Sketty Primary School
Restorative Practice and Emotion Regulating Policy

September 2025

Article 6: Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
Erthygl 6: Mae gan bob plentyn hawl i fyw. Dylai llywodraethau ofalu fod plant yn goroesi ac yn datblygu'n iach.

1. Introduction and Aims

Sketty Primary is committed to the emotional mental health and well-being of its staff, pupils / students, and parents/carers. We wish to work towards this in all aspects of school life and provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on emotion and behaviour. However, the aim of our RPERP is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

We believe that: being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity); that behaviour is a form of communication and our Emotion Coaching and Restorative Practice approaches aims to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and to respond accordingly; that taking a non-judgmental, curious and empathic attitude towards behaviour encourages all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself; that behavioural and emotional difficulties are regarded as vulnerability rather than being seen as troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement.
- To help all children to become self-regulating, able to accept responsibility for their own actions and make positive choices.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

We hope to achieve these aims through our RPERP, our Curriculum and the United Nations Convention of Rights of the Child –developing an understanding of rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices. Our approach to learning supports recognition and inclusion for all within the local, national and international community. Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities as well as supporting the maxim "it takes a village to raise a child"

2. Scope

This policy is for all staff, pupils / students, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to emotions and behaviour.

3. Guiding Principles

This policy was based on Guidance provided by Emotion Coaching UK and has included input from: members of staff, representatives from the governing body, parents, and carers and most importantly our learners.

4. Roles and Responsibilities

At Sketty Primary, maintaining positive emotional well-being and behaviours, is the responsibility of all staff, governors, parents and children. We expect all our staff and parents to be positive role models for our children as we develop their attitudes for all aspects of life.

5. Policy links

- RSE Policy
- Anti-bullying Policy
- Equality Plan
- Health and Safety Policy
- Safeguarding (child protection) Policy
- Restraint Guidance
- ICT Acceptable Use
- De-escalation and positive-handling Policy
- Inclusion Policy
- Additional Learning Needs

6. Approach

At Sketty Primary, we have built our policy through the expertise of Emotion Coaching UK and Belinda Hopkins - 'The Restorative Classroom' CBT Charlotte Lowe.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"

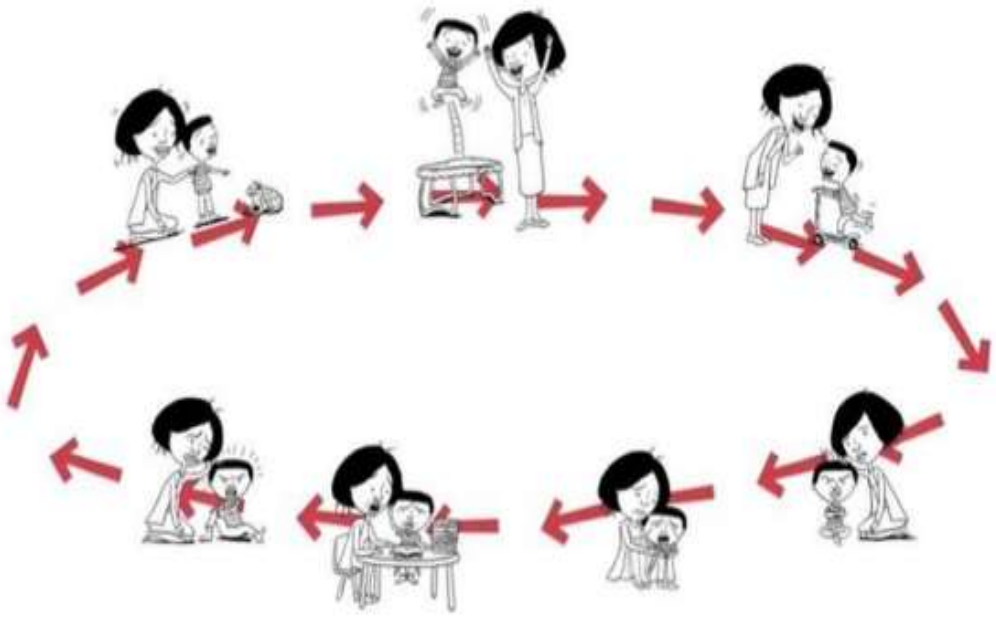
Putting relationships first. We aim to develop a school ethos that promotes strong relationships between staff, and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Limit setting (maintaining clear boundaries and expectations around behaviour). Changing how we respond to behaviour does not mean having no expectations, routines or structure. To help our children, they need to feel safe, and their educational environment needs to be high in both nurture and structure; they need predictable routines, expectations and responses to behaviour. These are achieved by developing and embedding the Restorative and Emotion Coaching approach. Rewards and consequences should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control. Therefore, the language of choice should be carefully considered. (e.g. 'good choice/bad choice') is not always helpful.

Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

Parental involvement. Encouraging parental engagement and involvement is crucial when addressing and planning support for a child's personal and emotional needs. We will endeavour

to inform parents/carers wherever possible of our approach. “The parent-child connection is the most powerful mental health intervention known to mankind”



Graduated Response		
Universal Provision **Identify need**	**Targeted Support** **Intervene**	**Specific Support** **Further Intervention Multi-agency**
Whole School Approach **Emotion Coaching Restorative Practice Thrive CBT**		
• Positive behaviour management • Regulation station • Short tasks – rewarded • Regular breaks • Exercise • Regular check-ins • Time Out • Limit Setting - child expectations • Consequence Chart	• IEP/ Learning plan targets • Now and next cards • Visual Timetable • Fidget Toys • Behaviour plan (Pupil Voice) • Behaviour chart (Pupil Voice) • Positive Play • Allocated time • Limit Setting - Classroom expectations • Consequence Chart	• Exchange • Behaviour support teacher • CAMHS • IDP • Education Psychologist • Pastoral Support Plan • Reduced Timetable • Limit Setting - school expectations. • Consequence Chart
Parents informed – professional judgement to be used.	ALNCo to be informed through concern sheets Parents	ALNCo HeadTeacher Multi-Agency Approach

7. Monitoring and Review

The school is committed to ensuring that this policy has a positive impact on pupils' education, behaviour and welfare.

When reviewing the policy, the school will consider:

- feedback from parents/carers/carers and pupils;
- feedback from teachers;
- records of behaviour and safeguarding incidents; and
- relevant advice from the Welsh Government, the local authority or other relevant organisations.

Contact Information
For any questions or concerns regarding this policy, please contact:

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