Positive Behaviour for Learning Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (FEB 2025) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy was agreed in January 2026 and will be reviewed in January 2028.

Chair of Governors

Headteacher

Vision

At Burley Oaks, we nurture genuine relationships that enrich learning and teaching, empowering children to contribute positively to society. As an inclusive and restorative school, we expect positive behaviour for learning and are committed to supporting the emotional health and wellbeing of the whole school community.

We promote restorative and emotion-coaching principles, encouraging the development of emotional regulation through supportive relationships. These principles are embedded through our Zones of Regulation approach and our PSHE curriculum.

Consistency, meaningful conversations and praise are powerful influences on behaviour. We are committed to creating an environment where positive behaviour is at the heart of productive and successful learning.

Motto

- **Belong** to a team of supportive, respectful, responsible and caring people who are all unique and proud of their contributions.
- **Believe** in our abilities and those of others, committed to joint success and recognising that our learning and relational behaviours are key to this.
- **Achieve** by embracing challenge, reflecting and learning from mistakes and thriving on an ambitious, varied and broad curriculum.

School Rules

We are **Ready, Respectful and Safe**. At Burley Oaks, every right comes with a simple responsibility, expressed in ways all children can understand and apply.

- **Ready**: We have the right to learn in a stimulating environment with praise and support. To help us do this, we will work hard, avoid disrupting others and look after our school and equipment.
- **Respectful**: We have the right to be respected, heard and cared for. To help us do this, we will show courtesy, listen to others and treat everyone fairly and kindly.
- **Safe**: We have the right to feel safe and secure in a clean environment. To help us do this, we will not threaten others and will keep our school tidy.

Aims and Purpose

Good behaviour and self-discipline have clear links to effective learning, with DfE guidance emphasising that high standards of behaviour are essential for a calm, safe and supportive learning environment (DfE, 2024) and EEF evidence showing that consistent expectations improve pupil outcomes (EEF, 2019).

These skills are vital for children to carry with them both during and after their school years. At Burley Oaks, we believe children should be explicitly aware of behaviour expectations and gradually take responsibility for them. By encouraging positive behaviour, we foster relationships built on trust and understanding, supporting children to develop strong individual and social responsibility.

Our key aims are to:

- Create a culture of exceptionally good behaviour: **Ready for Learning and Ready for Life**.
- Ensure all children feel valued, respected and safe in an inclusive environment.

- Build positive relationships founded on trust, kindness, empathy and understanding.
- Use effective language to help learners engage positively and recognise the impact of their behaviour.
- Support children to take responsibility for their actions and understand consequences.
- Empower children to regulate emotions through tools, strategies and supportive relationships, promoting wellbeing.
- Foster a caring community where adults and children work together effectively and respectfully.
- Support children to grow into positive, responsible and increasingly independent members of the school.
- Ensure all children attend school free from fear of bullying.
- Embed restorative practice consistently to promote reflection, resolve conflict and rebuild relationships.

The purpose of this policy is to:

- Establish and reinforce behaviour expectations that reflect our values and ethos.
- Promote an environment where all children feel safe, valued and able to learn.
- Support pupils to understand emotions and apply regulation strategies.
- Use restorative practices to resolve conflict, rebuild trust and strengthen relationships.
- Guide staff to respond consistently, fairly and effectively through positive interventions and relational approaches

Standards of Behaviour and Pupils' Responsibilities

At Burley Oaks, good behaviour is modelled by example. All staff, volunteers and visitors act responsibly and professionally, never denigrating children or colleagues. Discipline is consistent across the school, with boundaries and sanctions applied fairly, proportionately and without discrimination, taking into account SEN needs, disabilities and the additional challenges faced by vulnerable children. Staff are trained to deal with behavioural issues as part of their continual professional development and maintain a visible presence around the school, including transitions, breaks and lunchtimes, to build positive relationships and ensure respectful use of school grounds and resources.

Children are expected to:

- Be **Ready, Respectful and Safe** in all areas of school life.
- Show respect to peers, staff and visitors, and act as ambassadors for the school both on and off site.
- Follow school rules, listen carefully and complete work to a high standard, presenting homework and classwork neatly and on time.
- Take responsibility for their behaviour, recognising the impact of their actions on themselves and others.
- Treat others with kindness, empathy and respect.
- Engage fully in learning, showing effort, curiosity and perseverance.
- Use restorative approaches to repair harm and rebuild relationships.
- Seek help if struggling with workload or expectations; staff will work with them and parents to create support plans.

All sanctions and behaviour incidents are recorded using the school's monitoring systems to ensure consistency, transparency and early identification of patterns. Lower-level incidents are logged by staff and reviewed regularly, while serious breaches are recorded by senior leaders and monitored as part of safeguarding and behaviour oversight.

Recognition and Rewards

Recognising and celebrating pupils' successes strengthens our shared culture, helping children see themselves as part of a community that notices effort, values kindness and takes pride in one another's achievements. We understand behaviour as a form of communication, so our approach is proactive, positive and preventative, ensuring children are supported before difficulties escalate.

Weekly:
• Daily house points given, with a weekly total shared in assembly
• A visit to a more senior member of staff for positive commendation
• Weekly class rewards with a certificate celebrated in assembly and a class teddy to take home (Reception to Year 3)
• Class of the Week for above-and-beyond behaviour around the school, such as lunchtime behaviour, corridor behaviour and dining room conduct
• Reading suitcase sent home with one child per week

Yearly:
• Trophies are awarded for Politeness, ICT, Sporting Achievement, Creativity and Endeavour
• Annual school celebrations and rewards
• Yearly house point totals shared and celebrated
• Certificates awarded to celebrate end-of-year achievements

Positive Behaviour Pathway

	EXAMPLES	ACTIONS	NEXT STEPS
REDIRECTION PROACTIVE	Gentle encouragement, nudge in right direction, engagement or distraction where appropriate. Reinforce expectations (**Ready, Respectful, Safe**).		Aim to resolve at this stage.
REMINDER	Running in school, not asking for consent, climbing, answering back, pulling faces, rolling eyes, disrupting others, disrupting learning, ignoring adult direction.	Clear verbal reminder delivered privately where possible, making pupil aware of behaviour.	Move to step 3 if repeated.
RESET PAUSE & THINK	Play fighting, being unkind, ignoring instructions, repeated behaviour from above without correction, disrespect to peers/staff.	Adult gives a verbal caution focusing on behaviour being demonstrated. Restorative conversation follows using scripting (see appendix). Child encouraged to correct behaviour and discuss with those affected.	Restorative conversation is logged in phases.
RESET PAUSE & REFLECT	If 3 restorative conversations occur in a week- escalate to phase leaders and inform parents. More in depth restorative conversation during break time. **If this happens 3 times in a half term, escalate to HT, DHT or SENDCo.**		SLT involvement, parental contact, break-time restorative session.
FAST TRACK	Any seriously unsafe behaviour or serious physical incidents involving intent to harm are escalated directly to the HT or DHT.		Conversation with HT or DHT Parents contacted

Burley Oaks PRIMARY SCHOOL
A Moorlands Learning Trust Academy
Belong, Believe, Achieve

Child Friendly Positive Behaviour Pathway

Positive Behaviour Pathway

REMINDER

Running in school, not asking for consent, climbing, answering back, being rude, disruption, ignoring adult direction, not looking after things.

RESET- PAUSE & THINK

Restorative conversation

Play fighting, being unkind, ignoring instructions, repeated behaviour from reminder section without correction, unsafe behaviour, disrespect to peers/staff, damage to property.

RESET- PAUSE & REFLECT

Restorative Conversation- Friday playtime & parents informed

3 resets in a week

If this happens 3 times in a half term, this will go to Headteacher, Deputy or SENDCo.

FAST TRACK

Conversation with Headteacher or Deputy Headteacher

Seriously unsafe behaviour, hurting others with intent (hitting, kicking, biting, scratching).

Serious Breach – Unacceptable Behaviours

While our focus is on promoting positive behaviour and restorative practice, we recognise that certain behaviours are unsafe, unlawful or harmful and cannot be tolerated. These include verbal or physical abuse towards staff, children or others, bullying in any form (including cyberbullying), deliberate damage to property, theft, misuse or supply of drugs or alcohol, possession of offensive weapons, sexual misconduct or assault, serious violence or threats of violence, arson and repeated unacceptable behaviour where previous sanctions and interventions have not been successful.

Such behaviours may result in serious action, including removal from the classroom, suspension or exclusion and, where appropriate, involvement of external agencies. Each incident is considered on a case-by-case basis, taking into account all relevant circumstances, including any additional needs or vulnerabilities.

Removal from the Classroom, Suspensions and Exclusions

Removal from the classroom, suspension and exclusion are used only when necessary and always in line with statutory guidance. Burley Oaks follows the DfE guidance *Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement* (DfE 2023) and the *Behaviour in Schools* guidance (DfE 2024).

Removal from the classroom may be used as a time-limited, supervised intervention when a pupil's behaviour is disrupting the learning of others, or when it is necessary to maintain the safety and orderly running of the school. Removal is used to restore calm, maintain safety, allow teaching to continue without disruption and provide the pupil with time and space to reflect. Any removal is proportionate, purposeful and reviewed regularly. Pupils are provided with meaningful work that is aligned with the curriculum and accessible to them, so that learning continues.

All removals are recorded and monitored to ensure they are used fairly, proportionately and without discrimination. Removal is never used as an informal exclusion or as a long-term solution. A planned reintegration process follows every removal, so that pupils return to lessons with the support they need to be successful.

Suspensions may be issued for serious incidents such as significant violence, possession of prohibited items, sexual misconduct or behaviour that poses a risk to others. Permanent exclusion is extremely rare and considered only when all other strategies have been exhausted or when the behaviour meets the threshold for the most serious sanction. Managed moves are considered before permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. Both can, and should, occur at the same time where necessary. Pupils at risk of suspension or exclusion are supported through multi-agency involvement, Individual Support Plans and tailored strategies such as adapted timetables, curriculum adjustments, personalised rewards and increased pastoral support.

Where a pupil has SEND, the school considers whether additional support or adjustments are required. However, the school does not assume that SEND has influenced a pupil's behaviour on any particular occasion, as this is a matter of professional judgement based on the facts of the situation.

Following any suspension, removal, or exclusion, a reintegration meeting is held with parents and the pupil to ensure a supported and successful return to school.

Support and Roles

Our approach to behaviour is adapted to meet individual needs and all staff are trained in the strategies and approaches that underpin our behaviour principles, ensuring that the support we offer is consistent, proactive and aligned with the needs of our children.

All staff receive regular training in behaviour, safeguarding, regulation and restorative practice, with updates provided throughout the year. New staff and volunteers receive induction training to ensure they understand our expectations, systems and relational approaches from the outset. Ongoing professional development ensures consistency and confidence across the whole team.

- The SENDCo assesses children who show signs of unmet needs and works with specialist teachers, educational psychologists, medical professionals and other agencies.
- The Lead SEND Teacher supports curriculum access and personalised strategies.
- The Wellbeing C-oordinator promotes emotional health and resilience across the school.

Together, this team works closely with parents to create and review support plans for children with more significant needs.

Parents and Carers

We work closely with parents to understand their children and their behaviour. Alongside boundaries and sanctions, praise, rewards and support systems are vital to building an effective learning community. Behaviour, positive or inappropriate, is reported regularly to parents and we encourage open communication to ensure concerns are addressed collaboratively.

Parents and carers are asked to:

- Support the school's behaviour policy and reinforce expectations at home.
- Ensure children are punctual, prepared and equipped for learning.
- Work collaboratively with staff, sharing relevant information and attending meetings when required.
- Encourage children to follow the school motto and rules.
- Engage with school events and programmes that promote learning and wellbeing.
- Maintain open dialogue with the school and respond promptly to concerns.

Headteacher

The Headteacher is responsible for implementing the Positive Behaviour for Learning Policy consistently and ensuring the health, safety and wellbeing of all pupils. They:

- Lead by example, supporting staff in maintaining high standards.
- Record serious breaches and decide on suspensions or exclusions where necessary.
- Report on the effectiveness of the policy to governors.
- Ensure restorative strategies remain central to behaviour management.

Governors

The Governing Body sets the overarching framework for behaviour and discipline, monitors effectiveness, and supports the Headteacher in implementation. They provide guidance and oversight, ensuring the policy reflects the school's ethos and statutory requirements.

Behaviour Beyond the School Gates

Teachers have statutory powers to discipline pupils for misbehaviour outside school premises when it affects the reputation of the school, threatens others or disrupts the orderly running of the school. This includes occasions when pupils are:

- Wearing school uniform
- Travelling to or from school
- Taking part in school-related activities
- Identifiable as pupils of Burley Oaks

Bullying or non-criminal inappropriate behaviour outside school will be addressed in line with the Anti-Bullying Policy, with sanctions applied as if the behaviour occurred on site. Sanctions are imposed once the pupil has returned to school or is under staff supervision.

Inclusion, Equality and Pupil Support

Burley Oaks Primary School values diversity and seeks to give everyone an equal chance to learn, work and live free from racism, discrimination or prejudice. We work together to develop the potential of all children and establish a community that is just and fair for everyone who attends or visits our school

Discriminatory language or behaviour, including racism, homophobia, biphobia, transphobia, sexism, ableism or prejudice related to protected characteristics, is not acceptable at Burley Oaks. Incidents are addressed promptly, recorded appropriately and followed up through education, restorative conversations and support, in line with our Equality Policy and safeguarding procedures.

Our Commitment

- All behaviour management activities are delivered through the curriculum to all children irrespective of gender, race or ability, with instruction and support provided at appropriate levels.
- We recognise our duty under the Equality Act 2010 to ensure children with protected characteristics are not disadvantaged.
- Inclusion, equality and restorative practice are embedded across all aspects of school life.

Preventative Approach

We take a proactive, consistent, calm and preventative approach to behaviour, addressing underlying reasons and causes and raising awareness about bullying behaviours. We see behaviour as communication and respond with empathy, curiosity and support. Strategies include:

- PSHE / RSHE curriculum focus
- Restorative conversations
- Zones of Regulation in every classroom
- Assemblies, themed days and Wellbeing Wednesday
- Roles of responsibility (House Captains, School Council, Digital Ambassadors, Wellbeing Ambassadors)
- Structured break-time activities led by Lunchtime Leaders
- Class calm corners and regulation areas
- High adult presence and visibility during unstructured times
- Consistent symbols (WIDGIT) and shared staff scripting

Pupil voice is central to our relational and restorative culture. Children contribute to shaping behaviour expectations, reflect on their experiences through restorative conversations and share feedback through roles such as School Council, Wellbeing Ambassadors and House Captains. Their perspectives help us refine our approaches and ensure they remain meaningful and inclusive.

Mental Health and Emotional Wellbeing

Mental health and emotional wellbeing are given high priority. Our Wellbeing Co-ordinator, a trained practitioner working specifically on children's wellbeing and mental health, provides group and individual support. Wellbeing is promoted across the whole community through initiatives such as Wellbeing Wednesday, Zones of Regulation, Emotion Coaching and Early Identification of additional needs. Our approach is preventative and whole-community based; we equip and empower all children from an early age to understand and look after their wellbeing every day.

Curriculum

PSHE lessons establish rules and expectations in the Autumn Term and continue to focus on citizenship, British Values, democracy and the rule of law throughout the year. Circle Time and themed assemblies provide opportunities to reflect on personal, social and emotional aspects of family, school, community and global living. (See also SMSC policy.)

Zones of Regulation

The Zones of Regulation are used consistently across school to help children recognise, understand and manage their emotions. Visual supports and shared language enable children to identify their "zone" and develop strategies to return to a calm, regulated state that supports positive behaviour for learning.

Restorative Justice

Restorative Justice underpins our approach to repairing relationships and resolving conflict. Children reflect on their actions, understand the impact on others, and work collaboratively to rebuild trust and promote a respectful school community.

Scripting

All staff use consistent, calm scripting to respond to behaviour in a predictable and supportive manner. This shared language reduces escalation, provides clear expectations and ensures children receive a consistent message from all adults.

Emotion Coaching

Emotion Coaching supports children in understanding their feelings and responding to challenges in emotionally healthy ways. Staff validate emotions, guide problem-solving and help children build self-regulation skills that promote resilience and positive relationships.

Adaptations

Some children may require reasonable adjustments or additional strategies to help them manage their behaviour and access school life fully. These may include short-term or personalised supports, such as comfort items or regulation tools. All adaptations are planned, purposeful and regularly reviewed, guided by Regulation Support Plans and advice from external professionals and discussed with parents.

Safeguarding

If behaviour suggests a child may be at risk of harm, we follow our Child Protection and Safeguarding Policy, ensuring swift and appropriate action.

Bullying

Burley Oaks Primary School ensures all children feel safe, valued and accepted within our inclusive community. Bullying of any kind is a serious breach of our behaviour policy and will not be tolerated.

Please see our Anti-Bullying Policy for more information.

Child on Child Abuse, Sexual Harrassment and Harmful Behaviours

Burley Oaks is committed to ensuring that all children feel safe, valued and respected. In line with Keeping Children Safe in Education, the school recognises that children can abuse other children and that such behaviour can take many forms, including bullying, sexual harassment, sexualised language, online abuse, physical abuse, coercion and behaviours that cause emotional harm. We do not dismiss or minimise these behaviours as banter or part of growing up as this can normalise abuse and prevent children from reporting concerns.

Child on child abuse is treated as a safeguarding concern and staff respond in line with the school's Child Protection and Safeguarding Policy. All staff are trained to recognise the signs of harmful behaviour between children and know that any concern must be reported immediately to the Designated Safeguarding Lead or a Deputy DSL. Staff record incidents promptly and factually so that patterns can be identified and early intervention can take place.

The school takes a preventative approach by teaching respectful relationships, consent, online safety and personal boundaries through the PSHE and RSHE curriculum. Clear behaviour expectations and consistent adult responses help create a culture where harmful behaviours are challenged and children feel confident to speak up.

When an incident occurs, the needs of both the victim and the child who has caused harm are considered. Support for victims may include pastoral support, trusted adults, safe spaces and ongoing check ins. Support for the child who has caused harm may include restorative work, behaviour plans, curriculum adjustments, personalised rewards and involvement of external agencies where appropriate. Taking disciplinary action and providing support are not mutually exclusive and both may be required to ensure safety and prevent further harm.

The school works closely with parents and external agencies to ensure a coordinated response. All actions are guided by the principles of safeguarding, the welfare of the child and maintaining a safe environment for all members of the school community.

Reasonable Force/ Physical Intervention

Staff may use reasonable force, in line with positive handling training and the school's Positive Handling Policy, only when necessary to prevent harm, serious disruption or damage. Force must be minimal, proportionate, and never used as punishment.

All incidents are recorded, reported to the Headteacher, communicated to parents and followed by restorative work. Calm spaces and a sensory room are available to support regulation.

Searching, Screening and Confiscation

Staff have the legal power to search pupils for prohibited items without consent (knives, drugs, alcohol, stolen items, fireworks, tobacco, pornography, or items likely to cause harm). Other unsafe or disruptive items may be confiscated and returned at an appropriate time. All searches follow DfE guidance and safeguarding procedures.

Complaints

Concerns or complaints are managed through the school's Complaints Procedure, with emphasis on swift and fair resolution.

Appendix 1

Zones of Regulation

The Zones of Regulation is a framework which supports emotional literacy and helps children learn to self-regulate. The approach is designed to help children recognise when they are in the different zones, as well as learn strategies to move between the zones.

The Zones help children to think about feelings in terms of their energy level by categorising this into one of four coloured zones.

Blue Zone - Running slow

The Blue Zone describes low states of energy and feelings such as sad, tired, sick, or bored. We can help children find strategies to give themselves more energy when they need it.

Green Zone - Ready to go

The Green Zone describes a calm state of energy. A person may be described as happy, focused or relaxed. It is easiest to learn when we are in the Green Zone.

Yellow Zone – Caution

The Yellow Zone describes a heightened state of energy and elevated emotions but with some control. A person may be experiencing fear, frustration, annoyance, excitement, silliness or worry. If we can help children recognise when they are in the Yellow Zone, we can support them in learning to use tools to calm down when needed.

Red Zone - Stop

The Red Zone describes extremely high energy and intense emotions where a person has lost control. They may be elated, terrified or angry. Their 'big feeling' has pushed them into Fight/Flight/Freeze state.

Zones of Regulation - Tool of the Week

Each week, classes will explore a new tool to support them to self-regulate. A Regulation tool is a strategy, or something children can do, to manage their emotions within each zone. It is essential that we build awareness of a variety of tools because different ones work for different people. Our goal is that children will learn which tools work for them personally within each zone.

Appendix 2

Emotion Coaching

Emotion Coaching is an approach that helps children understand their feelings and manage their emotions through co-regulation. It recognises that all feelings are valid, but not all behaviours are acceptable.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. Supporting them in this way also helps them develop the skills to self-regulate as they grow older.

Step One: recognise the child's feelings and empathise with them

I've noticed you're not looking happy – tell me what happened

I can see you are upset – I wonder if it's because of what X did?

I saw how hard it was for you to come in today – I'm guessing you're feeling sad and tired – am I right?

Step Two: validate feelings and label them

That must be really frustrating - I understand why you feel like that

I think I would feel cross too if it had happened to me

Tired, hungry and sad don't feel nice do they

Step Three: set limits on behaviour (if needed)

It's okay to feel annoyed but it's not okay to throw things

It's okay to be angry but it's not okay to hit

It's okay to feel nervous but it's not okay to lie about what happened

Step Four: problem-solve with the child

Let's think of a better way to deal with this feeling

Why don't we go for a walk and figure out how to solve this?

What could we do to help you feel better?

Whilst this approach works for most children, it is important to think about what is appropriate for the child you are supporting, and use language which they find helpful.

It is also important to remember that this approach is a proactive one to be used when a child is in Yellow Zone. Once they are in Red Zone they are no longer able to engage with this type of conversation.

Appendix 3
Restorative Practice

Restorative Practice is an approach to behaviour management that aims to resolve conflict and repair harm, acknowledging that mutual respect and a sense of belonging are key to our community.

Using restorative practice enables those who have been harmed to convey the impact on them, and for those responsible to acknowledge this impact and to take steps to put it right.

Conflict resolution is a skill that our children will need throughout their life so we use the opportunity to teach the children at Burley Oaks that every person in our school has a voice and has the right to be heard. We acknowledge that everyone makes mistakes with their behaviour, just as they do with their learning, and that we all need a chance to learn from these mistakes and put them right.

There are 5 'Rs' to our restorative practice:

Relationships – strong, healthy relationships are the foundation of our community

Respect – listening to other opinions and ensuring everyone feels supported, valued and safe

Responsibility – encouraging everyone to take responsibility for their own actions

Repair – working together to repair harm

Re-integration – once conflict is resolved it allows children to return to their learning

At Burley Oaks we use the following set of restorative questions:

1. What happened?

2. What were you thinking and feeling at the time?

3. Who has been affected by your actions and how?

4. What needs to be done now to make things right?

5. How can we do things differently in the future?

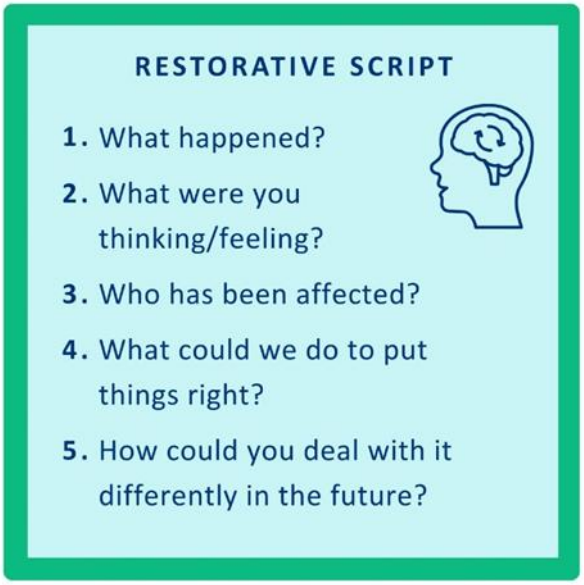
Our restorative practice may take place through 1:1 chats, small group conversations, or whole-class discussions. We use a restorative chat cards resource and a restorative worksheet to support the restorative conversations and help children reflect on incidents.

Appendix 4

Scripts to Support Positive Behaviour

These scripts are to be used throughout school throughout the day, so children become used to hearing them, and we become used to using them. They are designed to support children's ability to regulate and problem-solve. Hearing them consistently will ensure they are more effective and children will eventually be able to do this process independently.

Use your judgement and knowledge of the children to decide which phrases are appropriate in a situation. Remember that a child's usual level of comprehension and processing will be lower when they are in a dysregulated state.



The proactive script should be used when a child is displaying Yellow Zone behaviours – you can point out that you can see they are in the Yellow Zone as well as labelling the emotion. WING language (Wondering, Imagining, Noticing, Guessing) is useful here as it is non-judgmental and is more likely to engage the child.
I can see you are in the yellow zone – I wonder if you are feeling frustrated?
I can see you are getting annoyed – I imagine it's really tricky to wait this long
I've noticed you're not looking happy – are you in the blue zone or the yellow zone?
I can see you are looking tense – I'm guessing you might be scared?

Restorative Chats
Sometimes you can use this straight after an incident. Sometimes the children will need some time to calm down before the restorative chat happens. You can use the restorative chat folder or worksheet to help the child reflect on the incident.
What happened? (This may need further prompting – Who? Where? What happened first?)
What were you thinking/feeling at the time?
Who has been affected by your actions and how?
What needs to be done now to make things right?
How could you deal with it differently next time?

Useful additional questions
Regardless of what X did - what did you do and what could you have done instead?
X needs to put right what they did, and what do you need to do about what you did?