



Behaviour, Relationships & Belonging Policy

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1. Purpose and principles

At James Brindley Community Primary School, we believe children flourish when they feel safe, known, valued and that they belong. Our approach to behaviour is relational, inclusive and emotionally informed, while maintaining high expectations for every child.

We recognise that behaviour can be influenced by development, experiences, relationships, communication, emotional regulation and additional needs. Understanding behaviour does not mean accepting behaviour that is unsafe, unkind or prevents others from learning.

Our core process:

REGULATE → UNDERSTAND → TAKE RESPONSIBILITY → REPAIR → RECONNECT

We call this approach **Reset & Restore**. Children are not publicly placed on behaviour charts or identified as being 'red', 'amber' or 'green'. Adults respond calmly and privately wherever possible, supporting pupils to recognise what has happened, make a different choice and repair harm.

Reset & Restore is not a 'no consequences' approach. It combines warm, dependable relationships with explicit teaching, clear boundaries, predictable responses and proportionate consequences.

Connection before correction-but not instead of correction

2. Statutory & Evidence-informed context

This policy has been written with regard to current Department for Education guidance and relevant evidence. In particular, DfE Behaviour in Schools guidance expects schools to create a calm, safe and supportive environment, establish high expectations, teach routines and respond consistently to behaviour. The school's approach also reflects safeguarding duties, SEND responsibilities and the need to consider underlying factors where behaviour may indicate additional need.

- Department for Education: Behaviour in Schools - advice for headteachers and school staff (updated February 2024).
- Keeping Children Safe in Education 2026, effective from 1 September 2026.
- DfE: Mental health and behaviour in schools.
- SEND Code of Practice: 0 to 25 years.
- DfE guidance on suspension and permanent exclusion.
- Ofsted education inspection evidence: high expectations should be built on positive relationships, understood rules and routines, with timely and appropriate reasonable adjustments.
- Education Endowment Foundation evidence: both universal and targeted behaviour approaches can be beneficial; implementation quality, staff development and consistency matter.

The school also draws on relational, restorative, emotionally friendly and belonging-informed practice. These approaches inform how we build connection, support regulation and repair relationships; they do not replace statutory duties, safeguarding action or proportionate consequences.

3. Belonging, Mattering & Relationships

A strong sense of belonging is supported when pupils experience acceptance, respect, inclusion, safety and dependable relationships with adults and peers. Our approach therefore seeks to make every child feel known and valued, while making clear that their choices affect other people and the wider community.

Belonging is not conditional on perfect behaviour. Equally, belonging to a community brings responsibilities: to respect others, protect learning, contribute positively and repair harm when things go wrong.

You belong here. • Your behaviour matters. • Your choices have consequences. • I will help you put things right.

4. Our School Values

Our school values of **Respect, Responsibility, Resilience, Motivation, Aspiration and Collaboration** sit at the heart of our approach to behaviour, relationships and belonging. They describe not only the behaviours we expect to see, but the qualities we want children to develop as members of our school community.

The values provide a consistent and positive language through which expectations are explicitly taught, modelled, recognised and revisited. Rather than focusing solely on what a child has done wrong, adults will draw upon the values to help children understand **what was expected, why it matters and what they can do differently next time**. This supports our belief that behaviour should be taught and learned, rather than simply managed.

Value	How it supports Reset & Restore
Respect	We consider the impact of our actions on ourselves, other people and our environment.
Responsibility	We own our choices and take appropriate action to put things right.
Resilience	We reset, try again and learn from mistakes or setbacks.
Motivation	We make positive choices and return to learning with purpose.
Aspiration	We aim high, learn, grow and think about how we can do better next time.
Collaboration	We work together to solve problems, listen and restore relationships.

The values support each stage of the pathway. A **Reminder** may ask, "What would *Respect* look like here?" **Reset** draws on *Resilience and Motivation*; **Reflect** develops *Responsibility*; **Repair** requires *Respect and Collaboration*; and **Restore** reconnects the child with *Aspiration* and the opportunity to do better next time.

Values are not used to label children as "good" or "bad". They are a language for coaching, reflection, growth and shared accountability.

Our values describe the culture. Reset & Restore provides the process for returning to it.

5. Roles & Responsibilities

Creating a positive culture of behaviour, relationships and belonging is a shared responsibility across the whole school community. Reset & Restore will be most effective when pupils experience consistent expectations, language and responses from all adults.

The school will therefore ensure that staff, pupils, parents/carers, leaders and governors understand their respective responsibilities within this policy.

5.1. The Local Governing Board

The LGB provides strategic oversight of behaviour and culture. It will ensure that the school's approach supports a safe, calm, inclusive and ambitious culture; reflects safeguarding, SEND, equality and wellbeing duties; and is consistent with the school's values.

Governors will monitor implementation and relevant trends; support appropriate staff development and hold leaders to account for the effectiveness of the policy.

Governors do not ordinarily become involved in the day-to-day management of individual incidents except where a statutory or formal governance role applies.

5.2. The Headteacher

The Headteacher has overall responsibility for establishing and maintaining the school's behaviour culture and for ensuring this policy is implemented consistently.

The Headteacher will:

- lead and promote a culture of ***high expectations, strong relationships and belonging***;
- communicate and model high expectations;
- ensure routines and responses within the **Reset & Restore** pathway are understood;
- model the relational and restorative approach expected from staff and support staff training;
- oversee serious or persistent behaviour;
- ensure appropriate consequences remain available alongside regulation, reflection and restorative support
- ensure SEND, safeguarding and equality duties are met;
- monitor patterns and disproportionality;
- engage parents appropriately;
- determine when more significant disciplinary action, including suspension or permanent exclusion, may be necessary

5.3. SENDCO & Senior Mental Health Lead

The SENDCO has an important role where behaviour may be associated with additional needs or barriers to learning.

The SENDCO and Mental Health Lead will:

- help identify needs and barriers,
- coordinate assessment and graduated responses,
- advise on reasonable adjustments and develop individual regulation or support plans,
- support regulation and reintegration,
- work with families and external professionals
- review whether provision is enabling pupils to meet ambitious expectations.

5.4. All Staff are responsible for the behaviour culture of our school.

Teachers, teaching assistants, lunchtime staff, office staff, wraparound staff and other adults working with pupils should reinforce the same expectations and values.

Staff will:

- build positive, dependable relationships with pupils;
- explicitly teach, revisit, model and reinforce expectations, routines and learning behaviours;
- consistently reinforce and model the school's values;
- notice and recognise positive behaviour;

- use the **Reset & Restore** pathway consistently (**Reminder** → **Reset** → **Reflect** → **Repair** → **Restore**);
- use calm, respectful and emotionally attuned language;
- provide appropriate opportunities for regulation;
- support regulation while maintaining clear boundaries and proportionate consequences.
- facilitate reflection, repair and reconnection when safe and developmentally appropriate.
- make and communicate reasonable adjustments for pupils with SEND or other identified needs;
- record and report significant incidents using the school's agreed systems;
- recognise when behaviour may indicate SEND, pastoral or safeguarding needs;
- seek support when the universal approach is not sufficient.
- actively reconnect with the pupil following an incident.

Staff should remember that being relational does not mean lowering expectations. **Warmth and boundaries operate together.**

5.5. *Pupils are active participants in creating the school's culture.*

Pupils will be supported and expected in an age- and developmentally appropriate way to:

- to learn and follow agreed school expectations and routines;
- understand and demonstrate the school values;
- follow reasonable adult instructions;
- protect their own and others' right to learn and feel safe;
- respond to reminders and make use of opportunities to reset;
- develop strategies for regulating their emotions and behaviour
- reflect honestly and appropriately when something has gone wrong;
- take responsibility for their choices;
- repair harm wherever reasonably possible;
- restore learning where their choices have resulted in **Lost Learning**;
- seek help when they need it; and
- understand that making a mistake does not remove their place within the school community.

5.6. *Parents & Carers are important partners in developing positive behaviour, relationships and belonging.*

Parents and carers are expected to:

- support the school's values, expectations and routines;
- reinforce respectful behaviour and the importance of learning;
- support reasonable school consequences, including Lost Learning where appropriate;
- share relevant information that may affect behaviour or wellbeing;
- encourage their child to take responsibility and repair harm;
- engage constructively with meetings and support plans or when concerns arise;
- communicate respectfully with staff.

School staff bring professional knowledge of the child in the school context and are responsible for managing behaviour during the school day; partnership works best when parents and school trust one another's roles and focus together on the child's progress, safety and belonging.

6. The Reset & Restore Pathway

Reset & Restore provides a consistent framework when behaviour does not meet expectations. It is not a public ladder. Names, photographs, pegs or cards are not moved through stages. Not every incident must progress mechanically through every stage; staff use professional judgement according to the behaviour, context, age and needs of the child.

1. REMINDER <i>What is the expectation?</i>	A calm, brief reminder linked to a school value, agreed rule or routine. Positive narration may be used to reinforce the expected behaviour.
2. RESET <i>What do you need right now to get back on track?</i>	A short, purposeful opportunity to regulate and re-engage. This may include changing position, a movement or sensory break, calm space, private check-in, trusted-adult support or temporary alternative workspace. A reset should not routinely enable avoidance of learning.
3. REFLECT <i>What happened?</i>	When regulated, the pupil is supported to understand the incident, identify the expectation that was not met, consider feelings and impact, and identify what could be different next time. Reflection is proportionate and developmentally appropriate.
4. REPAIR <i>Who was affected? How can I make it right?</i>	The pupil takes appropriate responsibility. Repair may include a meaningful apology, restoring property or work, completing interrupted learning, checking another person is okay, a restorative conversation, or another agreed action.
5. RESTORE <i>Welcome back. Ready to learn.</i>	Once the incident has been addressed, the pupil is explicitly reconnected with learning and the community. Restoration includes restoring learning as well as relationships. Where avoidable lost learning resulted from behavioural choices, completing that learning may form part of restoration.

6.1. EYFS Procedures: A simple path back to learning

In EYFS, the same principles apply but the response is shorter, more immediate and highly supported by adults. Young children may need co-regulation, visual cues, modelling and immediate reinforcement of the behaviour we want to see. Reflection is brief and concrete; repair may be modelled alongside the child. Immediate positive reinforcement in EYFS is used to make the link between the child's successful reset and the expected behaviour clear. It does not remove the need for boundaries, safety responses or developmentally appropriate consequences.

Stop	use one simple instruction and show the expected behaviour.
Calm	co-regulate quickly through proximity, calm voice, sensory/movement support or a brief change of activity/space.
What happened?	supported dialogue to describe the unexpected behaviour or an incident.
Notice the positive return	give immediate, specific recognition as soon as the child demonstrates the expected behaviour, e.g. "You came back and used kind hands - that is Respect."
Make it better	help the child make a simple repair, such as checking a friend, helping rebuild, tidying or practising the expected behaviour.
Ready again	warmly return the child to play and learning without repeatedly revisiting the incident.


James Brindley
Community Primary School

**Respect
Belong
Succeed**

Reset & Restore

EYFS – A simple path back to learning

- 1 Stop**
Pause.
Take a breath.
 

Let's stop and think. What should we do now?
- 2 Calm**
Use a strategy to help your body feel calm.
 

Breathe
Drink
Hug or squeeze
Quiet space
- 3 What happened?**
Use your words or show an adult.
 

What happened?
How are you feeling?
- 4 Make it better**
What can you do now?
 

Can you say sorry, help, tidy or make a different choice?
- 5 Ready again**
You are ready to learn, play and belong.
 

Great choice!
You are ready again.

Possible consequences (EYFS)

 Time to think (with an adult)

 Help to tidy or fix

 Use kind words (say sorry)

 Short time away from the activity

 Repeat or complete a task

Consequences are always fair, age appropriate and help us learn.
We always finish with a fresh start.

6.2. KS1 Procedures: Developing Independence in Reset & Restore

In Key Stage 1, children will increasingly be encouraged to recognise expectations, identify their emotions, select strategies to regulate themselves, reflect on their choices and take responsibility for putting things right. Adults will continue to provide modelling, visual prompts and co-regulation where required, but should gradually move from "Let's do this together" towards "Which strategy will help you?" as children's regulation skills develop.

The KS1 pathway uses simplified child-friendly language while retaining the same principles as the whole-school approach:

		Adult prompt
Remember	help understand what the expectation is.	<i>What should you be doing? Show me what Respect looks like.</i>
Reset	children should be supported to recognise that they may need to regulate before they are ready to think about what has happened. Adults may offer a limited choice of familiar strategies, e.g.: <i>breathe, count, move, use a quiet space, use an agreed sensory strategy, talk to a trusted adult</i>	<i>What will help you get ready?</i>
Think	Reflection should be brief, concrete and proportionate to the child's age and development. Children should not be expected to complete lengthy written reflections. Adults may use pictures, emotion symbols, sentence stems or simple question.	<i>What happened? How were you feeling? Who was affected?</i>
Put it right	Depending on the incident, putting things right might involve <i>apologising, helping someone, repairing or tidying something, giving somebody appropriate space, trying a task again, changing a behaviour or completing learning that was avoidably lost.</i>	<i>What can you do now to make things better?</i>
Ready again	return the child to the classroom community with expectations intact and belonging reaffirmed. Adults should explicitly reconnect with them	<i>You have put it right. You are ready to learn again.</i>



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**Respect
Belong
Succeed**

Reset & Restore

KS1 – Make a positive choice

- Remember**
What should I be doing?


Show me what Respect looks like.
- Reset**
I need to get ready. Choose what will help your body.

I can...

 Breathe
  Move
  Drink

 Count
  Quiet space
  Talk

What will help you get back on track?
- Think**
What happened?


How was I feeling?

 What did I do?
  What happened to other people?

Let's think about what happened and how it affected others.
- Put it right**
What can I do now?


Say sorry

Help

Fix it

Try again

Give space

Complete my learning

Let's choose how we can put things right.
- Ready again**
I am ready to learn and belong.


You've put it right. You are ready again.

Possible consequences (KS1)

 Reflection time
  Help to tidy or fix
  Complete lost learning
  Time away from the activity
  Restorative conversation (with an adult)

Consequences are fair, proportionate and help us learn from our choices. We always finish with a fresh start.

6.3. KS2 Procedures: Responsibility, Repair and Increasing Independence

In Key Stage 2, the whole-school Reset & Restore approach continues with an increased expectation that pupils are able to recognise expectations, regulate their behaviour, reflect on their choices and take responsibility for repairing any harm caused. Adults will continue to provide support and co-regulation where needed, but pupils should be encouraged to develop increasing independence, self-awareness and responsibility.

The KS2 pathway uses the full whole-school language:

		Adult prompt
Reminder	Re-establish the expectation before behaviour escalates.	<i>What is the expectation? Which of our values do you need to show?</i>
Reset	Regulate and become ready to make a positive choice. By KS2, pupils should increasingly be able to recognise when their emotions or behaviour are beginning to affect their ability to make positive choices. Adults should support pupils to develop a personal repertoire of appropriate regulation strategies	<i>What do you need right now to get back on track?</i>
Reflect	Be supported to move beyond simply describing what happened and consider their choices, the reasons for them and their impact on other people and learning.	<i>What happened? What was the impact? Who was affected?</i>
Repair	Take responsibility and take appropriate action to put things right. A pupil should understand what they are apologising for and the impact of their behaviour. Restorative work will not be used where it would be unsafe or inappropriate, and a pupil who has experienced harm will not be required to participate in a restorative conversation	<i>What needs to happen now? How can you repair the harm?</i>
Restore	Reconnect, return to learning and move forward positively. Previous behaviour should not be repeatedly revisited as a means of shaming the pupil. Restore communicates that high expectations remain, relationships can be repaired and belonging is not withdrawn because a child has made a mistake	<i>It has been dealt with. Welcome back. Are you ready to learn?</i>



James Brindley
Community Primary School

Reset & Restore

KS2 – Take responsibility, repair and move forward

1 Reminder
Who do I want to be?
Choose to follow our school values.

Respect **Belong** **Succeed**

What is the expectation?
Which value will you show?

2 Reset
Regulate and get ready to make a better choice.

Take a breath
Use a strategy
Get support if I need it
Return when I am ready

What do you need right now to get back on track?

3 Reflect
What happened?
Why did it happen?
What was the impact?

How was I feeling?
What did I do?
Who was affected?
What could I have done differently?

Take time to think about your choices and their impact.

4 Repair
What can I do now to put things right?

Apologise
Fix or replace
Make things better
Complete lost learning
Change my behaviour

Take responsibility and make it right.

5 Restore
Move forward. Back to learning. ready to belong.

It's finished. You are ready to move forward.

Possible consequences (KS2)

Time to reflect (in or out of class) Complete lost learning Restorative conversation Loss of a privilege Repeat or additional work Involvement of SLT (if needed)

Consequences are fair, proportionate and help us take responsibility and learn. We always finish with a fresh start.

7. Emotion Coaching & Adult Interactions

Emotion coaching is used because children are more able to reflect, problem-solve and learn from an incident when they are sufficiently regulated. Naming and validating emotions can help pupils develop emotional literacy and feel understood, while a clear boundary separates acceptance of the feeling from acceptance of harmful behaviour. Over time, repeated adult modelling supports pupils to develop a language for recognising emotions, using regulation strategies and making safer choices. Emotion coaching complements - rather than replaces - explicit expectations, consequences, safeguarding and SEND support.

Recognise	"I can see that you're really frustrated."
Validate	"It is okay to feel frustrated."
Boundary	"It isn't okay to hurt somebody because you're frustrated."
Support	"Let's work out what you can do instead."

All feelings are accepted. Not all behaviours are acceptable.

Adults should use brief, calm and developmentally appropriate language, particularly when a pupil is dysregulated. Staff should avoid arguing, lengthy explanations or demanding reflection before the child is ready.

8. Recognising & Strengthening Positive Behaviour

Positive behaviour is explicitly taught, noticed and reinforced. Recognition focuses on pupils living the school values, contributing to the community and developing self-regulation, rather than relying solely on extrinsic rewards. Adults should notice the behaviours they want to see, name them specifically and connect them to their impact on learning, relationships and the community.

Recognition should be sincere, proportionate and inclusive. It should value effort, improvement, self-regulation, responsibility, kindness, contribution and successful repair, not simply compliance or high attainment. Staff should be alert to pupils whose positive choices are quieter or less visible and ensure recognition is equitable.

Recognition may include:

- specific verbal praise linked to a value or behaviour, e.g. "You kept going when that was difficult - that showed Resilience."
- positive narration that reinforces routines without publicly comparing children
- values certificates and weekly celebration assemblies
- positive communication with home
- class and whole-school recognition
- opportunities to contribute, lead, help others and represent the school
- recognition of successful resets, repaired relationships and improved choices

8.1. House teams and shared accountability

House teams provide an additional way to recognise positive contribution across the school and build collaboration, shared identity and accountability. Pupils may acquire house points for demonstrating the school values, contributing to learning, helping others, representing the school positively and working collaboratively. House points are used to celebrate collective success and encourage pupils to see that their choices contribute to something larger than themselves.

The emphasis is on earning recognition through positive **contribution and celebrating the collective strengths of the school community.**

9. Regulation, consequences and Lost Learning

Regulation is not the same as consequence. A child may need support to regulate and still receive a proportionate consequence. Consequences should be lawful, reasonable, proportionate, related to the behaviour where possible, understood by pupils and applied consistently, with appropriate consideration of individual circumstances and SEND.

SUPPORT TO REGULATE + ACCOUNTABILITY FOR IMPACT + OPPORTUNITY TO REPAIR

For example, where a pupil deliberately damages another pupil's work, the adult may first support regulation, then facilitate reflection, require the pupil to repair or recreate the work as an appropriate consequence, support a restorative conversation, and finally restore the pupil to the group.

9.1. Lost Learning - restoring the right to learn

At **James Brindley Community Primary Community Primary**, we believe that every child has the right to learn and that every child has a responsibility to protect the learning of others. Our Reset & Restore approach therefore applies not only to relationships but also to learning.

Restoration includes restoring learning as well as relationships. Where a child's behaviour has resulted in avoidable lost learning, the Reset & Restore process may therefore include completing missed learning before the incident is considered fully resolved.

Where a pupil's behaviour results in their own learning being lost, or disrupts the learning of others, the child may be expected to complete or catch up on the learning that has been missed. This may include situations where a pupil has:

- chosen not to engage with learning despite appropriate support and reminders;
- repeatedly disrupted teaching or the learning of others;
- required time away from the classroom as a consequence of their behaviour;
- spent a significant amount of learning time completing regulation, reflection or restorative work; or
- left work incomplete as a direct result of their behavioural choices.

Where appropriate, this learning will be completed during part of a break or lunchtime, under suitable adult supervision. The purpose is not to shame or punish the child, but to reinforce the principle that lost learning should, wherever reasonably possible, be restored. Where Lost Learning takes place at lunchtime, pupils will always retain reasonable time to eat, drink and use the toilet.

Staff may explain: "Some of your learning time was lost. We now need to restore that learning so that you don't miss out." Or: "Your choices meant this work wasn't completed. Reset & Restore means putting things right - and that includes putting your learning right."

Lost Learning is not automatic simply because a child needed regulation. Staff will consider age, circumstances, communication, SEND, emotional regulation and reasonable adjustments. An agreed sensory or regulation break that forms part of SEND provision should not routinely be treated as learning that must be "paid back".

We restore relationships, we restore belonging, and we restore learning.

10. Persistent behaviour and graduated support

Repeated Reset & Restore conversations indicate that the universal approach alone may not be sufficient. Staff should move from repetition to assessment and targeted support.

NOTICE → ASSESS → PLAN → SUPPORT → REVIEW

- identify patterns, triggers and successful conditions
- seek pupil voice
- work with parents/carers
- consider SEND, communication, SEMH and safeguarding needs
- agree targeted regulation, behaviour or emotional support
- involve pastoral/SEND leadership and external professionals where appropriate
- review impact and adapt the plan

Persistent support does not remove accountability. The school will continue to protect the rights and safety of others, teach expectations, use reasonable adjustments and apply proportionate consequences where appropriate.

11. Serious, unsafe and high-risk behaviour

At James Brindley Community Primary, our commitment to relational practice, belonging and Reset & Restore does not mean that all behaviour is responded to in the same way. There will be occasions when behaviour is sufficiently serious, persistent or unsafe that an immediate and proportionate response is required.

The safety, dignity and right to learn of all members of the school community are paramount. Where behaviour presents an immediate risk, adults will prioritise **safety before restorative work**.

- physical aggression, fighting or significant deliberate harm
- significant risk to self or others
- persistent or significant disruption to learning
- serious verbal abuse, threats or intimidation
- bullying or repeated targeted behaviour, including online bullying
- discriminatory or prejudicial behaviour and derogatory language
- sexual harassment, sexual violence or harmful sexual behaviour
- significant deliberate damage to property
- theft
- possession or suspected possession of prohibited or dangerous items
- absconding or unsafe leaving of the school environment
- serious behaviour that undermines safety, wellbeing or good order
- repeated serious behaviour despite support, intervention and sanctions

STOP → MAKE SAFE → REGULATE → RESPOND → REPAIR → RESTORE

The immediate priority is to stop the behaviour and make the situation safe. Senior leaders may become involved, parents/carers may be contacted, incidents will be recorded where required, safeguarding action will be taken where indicated and a reasonable, proportionate sanction will be considered

Restorative conversations will take place only when it is safe, appropriate and the pupils involved are sufficiently regulated. Restoration does not mean that a sanction is removed or that serious behaviour is treated informally.

11.1. SEND vulnerability and serious behaviour

Where serious behaviour involves a pupil with SEND or another identified vulnerability, this does not mean that the school cannot impose a sanction. However, staff and leaders will consider the pupil's individual circumstances, whether reasonable adjustments have been made, whether unmet needs may have contributed to the behaviour, and whether additional or different support is required.

Understanding the reason for behaviour and responding to its impact are not mutually exclusive. The school may therefore simultaneously:

support need + safeguard others + apply a reasonable sanction + teach different behaviour + repair harm.

11.2. Reasonable and proportionate sanctions

Reset & Restore operates alongside, rather than instead of, the school's ability to use sanctions. The use of a relational, restorative approach does not prevent the school from using its lawful disciplinary powers.

Depending upon the nature, seriousness, frequency and context of behaviour, reasonable sanctions used by the school may include:

- a verbal reminder or reprimand;
- completing **Lost Learning** during an appropriate part of break or lunchtime;
- completing, repairing or repeating work;
- a restorative task directly connected to the harm caused;
- loss of an appropriate privilege;
- detention during break, lunchtime or, where appropriate, after school;
- temporary removal from a classroom or activity;
- working in another supervised area;
- contact with parents/carers;
- a behaviour meeting with a member of SLT;
- an individual behaviour or support plan;
- internal arrangements for more serious incidents;
- suspension; or in the most serious circumstances, permanent exclusion

Consequences should wherever possible be related, reasonable and restorative. The purpose is to establish accountability, protect learning and safety, and help pupils understand that choices have consequences.

A relational approach therefore does not ask: "How can we avoid a consequence?" Instead, it asks: "What response will keep everyone safe, uphold our expectations, help the child take responsibility and support successful reintegration?" A pupil may therefore receive regulation support and a sanction. Providing support to a child does not remove accountability for behaviour.

11.3. Suspension and permanent exclusion

A relational approach does not prevent the Headteacher from using **suspension or permanent exclusion** where this is warranted.

The school will follow the current DfE statutory guidance, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, updated in July 2026. The guidance recognises that suspensions and permanent exclusions are sometimes necessary

to maintain a calm, safe and supportive environment and that permanent exclusion may sometimes be necessary as a last resort.

A **suspension** may be considered where behaviour warrants a response beyond the school's usual sanctions or interventions. Suspensions may also provide an opportunity for the school, pupil and family to consider additional support required before successful reintegration. A pupil may be suspended for one or more fixed periods, up to the statutory maximum of **45 school days in a single academic year**.

Permanent exclusion is a serious decision and will only be taken by the Headteacher in accordance with statutory guidance. It may be appropriate in response to a serious breach or persistent breaches of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The school will follow all statutory notification, governing-board consideration, education and review requirements associated with suspension and permanent exclusion. **Informal or unofficial exclusions will not be used.**

Where a pupil returns following suspension, the school will normally provide an appropriate **reintegration process**. This reflects Reset & Restore: the behaviour and its consequences are acknowledged, expectations are re-established, appropriate repair is considered and the pupil is supported to return successfully to the school community.

11.4. Restrictive interventions and reasonable force

There may be exceptional circumstances in which staff need to use reasonable force or another restrictive intervention to prevent harm or manage an immediate risk.

The school's relational approach emphasises **prevention, co-regulation, de-escalation** and **reducing the need for restrictive intervention** wherever possible. However, relational practice does not prevent appropriately authorised staff from acting when intervention is necessary and lawful.

Any force used must be **reasonable, proportionate and no more than necessary in the circumstance**; it must never be used as punishment.

Staff will follow current DfE guidance and the school's Positive Handling / Restrictive Intervention arrangements.

Following any significant incident or intervention, consideration should be given to:

REGULATE → REASSURE → RECORD → REPORT → REVIEW → REPAIR / RESTORE

The incident should be reviewed not simply to determine what happened, but also to identify whether changes to support, environment, reasonable adjustments, risk assessment or staff practice could reduce the likelihood of restrictive intervention being required again.

12. Bullying, discrimination, sexual harassment and harmful behaviour

Restorative practice does not replace investigation, recording, safeguarding or appropriate consequences. Bullying, racism, misogyny, homophobia, transphobia, disability discrimination, sexual harassment, harmful sexual behaviour and other prejudicial or targeted conduct will be challenged, recorded, investigated, responded to and monitored in line with school policy.

The school's commitment to belonging applies equally to the child who has experienced harm and to the child whose behaviour has caused harm. A relational approach must never prioritise restoring a relationship

over the safety, dignity or wishes of the person who has been harmed. An affected pupil will not be required to participate in a restorative meeting where this would be inappropriate, unwanted or unsafe. Where restorative work is appropriate, it will only take place when it is safe, voluntary and likely to support a positive outcome. Some incidents will require safeguarding action, investigation, reasonable sanctions, suspension or permanent exclusion rather than, or before, restorative work.

13. Prohibited items, searching and confiscation

The school has a responsibility to maintain a safe, calm and supportive environment for pupils and staff. Pupils must not bring prohibited, dangerous or inappropriate items onto the school premises or possess them during the school day.

Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, the Headteacher and members of staff authorised by the Headteacher may exercise the school's statutory powers to search a pupil and/or their possessions. All searches will be undertaken in accordance with current DfE Searching, Screening and Confiscation guidance, **with safeguarding and the welfare of the pupil as the overriding consideration.**

13.1. Prohibited and banned items

The statutory prohibited items for which authorised staff have particular search powers include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person or damage property.

The school may also identify additional items within its school rules which are banned and may be searched for. These may include items that present a risk to safety, disrupt learning or are inappropriate within a primary-school environment.

13.2. Searching Pupils

Staff should normally seek the pupil's cooperation before carrying out a search. Where a pupil refuses to cooperate, the school will respond in accordance with the DfE guidance and this Behaviour, Relationships and Belonging Policy.

Where the statutory conditions are met, the Headteacher or a member of staff authorised by the Headteacher may search a pupil without their agreement where there are reasonable grounds to suspect that they possess a prohibited item or an item identified in the school rules as one that may be searched for.

Searches will be conducted respectfully, proportionately and with regard to the pupil's dignity, privacy and individual circumstances. The school will follow the DfE requirements concerning who may conduct a search, witnesses, the extent of any search and the removal of outer clothing. Safeguarding considerations will remain central throughout.

Where a search, or the circumstances leading to it, raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy and refer the matter to the Designated Safeguarding Lead (DSL) as appropriate. This is particularly important where an incident involves weapons, drugs, sexual imagery, exploitation or other potentially harmful or criminal behaviour.

13.3. Confiscation and follow-up

Authorised staff may confiscate an item found during a search where they have reasonable grounds for suspecting that the item:

- poses a risk to staff or pupils;
- is prohibited;
- is an item identified within the school's rules for which a search may be made; or
- may constitute evidence relating to an offence.

The school may also confiscate inappropriate items as a reasonable and proportionate disciplinary response, where permitted.

What happens to a confiscated item will depend upon its nature and the circumstances in which it was found. An item may be retained, returned to a parent/carer, safely disposed of or passed to the police as required or permitted by law and DfE guidance. Certain items, including suspected controlled drugs or evidence of an offence, require particular consideration.

Where electronic devices or images raise concerns about nude or semi-nude images, sexual harassment, sexual violence or another safeguarding matter, staff will not investigate such material informally but will follow the school's safeguarding procedures and relevant national guidance.

13.4. Parents, recording and safeguarding

Parents/carers will be informed of searches, outcomes and sanctions where required by guidance and school procedure. Relevant incidents will be recorded. A search or confiscation may be followed by safeguarding action, parent involvement, a proportionate sanction, police involvement, support, reflection, repair and restoration as appropriate.

Particular consideration will be given to the pupil's age and developmental understanding, SEND, communication needs, previous experiences and any other vulnerabilities. Where appropriate, reasonable adjustments will be made while maintaining the school's responsibility to safeguard the pupil and others.

Reset & Restore does not restrict the school's statutory powers to search, confiscate or respond to prohibited items. Safety and safeguarding will always take priority.

Once an immediate risk has been managed, the school will consider the appropriate next steps. These may include safeguarding action, parental involvement, a reasonable sanction, police involvement, additional support, reflection and restorative work.

Where appropriate, the pupil will subsequently be supported to understand the impact of their choices, take responsibility, repair harm and successfully return to learning and the school community.

14. SEND, SEMH and individual need

14.1. Understanding the impact of SEND on behaviour

At **James Brindley Community Primary**, we recognise that behaviour can be a form of communication. For some pupils, particularly those with Special Educational Needs and Disabilities (SEND) or Social, Emotional and Mental Health (SEMH) needs, behaviour may reflect an unmet need, difficulty with communication, sensory processing or regulation, emotional dysregulation, anxiety, distress or a response to stress.

When behaviours of concern arise, staff seek to understand the context, function and possible underlying need. This does not mean that every behaviour displayed by a pupil with SEND is caused by their additional need, and SEND does not automatically excuse behaviour that is unsafe, harmful, unkind, discriminatory or significantly disruptive to learning.

Our approach therefore seeks to balance:

Understanding need + making reasonable adjustments + maintaining high expectations + protecting others + teaching responsibility and repair

In responding to behaviour, the school will fulfil its statutory responsibilities, including:

- taking reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage, in accordance with the Equality Act 2010;
- using our best endeavours to secure the special educational provision required by pupils with SEND, in accordance with the Children and Families Act 2014;
- having regard to the SEND Code of Practice: 0 to 25 years; and
- securing the special educational provision specified within a pupil's Education, Health and Care (EHC) plan and working collaboratively with parents/carers, the local authority and relevant professionals.

Our relational approach is therefore not about treating every child identically. *Equity may require different support in order for pupils to understand and meet the same high expectations.*

14.2. Anticipating and reducing barriers

Where needs are known, staff should seek to be proactive rather than simply reactive. Staff will consider the environments, demands, transitions, sensory experiences, communication difficulties or other stressors that may increase the likelihood of dysregulation.

Support will be individualised and based upon the pupil's strengths, needs, developmental stage and experiences. Reasonable adjustments and proactive support may include:

- sensory or movement breaks
- visual timetables, now-and-next boards or visual prompts
- simplified or adapted instructions and additional processing time
- predictable routines and advance warning of change
- flexible seating or workspace
- reasonable uniform adaptations where appropriate
- a regulation space or trusted adult
- adapted consequences, reflection or restorative conversations
- differentiated communication and regulation resources
- additional support during unstructured times
- relevant staff training around autism, communication, regulation, attachment or trauma-informed practice

Reasonable adjustments should be **planned, communicated and reviewed**, rather than relying solely upon individual staff making decisions during a moment of crisis.

14.3. SEND and the Reset & Restore pathway

Reset & Restore applies to all pupils, but access to the pathway may need to be adjusted. Staff should consider whether the pupil understood the expectation; whether communication was accessible; whether the pupil had the skills to meet the expectation; whether they were regulated enough to make

a choice; and whether sensory, communication, attention, processing, anxiety, distress or trauma-related factors were relevant

A Reset may therefore look different for different pupils and may include additional processing time, movement, sensory support, reduced language, a visual prompt or a trusted adult.

Restorative conversations should not be attempted when a child is significantly dysregulated or unable to meaningfully participate.

Regulation comes before reflection - because a child needs to be ready to think before we can expect them to reflect.

We do not lower our expectations because a child has SEND. We consider what support and reasonable adjustments they need to meet them.

Different support. Consistent Ambition

14.4. SEND, consequences and accountability

SEND is not an automatic exemption from the school's behaviour expectations or reasonable consequences. Where behaviour has been substantially influenced by an identified additional need, the response will place appropriate emphasis on support, skill development, prevention and reasonable adjustment rather than sanctions alone. Where a consequence remains appropriate, staff will consider whether it is: reasonable, proportionate, accessible, related to the behaviour and appropriately adjusted.

Support and consequence can coexist. For example, a pupil who becomes dysregulated may first require co-regulation and a calm space. Once regulated, they may still need to repair damage, apologise where appropriate, complete Lost Learning or experience another reasonable and proportionate consequence.

Conversely, a pupil should not ordinarily be required to complete Lost Learning simply because they have accessed an agreed sensory, regulation or SEND intervention. Staff should distinguish between necessary provision and avoidable loss of learning resulting from behavioural choices.

**Understanding behaviour does not mean ignoring its impact.
We can support the need, maintain the boundary and repair the harm.**

14.5. Unmet or unidentified needs

Where behaviour is persistent, escalating, unusual or represents a significant change, staff should move beyond repeated responses and consider whether an unmet or unidentified need requires assessment or additional support.

NOTICE → ASSESS → PLAN → SUPPORT → REVIEW

This may involve:

- reviewing classroom provision and reasonable adjustments;
- gathering pupil and parent/carer views;
- observation;
- assessment of communication, sensory, learning or emotional needs;
- reviewing behaviour records and identifying patterns;
- consultation with specialist teachers;
- educational psychology involvement;
- health or therapeutic advice; or
- support from other relevant external agencies.

Where significant needs are identified, school will work collaboratively with the pupil, parents/carers and relevant professionals to develop, implement and regularly review appropriate provision.

14.6. Individual Emotional Support Plans

Where a pupil requires support beyond the universal Reset & Restore approach, an Individual Emotional Support Plan may be developed. The plan should be strengths-based and may identify:

- the pupil's strengths and interests;
- what helps them feel safe and connected;
- known stressors or triggers;
- early signs of dysregulation;
- communication needs;
- sensory or regulation needs;
- preventative strategies;
- agreed reasonable adjustments;
- preferred regulation strategies;
- helpful and unhelpful adult responses;
- approaches to Reset;
- how reflection and restorative work should be adapted;
- strategies for successful return to learning;
- arrangements for less structured times;
- responses to foreseeable risks; and
- pupil & parent/carer views. and repair should be supported; arrangements for returning to learning; support during unstructured times; foreseeable risks; and pupil/parent views.

All relevant staff working with the pupil should understand the plan and consistently implement the agreed strategies.

These plans complement rather than replace Reset & Restore, allowing the whole-school approach to be appropriately individualised.

14.7. Pupils with an Education, Health and Care Plan

Where a pupil has an EHC plan, the school will secure the specified provision and work with the local authority, family and professionals. Persistent behaviour concerns may prompt review of whether provision is being delivered effectively, whether adjustments are sufficient, whether further professional advice is needed or whether an early review should be considered.

Behaviour should not be considered separately from the pupil's wider provision, communication, learning and wellbeing needs.

14.8. Social, Emotional and Mental Health (SEMH) needs and emotionally friendly practice

The school aims to provide a safe, predictable and nurturing environment in which pupils feel seen, heard, valued and that they belong. This includes whole-school culture and ethos, explicit teaching of emotional literacy and regulation, coping and resilience, and partnership with families, agencies and the wider community.

SEMH needs should be understood within the same framework of high expectations with appropriate support and reasonable adjustment.

14.9. Trauma-informed relational practice

Staff recognise that experiences of adversity, trauma, abuse or neglect can affect children's development, relationships, emotional regulation and responses to perceived threat or stress. Our

approach encourages adults to respond with curiosity, empathy, predictability and consistency rather than judgement.

Trauma-informed practice does not mean an absence of boundaries; safe, calm, consistent and predictable boundaries can support security. Safeguarding and pastoral procedures will be followed where vulnerability or harm is suspected.

14.10. The Happy Hub

Identified pupils may access the school's Happy Hub for planned pastoral, regulation or SEMH support, particularly during unstructured times.

The Happy Hub provides a safe and supportive environment in which pupils may:

- regulate with support from a trusted adult;
- develop emotional literacy and coping strategies;
- access targeted pastoral support;
- prepare for or recover from difficult transitions;
- receive support during less structured parts of the school day; and
- prepare to return successfully to learning.

Access to The Happy Hub should be purposeful and focused on regulation, connection and reintegration rather than prolonged avoidance.

15. Transitions and relational handover

15.1. Emotionally safe transitions

We recognise that transitions can be both exciting and unsettling. Changes to adults, routines, expectations, peers or environments can increase uncertainty and anxiety, particularly for pupils with SEND, SEMH needs or experiences that make change more difficult.

We therefore prioritise planned, relational and emotionally safe transitions. Pupils will have appropriate opportunities to become familiar with their new teacher, classroom, routines and expectations. Additional transition arrangements will be provided where an individual pupil requires them.

The aim is not simply for children to know where they are going, but to know:

Who will be there? What will happen? What will help me? Where can I go for support? Do I still belong?

15.2. Relational handover

Staff will undertake appropriate transition and handover arrangements so that the receiving adults understand the child beyond a list of behaviour incidents.

Handover Information should include, where relevant:

- strengths, interests and successes;
- important relationships;
- communication needs;
- known stressors and triggers;
- early indicators of dysregulation;
- effective regulation strategies;
- successful relational approaches;
- reasonable adjustments;
- SEND provision;
- Individual Emotional Support Plans;
- pastoral or safeguarding information, where appropriate and necessary;

- strategies that have been unsuccessful or may increase distress; and
- pupil and parent/carer views.

This ensures continuity of provision and allows new staff to begin from a position of understanding, connection and high expectations, rather than requiring the pupil to experience difficulty before appropriate support is put in place.

Importantly, handover should not result in children being pre-judged or labelled by previous behaviour. Information is shared to enable successful support, not to define expectations of what a child will do next.

15.3. Transition to a new setting

Where a pupil moves to a new setting, relevant information will be transferred securely and proportionately in line with safeguarding, SEND and data protection requirements. The school will liaise as appropriate regarding provision, adjustments, regulation, relational and pastoral support and individual plans.

Where appropriate, additional transition visits, photographs, visual information, meetings with new adults or other individualised arrangements may be provided.

The aim is to enable the child to experience continuity, emotional safety and belonging as they move into their new community

16. Safeguarding

Behaviour must always be considered within the school's safeguarding responsibilities. A significant or unexplained change in behaviour, repeated dysregulation, aggression, withdrawal, sexualised behaviour or other concerning presentation may indicate a safeguarding need. Staff must follow the school's safeguarding and child protection procedures and report concerns to the DSL without delay.

All staff must follow the school's arrangements for implementing the current statutory guidance.

17. Partnership with parents & carers

Parents and carers are important partners in supporting behaviour, belonging and wellbeing. The school will communicate significant incidents, repeated or persistent concerns, significant consequences and matters requiring parental follow-up. Staff will listen to relevant contextual information, explain the school's response and work collaboratively on support plans where appropriate.

A relational partnership also depends on clear professional roles. Teachers and school leaders have responsibility for managing behaviour in school and bring professional knowledge of the child within the school environment, including the impact of behaviour on learning, peers and safety. Parents are asked to allow staff to manage incidents through the agreed policy, while sharing information that may help the school understand need or make appropriate adjustments. Disagreement can be explored respectfully without undermining staff in front of pupils or asking school to remove a reasonable consequence solely because a child is upset by it.

The school will seek to communicate with parents in a factual, respectful and solution-focused way. Parents are similarly expected to communicate respectfully with staff and to support children to take age-appropriate responsibility, repair harm and restore learning.

17.1. Methods of communication

Where appropriate, a face-to-face conversation at the end of the school day may be used.

Where this is not possible, staff should attempt to contact parents/carers by telephone. If contact cannot be made, a suitable message may be left requesting contact, taking care not to disclose sensitive or confidential information in a voicemail.

Where telephone contact is unsuccessful, email or School Spider may be used where appropriate to ensure communication remains timely.

For serious, sensitive or safeguarding-related incidents, staff should seek advice from SLT or the DSL regarding the most appropriate method, timing and content of communication.

A record of significant parental communication relating to the incident should be added to, or linked with, the relevant CPOMS record.

17.2. Escalation and further discussion

Where parents/carers require further clarification following communication from the Class Teacher, the matter should normally be escalated through the school's agreed leadership structure.

Class Teacher → Assistant Headteacher → Deputy Headteacher/ → Headteacher

The precise route may vary depending upon the nature of the concern. SEND matters may appropriately involve the SENDCO, while safeguarding concerns will be managed through the DSL.

This does not replace the school's formal Complaints Policy where a parent wishes to raise a complaint.

18. Recording, case management and communication

Behaviour information will be recorded on CPOMs in accordance with the school's Recording and Case Management Procedures. entries should create an accurate, factual and chronological record of observations, disclosures, concerns, actions and outcomes. It is not a system for assigning blame, determining guilt or recording speculative conclusions.

Effective recording and communication are essential to ensuring that the school's Reset & Restore approach is consistent, safe and responsive to individual need. Records help the school understand a pupil's experiences over time, identify patterns or emerging needs, evaluate the effectiveness of support and ensure appropriate information is available to those responsible for safeguarding, SEND, pastoral support and behaviour.

Records should provide an objective account of what happened, the response provided, the impact on others and the steps taken to support, repair and restore.

18.1. What should be recorded?

Not every successful **Reminder** or brief **Reset** requires a CPOMS entry. Staff should use professional judgement so that recording remains proportionate, meaningful and useful. Staff should record incidents that are significant, repeated, persistent, require follow-up or leadership oversight, or are relevant to safeguarding, SEND or wellbeing.

Incidents that should normally be recorded include:

- repeated or persistent behaviour concerns;
- significant disruption to learning;
- physical aggression or violence;

- bullying or suspected bullying;
- discriminatory, prejudicial or hate-related incidents;
- sexual harassment, sexualised behaviour or harmful sexual behaviour;
- threats, intimidation or significant verbal abuse;
- deliberate significant damage to property;
- theft;
- prohibited items or incidents involving searching or confiscation;
- incidents requiring reasonable force or restrictive intervention;
- behaviour resulting in removal from the classroom or significant senior-leader involvement;
- serious incidents occurring at break, lunchtime, wraparound provision or elsewhere in school;
- behaviour resulting in a significant sanction, including suspension;
- incidents where parents/carers have been contacted;
- incidents suggesting a pattern of escalating or changing behaviour;
- behaviour that may indicate an unmet SEND, pastoral or emotional need; and
- any behaviour that raises a safeguarding concern.

Routine reminders, successful resets and low-level behaviours that are resolved quickly will not ordinarily require individual CPOMS records unless they form part of an emerging pattern or there is another reason why recording would be appropriate. Where relevant, a CPOMS entry should show not only what the pupil did, but what adults did in response.

18.2. Responsibility and timing

The staff member who dealt with, witnessed or directly supported the incident is responsible for ensuring an appropriate record is made, normally on the same day and outside teaching time unless the matter is urgent. Teachers, teaching assistants and welfare staff share responsibility for accurate recording; the Class Teacher should maintain oversight of agreed classroom follow-up, with SLT/DSL/SEND CO involved according to need.

18.3. Recording language

A useful record answers five questions:

- What happened?
- Who was involved?
- What was observed or reported?
- What action was taken?
- What outcome or follow-up is required?

Where relevant, the entry may also capture the **Reset & Restore** response: Reminder/Reset; regulation support; immediate response; consequence; Lost Learning; reflection/repair; parent communication; restoration and follow-up.

Records must be **accurate, objective, relevant, child-focused and professional**. Staff should record observable behaviour and distinguish clearly between what they observed and what was reported. Direct quotes should be used where important. Helpful formulations include "Pupil stated...", "Parent reported...", "I observed..." and "It was reported that...".

Staff should avoid personal opinions, assumptions about intent or motive, diagnoses, speculation, gossip and inflammatory labels such as "aggressive child", "manipulative", "attention-seeking", "lazy" or "difficult parent". For example, rather than writing "the pupil assaulted another child", record the observable or reported action, such as "It was reported that the pupil struck another pupil during breaktime."

18.4. Safeguarding, communication

Safeguarding concerns take priority and must be shared with the DSL/DDSL without delay. Relevant staff should be alerted according to the nature of the incident, including the Class Teacher, SLT, SENDCO, DSL. Significant parent communication should be recorded where appropriate. Sensitive information should not be left in voicemail messages.

SLT, DSL and SENDCO will monitor records for patterns including repeated incidents, Lost Learning, bullying, discrimination, sexual harassment, restrictive interventions, suspensions/exclusions, reasonable adjustments and possible disproportionality.

18.5. Monitoring Patterns & emerging need

CPOMS records will be used by leaders not simply to monitor individual incidents, but to develop a broader understanding of behaviour culture and pupil need.

SLT, the SENDCO and relevant pastoral leaders will periodically review behaviour information to identify:

- frequency and patterns of incidents;
- repeated behaviours;
- pupils experiencing increasing difficulty;
- times, locations or contexts in which incidents are more likely;
- impact on learning and levels of Lost Learning;
- bullying and child-on-child abuse;
- discriminatory incidents;
- sexual harassment and harmful sexual behaviour;
- use of removal, restrictive intervention, suspension and exclusion;
- effectiveness of reasonable adjustments and interventions;
- pupils or groups who may be disproportionately represented in behaviour data; and
- whether changes to provision, supervision, routines, curriculum or staff support are required.

Patterns of behaviour should prompt curiosity as well as accountability. Leaders will also audit recording quality and provide training or challenge where records are subjective, incomplete or inappropriate.

19. Staff Training & Implementation

Reset & Restore will be supported through induction, ongoing professional development, modelling and coaching. Training will include relational practice, consistent routines, restorative conversations, emotion coaching, strengths-based approaches, SEND and reasonable adjustments, SEMH, safeguarding, de-escalation, recording standards, Lost Learning and the appropriate use of consequences.

Implementation will be reviewed through pupil and staff voice, behaviour information, CPOMS patterns, learning walks, parent feedback and leadership/governor oversight. Leaders will consider whether the policy is being applied consistently and equitably and whether adjustments or targeted support are effective.

20. The Reset & Restore promise

At James Brindley Community Primary, you belong.
We have high expectations because we believe in you.
We will notice when things are going well.

When things go wrong, we will help you regulate.
 We will listen and help you reflect.
 We will expect you to take responsibility.
 We will help you repair harm.
 We will help you restore learning when it has been lost.
 And when it is finished, we will welcome you back.
 Every day is a fresh start.

21. Quick reference: Reset & Restore

