and respecting each other's space. A member of the Leadership Team or a Year Group Leader is always on duty during lunchtimes to offer support and help ensure all children have the opportunity to play safely.

Extended Schools Team

Staff working in Breakfast Club and After School Club play a key role in maintaining consistency. They help to reinforce routines and expectations in a calm, supportive environment where children can feel safe, valued, and cared for beyond lesson time. By building positive relationships and modelling respectful behaviour, the Extended Schools Team supports pupils in developing independence, cooperation, and a sense of belonging — ensuring that the school's behaviour principles extend seamlessly across all parts of the day.

Admin Team

The Admin Team plays a crucial role in supporting the smooth running of the school day. They assist with communication between parents and staff, help manage pupil records, and contribute to creating a welcoming environment for all visitors and the school community.

Site Team

The Site Team ensures the school environment is safe, clean, and conducive to positive learning and behaviour. They maintain the physical spaces where pupils learn and play, ensuring that the premises are well-kept and that all safety measures are in place.

Welfare Staff

Welfare staff provide first aid, care, and support for students who need medical attention or emotional support during the school day. They ensure that pupils are safe and well-cared for and work closely with other staff to address any health or wellbeing concerns.

Role of Parents/Carers

We believe that building strong, positive relationships with parents/carers is essential in promoting positive behaviour. We ask parents/carers to:

- Embrace and support a rights-respecting attitude at home, reinforcing the school's values.
- Be active partners in supporting the school's Behaviour Policy.
- Engage in conversations with their children about learning behaviour and encourage self-reflection and growth.
- Provide a safe space for their children to share any concerns or worries.
- Participate in Parents' Evenings and communicate any information that may support their child's wellbeing and learning journey.
- Ensure their child attends school regularly and on time, fostering a positive learning experience.
- Share any key information that could impact their child's behaviour or emotional wellbeing, allowing us to support them effectively.

Partnership Agencies

The school works collaboratively with external agencies to provide additional support when necessary. These partnerships help us address the holistic needs of children and ensure we provide the best possible care. Agencies may include:

- Harrow Children's Services
- Educational Psychology Service
- Early Support Team
- CAMHS (Child and Adolescent Mental Health Services)
- Other Health Services

Types of Response to Behaviours

A Relational, Restorative Approach

At West Lodge, we see behaviour as communication. Responses to behaviour are not about punishment, but about **reflection, repair, and restoration**. Our approach is based on:

- **Certainty over severity**
- **Understanding before judgement**
- **Consequences that teach, not shame**
- **Connection as the foundation for correction**

Every behaviour is a chance to reconnect and guide the child towards better choices.

The West Lodge Way, agreed by staff and pupils at the beginning of each year, is displayed in classrooms and around the school to act as a reminder to all members of the community.

Rewards and positive recognition are useful tools in helping to establish a positive, safe atmosphere for all pupils. In addition, to help the children become responsible for their behaviour, there are agreed consequences that follow when rights are disrespected. Children are always reminded of their rights and others' rights before the consequences are applied. When staff are worried about a child's behaviour they will contact the parents to try to resolve any problems.

Through this policy, we aim to ensure that behaviour in the school is of a high standard and that pupils have the necessary tools to manage their own behaviour as well as to respond appropriately to others.

Positive Recognition

Positive recognition is central to promoting the aims of our Behaviour Policy. It reinforces our commitment to nurturing a respectful, inclusive, and aspirational learning environment. Recognition should be sincere, specific, and meaningful, encouraging children to develop positive behaviours and attitudes both in and beyond the classroom.

We believe every child should have the opportunity to be recognised for their effort, progress, and rights-respecting behaviour. Recognition is regularly reviewed with pupils to ensure it remains relevant and motivating.

Why Positive Recognition?

- Reinforces expectations
- Builds respectful relationships
- Focuses on positives and creates a positive atmosphere
- Makes children feel valued

Whole-School Approaches to Recognition

- **Assemblies:** Used to celebrate achievements, foster empathy, and promote respect for diversity. Pupils learn about others' beliefs and values, and are encouraged to reflect on their own contributions to the school community.
- **Displays:** Children's work and achievements are showcased in classrooms and around the school to celebrate effort, creativity, and progress.

Intrinsic and Extrinsic Motivation

We recognise the importance of both **intrinsic** and **extrinsic** motivation in shaping positive behaviour.

Intrinsic motivation refers to a child's internal drive to behave well and learn because it feels rewarding or aligns with their values.

Extrinsic motivation involves external rewards such as praise, certificates, or tokens. In our approach, extrinsic rewards are used strategically to **build intrinsic motivation** — helping children experience success, feel valued, and gradually internalise positive behaviours and attitudes.

Over time, the goal is for children to act positively because it feels right, not just because of a reward.

Recognition v Reward – The Balance	Recognition Strategies
- Rewards can <i>kick-start</i> positive habits - Recognition should be the daily default - Goal = children motivated from within <i>From sticker → to pride</i>	- Notice and name – be specific - Catch the positives - Praise effort, not ability - Be genuine

Types of Positive Recognition	
Praise	Delivered in a way that suits the individual — <i>The Right Way</i> : - Focus on effort, strategy, and perseverance - Make praise specific and authentic - Praise in public to build a positive atmosphere - Where appropriate for some children praise is best delivered privately - Use rights-respecting language to reinforce values
Positive Recognition Board	- Highlight the behaviour you want to see - Identify specific areas of focus, e.g. transition points, teamwork, approaches to talk
Regular Communication to Parents	- Verbal praise at the end of the day - Positive comments in home/school link books - Notes, phone calls, or emails home
Individual Rewards & Positive Recognition	- Stickers and certificates for achievement and effort - Values Certificates: Linked to school values and shared in Monday assemblies (one child per class per week) - Commended work shared in assemblies - Peter Daffon Award for outstanding contribution - Opportunities to share work with leadership team 'Ask me why' bands used specifically by the lunchtime and extended schools staff team to encourage curiosity and conversation around consistently excellent behaviour, following school rules and values - Token/reward charts to celebrate progress
Class Rewards	Golden Moments Book: Records shared class achievements and links to PSHE reflections Marble Jar: Collective reward system leading to a class treat Class Dojo / Star of the Week: Digital and personal recognition
House-points	- Awarded for positive behaviour and contribution - House Cup presented in assemblies - Mufti days and other incentives as rewards - Weekly updates in assembly
Headteacher's Award	- Awarded half-termly to one or two children per class for exceptional effort, perseverance, and resilience - Includes a personalised postcard home
Recognition Cards and certificates	- Given for behaviour that goes 'over and above' - Taken home to share with families
Recognition for special achievements that occur out of school	- Celebrated in assemblies, weekly bulletins, and on Seesaw - Encourages children to value achievements beyond the classroom

Consequences

At West Lodge, we view consequences as opportunities for learning, not punishments. They are designed to help children pause, reflect, repair, and restore relationships so they can make better choices in the future. Consequences are always fair, consistent, and dignified, and they are applied calmly by staff using professional judgement.

Our approach is **trauma-informed and attachment-aware**. We use the **PACE stance (Playfulness, Acceptance, Curiosity, Empathy)** to maintain connection and emotional safety so that pupils can regulate, reflect and repair. We emphasise **certainty, not severity**. Children should always know what will happen if they choose not to follow expectations, and adults must apply consequences in a way that is predictable, measured, and respectful. After a consequence has been completed, every child is offered a clean slate and a chance to re-set.

Principles for Staff

When applying consequences, staff are expected to:

- Remain calm and use a measured, respectful tone.
- Use **PACE-informed language** — staying warm and boundaried: playful when appropriate to lower anxiety; accepting of the child (while still holding limits); curious about what is driving the behaviour; and empathetic to how the child feels.
- Narrate what they see rather than react emotionally — focus on observable behaviour (e.g. *"I can see you're finding it hard to get started..."*).
- Focus on the behaviour, not the child's character; keep language factual and free from judgement.
- Use clear, simple, and consistent language (e.g. *"I noticed... I need you to..."*).
- Ignore secondary behaviours (e.g. sighs, muttering) that do not escalate the situation; stay focused on the original issue.
- Stick to the point — avoid over-talking, lecturing, or revisiting past incidents.
- Apply the **least intrusive** intervention first, escalating only if necessary.
- Allow **take-up time** before moving to the next step.
- Follow up with a **restorative conversation** to rebuild trust and repair relationships.
- Ensure every child is offered a **fresh start** once the consequence is complete.

PACE Approach for Staff (quick reference)

Playfulness – light warmth to reduce tension (when appropriate)

"Let's see how we can sort this together."

Acceptance – accept the child's feelings and experience while holding boundaries

"It's okay to feel cross. I'm here, and we'll keep everyone safe."

Curiosity – wonder *with* the child about what's going on

"I'm thinking something made that lesson tricky... I wonder what it was?"

Empathy – show understanding of feelings to lower shame and defensiveness

"I'm sorry this feels hard. You're not on your own — we'll fix it together."

PACE helps pupils regulate, so they can relate, reason and repair.

Tiered Responses (Classroom & Playground)

*(Adults maintain a PACE stance throughout, following a simple flow: **Regulate → Relate → Reason → Repair.**)*

The following suggested responses are non-exhaustive – not a straight jacket.

Gentle Nudges – low-level / off-task behaviour

Everyday classroom and playground strategies to redirect behaviour **quietly and positively**, without confrontation.

- Use proximity or eye contact to signal expectations.
- Give a non-verbal cue, such as a calm hand gesture or visual signal.
- Say the pupil's name or quietly restate expectations.
- Acknowledge pupils who are on-task to model positive behaviour.
- Ask a learning-focused question to re-engage attention.
- Playground: gently redirect the pupil into a positive activity or game.
- Use **subtle distraction techniques** — for example, asking for help with a small task, drawing attention to a relevant resource, or using light humour to diffuse tension.

- ✓ **Aim:** a calm reset with minimal disruption.
- ✓ **If the behaviour improves:** no further action is needed. These quiet, consistent interventions are the foundation of calm, relational practice.

Small Adjustments – repeated disruption / early dysregulation

If behaviour continues, staff may introduce small, temporary changes, always maintaining connection with the pupil.

- Moving a child to a different seat or move other children.
 - Holding a brief, private conversation (PACE tone).
 - Offering a short “take a break” time in or near the classroom – option / choice given.
 - Time in The Nest or another calm space or re-regulation space
 - Providing regulation support (e.g. a drink of water, sensory tool, a quiet space, or sending on a job which gives a sense of responsibility).
 - Asking a learning assistant / pastoral lead to support.
 - Playground: brief “cooling-off” period in a supervised space.
- ✓ Aim: help the child regulate and return quickly to learning or play.
 - ✓ Log on CPOMS if part of a repeated pattern.

Repair & Reset – behaviour affecting learning, refusal, or disrespect

When behaviour begins to significantly disrupt learning or shows disrespect, staff may use strategies designed to create space for repair and a structured reset.

- Asking the child to complete a short reflection (either through conversation with an adult, completing a written reflection or through drawing) to prepare for repair.
 - Time in at play or lunchtime to reflect and repair with the relevant adult and/or complete work.
 - Time-out in another classroom/space with work provided (child explains reason to receiving teacher).
 - Pausing a privilege for a short time (e.g. missing a few minutes of a game or activity).
 - Rehearsing expected behaviour together (brief, specific) – visual representation to support when relevant.
 - Adapt language to meet child’s understanding.
 - Moving to a different working space for a longer period (within class or in another class – maybe YGL).
 - Use a peace moment / brain break to help reset.
 - Playground: sit in an agreed “repair/reset” spot before rejoining play.
- ✓ Always followed by a restorative conversation.
 - ✓ Contact parents if the incident is significant.
 - ✓ Log repeated issues on CPOMS.

Serious Response – aggression, bullying, or persistent defiance

For serious incidents, or when behaviour persists despite earlier interventions, refer to a senior leader. Possible responses include:

- Referral to leadership team (Phase Leader, AHT, HT).
 - Meeting with parents/carers.
 - Temporary removal from the classroom/playground (planned reintegration to follow this)
 - Development of a behaviour contract or support plan.
 - Community service or repair action.
 - Withdrawal from a privilege such as a trip or club (if safety is at risk).
- ✓ Feedback to member of staff on action taken and resolution to complete the cycle.
 - ✓ Parents are always informed.
 - ✓ Reintegration is carefully planned so the child can return successfully with support.
 - ✓ SENCO or Pastoral Lead may be involved where appropriate.

Restorative Conversations

Consequences are only effective when paired with reflection. At **West Lodge**, repairing relationships is an essential part of learning from mistakes. Restorative conversations help pupils take responsibility, understand the impact of their actions, and find a positive way forward.

These conversations should take place **once the pupil is calm and regulated**, ensuring they are ready to think, reflect, and engage constructively. Conversations are **brief, respectful, and solution-focused** — designed to listen, reflect, and rebuild trust rather than to lecture or punish. These conversations are most effective when they are not delegated and they focus on the behaviour, not the pupils' character.

Staff should:

- Keep the tone calm and curious — focus on understanding, not blame.
- Use short, open questions and listen more than they speak.
- Ensure both parties feel heard, safe, and supported.
- End positively, reinforcing belief in the pupil's ability to make better choices.

A simple framework may include:

1. What happened?
2. What led to the incident?
3. How were you feeling at the time?
4. Who has been affected and how?
5. What can you do (or what do you need to do) to put it right?
6. What can be learnt from the situation?
7. What will you do differently next time?

"Can" or "Need to" — Choosing Your Tone

When guiding a pupil to repair a situation, your choice of words shapes the tone of the conversation:

- ***"What can you do to put it right?" (scholastic rule breaches)***
 - Invites reflection and ownership.
 - Encourages the pupil to think for themselves and take initiative.
 - Best used when the pupil is calm, reflective, and open to problem-solving.
- ***"What do you need to do to put it right?" (morality rule breaches)***
 - Provides gentle structure and accountability.
 - Helps when a pupil is reluctant to take responsibility or unsure what to do next.
 - Best used when a firmer prompt is needed to guide towards repair.

For **younger pupils**, or for children who find it difficult to express their thoughts verbally, staff may use **drawing, comic-strip templates, or simple visuals** to help the child describe what happened, identify feelings, and think about what could be done differently next time.

- ✓ Restorative conversations help pupils regulate, reflect, and re-set — restoring relationships and strengthening our school community.
- ✓ As much as possible link restorative conversations to our rules: ready, respectful, safe and/or our core values: Be United, Be Kind, Be Inclusive, Be Curious, Be Sustainable and Be Resilient.

Follow-Up & Exclusions

- **Reflection Time (Years 3–6):** Lunchtime session for serious incidents (e.g. physical aggression, sustained verbal abuse). A Rights Reflecting Form is completed and signed by parents. Adults on reflection time duty must always be available and arrange cover if not available.
- **Time with YGL, PL or SLT:** Used when a child has lost 5–10 minutes of play or lunch; logged in CPOMS.
- **Behaviour Support Plans:** Introduced if patterns persist, with regular parent meetings.
- **Withdrawal from trips/privileges:** Only used where safety is at risk and after discussion with parents.
- **Internal exclusion:** May be used for serious incidents; length varies from a lesson to a full day. Parents are informed, and reintegration is supported.

- **Fixed-term or permanent exclusion:** Used only as a last resort in line with LA guidance. Parents, governors, and the LA are informed. Reintegration always includes clear expectations and support.

Our Golden Thread

- Calm Vigilance
- Certainty, not severity.
- Respect before response.
- Restore, not punish.
- Clean slate every time

Calm Vigilance

- **What it means:** Staff follow up calmly and consistently on all behaviour that does not meet expectations. Calm vigilance is about being firm yet kind, maintaining clear boundaries, and using reflective dialogue to guide pupils back on track. It means noticing, addressing, and supporting without ignoring or overreacting.
- **Why it matters:**
Children feel safe and respected when adults are steady, predictable, and fair. Calm vigilance prevents escalation and ensures that every pupil knows that boundaries are upheld in a caring, consistent way.
- **Practical example:**
If a pupil continues talking after a reminder, the adult calmly says, “I asked you to pause — let’s take moment to reset so we can all listen.” The tone remains warm but firm, showing authority without anger.

Certainty, not severity

- **What it means:** Children should always know what to expect. Consequences are predictable, consistent, and applied fairly by every adult.
- **Why it matters:** Certainty builds security and trust, while severity can feel arbitrary or unfair.
- **Practical example:** Instead of raising your voice or inventing a punishment, calmly say, *“I asked you to move seats because your talking is stopping learning. After 5 minutes we’ll reset.”*
Sometimes adults may take time to decide on most appropriate consequence – it doesn’t have to be thought of immediately.

Respect before response

- **What it means:** Adults always model dignity and respect, even when behaviour is challenging.
- **Why it matters:** Children learn how to respond to conflict by watching adults. Respect prevents escalation and keeps the relationship intact.
- **Practical example:** Address behaviour with calm body language, *“I can see you’re frustrated. Let’s step outside for a moment to talk.”*

Restore, not punish

- **What it means:** The focus is on repairing harm, understanding impact, and learning for the future — not on making a child “pay” for what they’ve done.
- **Why it matters:** Punishment alone breeds resentment or compliance without change. Restoration builds responsibility and empathy.
- **Practical example:** After an incident of unkind words, a restorative chat leads the pupil to write a short apology or give a meaningful verbal apology and rejoin with a fresh start.

Clean slate every time

- **What it means:** Once a consequence has been completed and repair made, the issue is left behind. The pupil is given a genuine chance to re-set without being labelled.
- **Why it matters:** Children thrive when they know mistakes don’t define them. A clean slate builds resilience and optimism.
- **Practical example:** The next morning, the teacher greets the pupil warmly at the door: *“Good to see you today.”*

Repair – 4 types of Apology

The Four Levels of Apology

At West Lodge, we teach that an apology should repair and restore, not just end a conversation. Children are supported to move from a surface “sorry” to a meaningful, restorative apology.

Level 1: Automatic “Sorry”

A quick or mumbled apology with no reflection or ownership.

“Sorry.”

Level 2: Directed Apology

Adult-prompted; names the behaviour but limited responsibility.

“I’m sorry I pushed you.”

Level 3: Reflective Apology

Shows understanding of impact and some empathy.

“I’m sorry I pushed you. I can see it upset you.”

Level 4: Restorative Apology

Acknowledges impact, offers repair and states how to do better next time.

“I’m sorry I pushed you. I hurt you and spoiled your game. Next time I’ll use my words. How can I put this right?”

Internal Exclusions

Internal exclusions will be used for serious misdemeanours and a decision to internally exclude a child will be made following a discussion between the child’s class teacher and the Headteacher, Deputy Headteacher or a member of the Leadership Team. A child may be internally excluded for a lesson, half a day or a whole day depending on the situation and will spend the time of internal exclusion with the Headteacher, Deputy Headteacher or a member of the Leadership Team who is out of class. Parents of a child who has been internally excluded will be informed by the Headteacher, Deputy Headteacher or a member of the Leadership Team.

Exclusions

Children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. If a child is developing a history of unacceptable behaviour, meetings will take place with parents and the children involved and full records will be kept of incidents and the support and counselling provided. Exclusion will only be used when it is felt that school can no longer provide a safe environment for either the child or others.

The Headteacher will follow the guidelines provided by the Local Authority when a decision to exclude has been made. In all cases, the Chairperson of the Governing Body and the Local Authority will be informed. Following any exclusion, there will be a reintegration process which will begin with a meeting with the child, parents, the Headteacher and class teacher to discuss what is expected of all parties to ensure positive outcomes for the child.

A copy of the Government’s guidance, *‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022’*, can be downloaded from the Department for Education’s website at:
<https://www.gov.uk/government/publications/school-exclusion>.

Adapted Approach – Accommodating Diversity

At West Lodge, we recognise that some children need **a different approach** to feel safe, succeed, and flourish. A one-size-fits-all behaviour response does not meet the needs of every pupil — especially those with experiences of trauma, neurodiversity, or emotional dysregulation.

We take a **needs-led, relationship-based** approach that supports the child, not just the behaviour.

Trauma, Neurodiversity and Adverse Childhood Experiences (ACEs)

Children who are neurodivergent — including those with **Autism, ADHD, PDA** profiles, or **sensory processing needs** — may experience school environments as overwhelming or unpredictable. Similarly, children impacted by **trauma or attachment disruption** often struggle with emotional regulation, trust, and feeling safe.

We shift our thinking from “*What’s wrong with you?*” to “*What’s happened to you?*” and “*What do you need right now?*”

ACEs may include:

- Domestic violence or family separation
- Parental mental health or substance misuse
- Abuse, neglect, or household instability
- Bereavement or significant loss

As Dr Sandra Bloom (2007) notes, “Understanding trauma is not just about acquiring knowledge. It’s about changing the way you view the world. It’s about changing the helping paradigm from ‘What is wrong with you?’ to ‘What happened to you?’

Trauma- and Neurodiversity-Aware Practice Involves:

- Building **predictable routines** and psychological safety
- Using **co-regulation** before expecting self-regulation
- Responding to dysregulation with **calm, consistent adult presence**
- Recognising that behaviour is communication, not defiance
- Reducing **sensory overload** and adapting the environment where needed
- Prioritising **repair over reprimand**
- Respecting neurodivergent ways of thinking, feeling, and relating
- Flexible approach to supporting children, employing strategies and learning arrangements that support regulation for the pupil – this may include time in the Nest, working in smaller groups or 1:1 in spaces inside or outside of the classroom at different times.

A Whole School Commitment

A trauma-informed approach is only effective when it is **whole-school and consistent**. Every child must know they can approach any adult and be met with the same calm, respectful response.

This means:

- Assuming complexity and approaching with empathy
- Investing in relationships with both pupils and families
- Seeing behaviour as a signal, not the root problem
- Helping children build the skills they struggle with — *with them, not to them*
- Drawing on support from external agencies when needed

Strategies to Support Diverse Needs

- Create predictable, calm environments with visual timetables
- Provide safe spaces (in class or a wellbeing room) for pupils to regulate
- Use empathy-based language and active listening
- Apply the **10:1 ratio** – ten positives to every correction
- Focus on **reward-based systems** rather than punishment
- Use **collaborative problem-solving** and emotion coaching
- Offer consistent, non-threatening boundaries
- Reduce **sensory triggers** (noise, lighting, transitions)
- Use **social stories**, visuals, scripting, and modelling
- Use **contracting** with older pupils to build ownership
- Develop an **Individual Behaviour Support Plan (IBSP)**
- Involve **external agencies** (e.g. CAMHS, EPs, OT, Speech & Language)
- Provide access to **emotional regulation interventions**

A Summary of Key Points

- Relationships and feeling safe are the first step to a young person managing their trauma
- Not every strategy will work for every child; tailor your approach to each pupil
- Pupils with trauma or neurodivergent profiles still need **clear routines and boundaries**
- Trusted adults and regulation spaces are essential
- Self-care and recognising your limitations is vital when working with young people who have experienced trauma

“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*)

Positive Handling

Positive handling is used only when necessary, reasonable, and proportionate to prevent harm. It is always a last resort when a child's behaviour presents a serious risk to themselves or others.

Where a pupil requires regular physical intervention or has been identified as vulnerable due to additional needs, a **Positive Handling Plan (PHP)** and **Risk Assessment** will be put in place and reviewed regularly.

All staff receive appropriate training in de-escalation and safe handling techniques. When physical intervention is used:

- The **minimum force** necessary will be applied
- It will be used for the **shortest time** possible
- The incident will be recorded and parents/carers will be informed on the same day
- A **restorative conversation and emotional check-in** will follow

Our aim is always to de-escalate, regulate, and reconnect.

See positive handling policy

Assessment, Recording and Monitoring

Recognition Records

Children receiving positive recognition (certificates, awards, special roles) are noted and celebrated publicly and/or privately, depending on what is most meaningful for the child.

Behaviour and Safeguarding Logs

- Concerns about behaviour or wellbeing are recorded on **CPOMS**.
- Reflection Times and serious incidents are monitored for patterns and reviewed by the **Inclusion Lead and Leadership Team**.
- Behaviour support plans (IBSPs) and Positive Handling Plans are kept under review and shared with relevant staff.

Parent Communication

- Parents/carers are informed early if concerns arise
- Communication may be verbal, written, or via home-school books or Seesaw
- Meetings with parents are arranged when necessary to review support strategies
- We value open dialogue and work in partnership with families to support every child

Monitoring and Evaluation

- Behaviour patterns and interventions are regularly reviewed by SLT
- Where appropriate, we involve external agencies in joint monitoring
- Governors are informed of whole-school behaviour trends and policy impact
- All staff are aware of where to seek support and how to report concerns

Conclusion

At West Lodge Primary School, we are committed to creating a school environment where **respect, safety, and connection** underpin every interaction. When a child shows dysregulated behaviour, our first response is to understand — not to judge — and to support them in learning better ways of coping, expressing, and connecting.

We use a **relational, rights-respecting, and trauma-informed approach** that prioritises growth, trust, and belonging. Every child has the capacity to learn from mistakes and to flourish when given the right support.

By working together — staff, pupils, families, and partners — we create a learning community rooted in compassion, accountability, and hope.

Related Policy Documents:

Safeguarding Policy
Health and Safety Policy
Teaching for Learning Policy
Bullying Prevention Policy
Disability Equality Scheme
Harrow's Exclusion Procedures
Equality Act 2010

Appendices

Appendix 1

A Guide to West Lodge House-points

House Points reflect a team effort towards a collective achievement.

While it is left to staff members' discretion, below is a guide to when and how many House-points should be awarded to children:

- Work of **above expected** quality
 - **1 house-point** for excellent work or effort
 - **2 house-points** for outstanding or phenomenal work or effort (should be rare)
- Consistently embodying the core school values or rules
 - Children consistently displaying behaviours that embody the core school values: Be United, Be Kind, Be Inclusive, Be Curious, Be Sustainable, Be Resilient or consistently embodying the school rules: ready, respectful, safe.
- Rights Respecting/Consistent Good Manners
 - Children displaying a conscious effort to respect the rights of others, or who show exceptional good manners (e.g. opening a door for an adult) should be awarded **1 house-point**.
- Making Contributions in Class
 - If a usually very reluctant child makes an effort to make a valid contribution in class, or if a child makes a particularly astute or interesting comment or contribution, they should be awarded **1 or 2 house-points**.
- Behaviour
 - House points should not be given **just for expected behaviour**. If a child struggles to meet expectations and is working towards them with an IBSP or behaviour chart, house points can be used **as part of a personalised plan**, agreed with leadership.
- Roles of Responsibility

- Children who carry out their role of responsibility with exceptional commitment and dedication.

Apart from work of “phenomenal” quality or effort, no more than 2 house-points should ever be given out on any one occasion, and never for children simply meeting the usual West Lodge Primary School expectations.

House-points will be collected weekly by the House Captains and a weekly total is displayed outside the US Hall and the LS Hall. At the end of each half-term the winning house will receive the House-point trophy in assembly and will have the chance to wear their ‘house’ colours on the last day of the half-term.

Appendix 2: Positive Recognition Toolkit

Purpose: To celebrate effort, build motivation, and strengthen relationships through consistent, meaningful praise.

1. Positive Praise Language

- Use **specific, sincere praise** that recognises effort and behaviour linked to school values and rights.
- Examples:
 - “You showed great determination during that task — that’s what I call perseverance.”
 - “I noticed you helped your friend tidy up — that shows respect for others’ space.”
 - “You made sure everyone had a turn — thank you for being inclusive.”

2. Recognition Tools

Tool	Purpose
Recognition Cards	Given for exceptional behaviour that is ‘over and above’. Sent home to share success.
Golden Moments Book	Used to record and celebrate special class moments — helps build collective pride.
‘Ask Me Why’ Bands	Children wear these when they’ve been recognised for something wonderful — prompts positive conversation at home/school.
Dojo / Marble Jar / Token Boards	Used in class for whole-group or individual goals. Must be consistent and clearly linked to expectations.

3. Awards & Celebrations

- **Achievement Certificates:** Awarded in assemblies for effort, progress, or values.
- **Headteacher’s Award:** Half-termly recognition of a pupil from each class showing resilience, kindness, and a strong learning attitude.
- **Sharing with Leadership:** Children are sent to SLT to share something they’re proud of — with praise and a token/certificate if appropriate.
- **House Points:** Reflect collective effort (see Appendix 1).
- **Assemblies:** A space to recognise learning, effort, and positive contributions.

Appendix 3: Reflection & Repair Toolkit

Purpose: To support children in reflecting on behaviour, repairing relationships, and building greater emotional awareness and responsibility.

1. Restorative Conversation Script

A short, respectful conversation to restore connection after a behavioural incident:

1. **What happened?**
2. **What were you thinking or feeling at the time?**
3. **Whose rights were affected?**
4. **How did your actions affect others and yourself?**
5. **What needs to happen to put things right?**
6. **What could you do differently next time?**

Use a calm, curious, supportive and non-judgemental tone. This is a chance to reconnect and reset.

2. Rights Reflecting Form *(for Years 3–6)*

A simple form to support pupil reflection after a serious or repeated incident:

To be completed during Reflection Time and sent home for parent signature.

3. Menu of Meaningful Consequences

Consequences are opportunities to **learn and grow**.

Response	Used When...
Short time-out in class	Low-level disruption or disrespect
Time in another class	After repeated reminders or to reset
Reflection Time (12:30–12:45)	For more serious incidents (e.g. aggression, repeated disruption)
Loss of privilege (e.g. club, trip)	When behaviour affects safety or learning
Restorative conversation with SLT	After major incidents or repeated concerns
Repair action (e.g. apology letter, helping to tidy up)	To support understanding and make amends

4. Internal exclusion

A child may be internally excluded for a lesson, half a day or a whole day depending on the situation and will spend the time of internal exclusion with the Headteacher, Deputy Headteacher or a member of the Leadership Team who is out of class. This will be combined with time to reflect and repair with a key adult.

4. Fixed-Term Exclusion (As a Last Resort)

At West Lodge, fixed-term exclusions are only used in exceptional circumstances, when behaviour poses a serious and immediate risk to the safety or wellbeing of others.

Before exclusion is considered, staff will have:

- Explored all other reasonable adjustments and support
- Engaged with the child and family to identify needs
- Put in place relational, restorative, and support-based responses

If a fixed-term exclusion is issued:

- It is clearly communicated and proportionate
- A reintegration meeting is held with the pupil, family, and a senior leader
- A **restorative plan, adjusted IBSP**, or further support is agreed
- The focus is on **repair, reflection, and reintegration** — not rejection

Exclusion is never the end of the journey — it is a pause to reflect and reset with support.

Appendix 4: Behaviour Support Tools

1. Individual Behaviour Support Plan (IBSP)

Used for pupils who need personalised strategies to support emotional regulation, engagement, or behaviour. Created collaboratively with the class teacher, Inclusion Lead, and parents/carers.

Key sections:

- Pupil strengths and interests
- Known triggers and difficulties
- Agreed proactive strategies
- Regulation tools and safe spaces
- Supportive adult(s) and check-in routines
- Consistent consequences and responses

- Success measures
- Review dates

Focus on *what works*, not just what's wrong.

2. Pupil Profile Template

Used to share a snapshot of pupil needs, preferences, and strategies across all staff.

Template includes:

- Name
- Diagnosis (if applicable) and key needs
- Communication style
- Triggers / stressors
- Calming strategies / sensory preferences
- Things they like (love) / things to avoid
- What to say / what not to say

A child can't learn if they don't feel seen.

3. ABC Chart (Antecedent – Behaviour – Consequence)

Used to monitor specific behaviours, identify patterns, and inform next steps.

Antecedent	Behaviour	Consequence	Notes / Reflection
What happened just before?	What did the child do?	What happened as a result?	Staff observations, child voice

Use to spot patterns in behaviour (time of day, peers, setting, demands) and adapt support.

4. Risk Assessment Template

Used to ensure the safety of the child and others where behaviour poses a risk.

Includes:

- Description of risk (e.g. absconding, physical harm)
- Triggers and warning signs
- Preventative strategies
- Staff responsibilities
- Positive handling plan (if required)
- Emergency procedures
- Review date and signatures

Risk assessments are live documents — review regularly and keep them practical.

Appendix 5: Staff Practice & Coaching Tools

PACE Approach (Playfulness, Acceptance, Curiosity, Empathy) - Supporting Connection and Co-Regulation

Developed by Dan Hughes, this approach supports relational connection, especially with children who have experienced trauma or loss.

PACE	Meaning	Example Phrases	Practical Ideas
P – Playfulness	A light, warm tone to build connection and reduce defensiveness	"You've got the wriggliest pencils today!" "Shall we do a superhero stretch before we start?"	• Use gentle humour to defuse tension • Make routines fun or silly ("Let's line up like ninjas") • Smile with your eyes

			• Use a light tone when re-directing low-level behaviours
A – Acceptance	Accepting the child's inner experience — not necessarily the behaviour	"I can see this is really hard for you." "I still care about you even when you're struggling."	• Separate the child from the behaviour • Avoid shame or sarcasm • Validate emotions, even when setting boundaries • Acknowledge effort, not just outcomes
C – Curiosity	Wondering aloud without judgement, to help the child make sense of their feelings	"I wonder if you were feeling left out at breaktime?" "I'm trying to understand what made things feel so big just then."	• Use "I wonder..." instead of "Why did you...?" • Stay open and non-judgemental • Invite conversation without pressure • Use visual aids (emotion charts, storyboards) to explore feelings
E – Empathy	Tuning in to the child's emotional state and offering connection	"That sounds really tough — I'm here to help." "I'd feel upset too if that happened to me."	• Get on the child's level (physically and emotionally) • Reflect back their feelings ("You look really frustrated...") • Offer co-regulation: breathing, grounding, or sitting quietly together • Hold boundaries with compassion

2. WINE Responses (Wonder – Imagine – Notice – Empathy)

A practical sentence starter model for relational conversations:

- *"I wonder if you were feeling overwhelmed."*
- *"I imagine that felt really frustrating."*
- *"I noticed you got really quiet when that happened."*
- *"That must have been hard for you."*

3. Drama Triangle (Awareness Tool)

The Drama Triangle (Victim, Rescuer, Persecutor) can help staff reflect on interactions and avoid power struggles.

Reframe roles into:

- **Coach (instead of Rescuer)**
- **Challenger (instead of Persecutor)**
- **Creator (instead of Victim)**

Stay in adult mode — respond, don't react.

4. Peer Coaching Prompts

Use these in reflective conversations between staff:

- What went well during that incident/interaction?
- What might you do differently next time?

- Were you able to stay calm and regulated?
- Did the child feel heard and safe?
- What support do you need going forward?

Appendix 6: Positive Behaviour Strategies – Inspired by Bill Rogers

Bill Rogers is a respected educational behaviour specialist whose work supports **relational, respectful approaches** to managing behaviour in classrooms. His strategies focus on **positive reinforcement, clear routines, and calm correction** — all of which align with our trauma-informed ethos.

Core Strategies for Positive Behaviour

Strategy	Description
Establish, teach, and revisit routines	Behaviour must be explicitly taught like any curriculum area. Routines give children structure and safety.
Positive language and direction	Frame requests positively: “Walk, thank you” instead of “Don’t run.”
Tactical ignoring	Briefly ignore minor off-task behaviour if it’s attention-seeking — then praise nearby pupils who are on task.
Pause, prompt, and praise	Give a non-verbal cue or quiet prompt before escalating a response. Praise compliance quickly and sincerely.
The 'Take-Up Time' strategy	Avoid confrontation. Make a calm request and walk away, giving the child space to comply without loss of face.
Choice language	Offer controlled choices to give pupils agency: “You can sit here or over by the window — your choice.”
Partial agreement	Diffuse arguments with calm responses: “You may be right, but I’d still like you to...”
Repair and restore, not punish	Follow up incidents with a restorative conversation. Maintain connection, then support the child to reflect and grow.
Use of names positively	Greet pupils warmly and use names when praising, rather than only when correcting behaviour.
Use the 'Rule – Direction – Choice – Consequence' sequence	Calmly remind of the rule, give a clear direction, offer a choice, then follow through with a proportionate consequence.

“It’s not about ‘being soft’. It’s about being calm, clear, and consistent.” – *Bill Rogers*

These approaches work best when **embedded in classroom culture**, supported by **positive relationships**, and modelled consistently across the whole school.

Appendix 7: Zones of Regulation & Emotional Literacy Toolkit

This appendix supports staff in helping children understand, express, and regulate their emotions. Based on the **Zones of Regulation** framework, it promotes self-awareness and co-regulation, particularly for pupils with SEMH needs, neurodiversity, or early trauma.

1. The Four Zones of Regulation

Zone	Colour	Examples of Feelings	What It Means
Blue	Blue	Tired, sad, bored, unwell	Low energy or disengaged
Green	Green	Calm, focused, ready to learn	Regulated and engaged
Yellow	Yellow	Frustrated, silly, nervous, excited	Elevated but still in control
Red	Red	Angry, terrified, out of control	Dysregulated – needs support

All zones are normal — it's not about avoiding the red or yellow, but knowing how to **recognise and respond**.

2. Regulation Strategies Menu

Use this with pupils to build a bank of personalised calming strategies.

For Blue Zone	For Green Zone	For Yellow Zone	For Red Zone
Movement break	Quiet reading	Breathing exercises	Safe space & adult support
Drink of water	Mindfulness colouring	Fidget tool	1:1 regulation support
Gentle music	Positive self-talk	Movement break	Grounding activities
Task with a buddy	Celebrating success	Visual timer or countdown	Use of visuals, non-verbal cues

3. Emotional Vocabulary Cards

Use emotion word cards, emojis, or visuals to help children name what they are feeling. Especially helpful for:

- Pupils with ASD, ADHD, or communication needs
- Key Stage 1 children or non-verbal pupils
- EAL learners

“If you can name it, you can tame it.”

4. Safe Spaces and Regulation Kits

Each classroom should include:

- A calm corner / Peace Corner
- Soft furnishings, fidget toys, emotion cards
- Visuals of calming strategies
- Access to an adult check-in when needed

Whole-school calm spaces (e.g. The Nest) should be available when classroom support isn't enough.

5. Class-wide Emotional Check-ins

Daily check-ins help normalise emotional expression and identify children who may need extra support. Ideas include:

- Zones chart with name pegs
- Feelings thermometer
- “How are you feeling today?” jars
- Digital check-in on Seesaw or interactive whiteboard

6. Teaching Emotional Literacy

Incorporate emotional understanding into PSHE, assemblies, and story time:

- Name emotions in books and stories
- Use puppets or role play to model responses
- Celebrate emotional honesty, not just ‘being fine’
- Link emotions to behaviour and choice

Appendix 8: Positive Praise and Reminder Scripts

This appendix provides staff with a practical bank of scripts to support consistent, respectful and effective language when reinforcing expectations or recognising positive behaviour. These scripts reflect our trauma-informed, relational, and rights-respecting approach.

Positive Praise Scripts

Praise should be specific, sincere, and focused on effort, behaviour, or values — not just outcomes.

Focus	Examples
Effort	“I can see how hard you’re working on this — that shows real focus.” “You didn’t give up, even when it was tricky. That’s determination!”
Kindness & Empathy	“That was really thoughtful — you noticed they were upset and checked in.” “Thank you for including everyone in your group. That shows respect.”
Learning Behaviours	“You were really listening and building on others’ ideas — that’s excellent collaboration.” “You asked a great question — that shows curiosity and engagement.”

Responsibility & Independence	“You got yourself organised and started straight away — that’s being ready to learn.” “You remembered the routine without being told — brilliant responsibility.”
Emotional Regulation	“You stayed calm even when things felt tricky — I’m proud of how you managed that.” “You took a break and came back ready — that shows great self-awareness.”

Reminder & Redirection Scripts

These phrases help correct behaviour calmly and respectfully, keeping the connection with the child intact.

Purpose	Examples
Gentle Reminder	“Remember our routine/rule — what should you be doing right now?” “Let’s get back to being ready to learn.” “Show me the West Lodge Way.”
Redirect with Choice	“You can finish this here, or at the quiet table — it’s your choice.” “Would you like to take a moment in the calm space or stay here and try again?”
Refocus without Confrontation	“I can see you’re not quite ready — I’ll come back in 2 minutes.” “We’ll talk about this when you’re calm — let’s take a breath first.”
Affirm Boundaries	“I understand you’re feeling upset — it’s still not OK to shout. Let’s find a better way.” “You don’t have to agree, but I need you to follow that instruction.”