

Grove Academy

Relationship Policy

August 2026



Rationale

Building positive relationships is critical to ensuring high quality learning and teaching takes place. Classroom teachers should encourage, inspire and motivate learners. In Grove Academy, we believe that Classroom Teachers should enable learners to take ownership of their learning and behaviour in their classroom and make all efforts to support learners to maximise their learning and deal with challenging behaviours in a restorative way. The purpose of this policy is to clearly set out the role of the Classroom Teacher and others in promoting positive relationships and how incidents should be dealt with in a consistent and restorative way by the most appropriate member of staff.

Restorative Approaches

The aim of restorative approaches is to help learners to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. This approach can help address the underlying reason for a learner's behaviour. Learners are encouraged to learn from their choices and mistakes and take ownership of their own behaviour. By adopting this approach learners will learn how to resolve disagreements, empathise with others, show forgiveness and communicate more effectively. It will also enable learners to develop critical social and emotional skills, such as communication, empathy, and problem-solving. These skills are essential for academic success and can help learners in all areas of their lives.

Positive Relationships

At Grove Academy we believe that positive relationships are fundamental to enable effective teaching and learning to take place. Through implementation of this relational approach we aim to build on our school values of **Commitment, Ambition, Respect and Equity** to create a caring, supportive, learning environment that:-

- values and promotes positive, restorative and respectful relationships
- is inclusive and safe
- supports learners and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognises that all behaviour is communication
- aims to understand what is being communicated in order to identify and assess the underlying needs to work with learners find solutions.

The guiding principles of nurture, founded on sound psychological research, help us to take a holistic approach to the learner. This holistic approach to wellbeing also underpins Getting It Right For Every Child (GIRFEC). Nurture, when thoroughly understood and implemented leads to greater academic attainment; improved behaviour and attendance; reduced exclusions; greater attachment to staff, school

and community; long term mental health improvements and improved resilience. Curriculum for Excellence also promotes health and wellbeing as a responsibility of all to ensure that achieving effective outcomes for all learners is seen as a priority.

Relational, restorative approaches versus traditional approaches

Every learner has the right to a high-quality education.

However, even in these conditions, some learners will present with behaviour that challenges or is difficult to interpret. We understand that everyone learns best when they feel good about themselves. Punitive approaches are often not enough to deter learners from misbehaviour. This type of response can be ineffective, too emotive, breed resentment and make situations worse as the learner can be resentful of punishment rather than reflective of their actions. Learners require the opportunity to hear about and face up to the harm and distress they have caused others and how they can put it right.

Positive approaches to support behaviour focus on relationships, skills building, restoration and, when appropriate, logical or natural consequences appropriate to the learner, rather than the implementation of punishments. In this Relationship Policy all staff will focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs. Support and training with de-escalation will be ongoing.

Key drivers linked to our Relationships Policy and Procedures:

- **UNCRC**

At Grove Academy, we are committed to building positive, respectful and nurturing relationships that reflect both the United Nations Convention on the Rights of the Child (UNCRC) and our core values of **Commitment, Ambition, Respect and Equity**. We recognise every child's right to be treated fairly and without discrimination (Article 2), to have their views listened to and valued (Article 12), and to learn in a safe environment where their wellbeing is protected (Article 19). Through Commitment, we encourage learners to engage fully in their education, take responsibility for their learning and make the most of the opportunities available to them, reflecting the UNCRC's commitment to every child's right to education and personal development as outlined in Articles 28 and 29. **Respect** promotes positive interactions and recognition of the rights and dignity of others. **Equity** ensures that every child is included, supported and given the opportunities they need to succeed, in line with the principles of children's rights. Through **Ambition**, we encourage all learners to develop their talents and achieve their full potential,



reflecting the aims of education outlined in Articles 28 and 29. By embedding children's rights and our school values in everyday practice, we create a school culture where everyone feels safe, valued and empowered to thrive.

- **GIRFEC-**

At Grove Academy, our Relationships Policy is underpinned by the principles of **Getting it Right for Every Child (GIRFEC)**, ensuring that all children are supported to be **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)**. Through our values of **Commitment, Ambition, Respect and Equity**, we promote positive relationships that support wellbeing, encourage inclusion and help every child feel valued and supported. By working in partnership with families and other professionals, we create a nurturing environment where all learners can develop positive relationships, overcome barriers and achieve their full potential.

<https://www.gov.scot/policies/girfec/>



- **Respect Me Guidelines**

At Grove Academy we aim to provide a positive learning environment with learners given the opportunity to engage in learning without the harm and distress caused by bullying behaviour. Please see our Anti-Bullying policy (Choose to CARE) for further details and the Respect Me website

<http://respectme.org.uk/>



- **Rights Respecting Schools Award (RRSA)**

Staff and pupils have worked across the whole school to gain Bronze level RRSA.

<https://www.unicef.org.uk/rights-respecting-schools/>

<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/Children's%20rights>



- **LGBT Youth Scotland Charter**

In December 2024 Grove Academy received the LGBT Silver Charter award. This means that Grove Academy has been recognised as an inclusive environment where LGBTQ+ people are valued and supported throughout. The LGBT Charter for Education has also had a positive effect of improving teacher confidence to challenge prejudices and has had a positive impact towards achieving equity in our school and reducing barriers to learning for LGBTQ+ young people. Grove Academy's community are working towards the Gold level award.



Roles & Responsibilities

Parents and Carers

Parents and carers are key partners who are asked to work in partnership with the school. They are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents/carers are invited to raise with the school any issues arising from the operation of the policy. Parents/ carers will be made aware of any concerns via email in the first instance. See Appendix 8. Consultation with parents/ carers about the implementation and effectiveness of our relationship policy will take place in upcoming months

Learners

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values and expectations; '*Readiness to learn*' (See Appendices 1& 2). Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour (See Appendix 6). Consultation with Learners about the implementation and effectiveness of our relationship policy will take place in upcoming months.

Staff

Every member of staff in Grove Academy is responsible ensuring that the policy and procedures are followed and has a role in building and sustaining positive relationships. We set high expectations, model positive behaviour and deal with situations in a calm and consistent manner. In Grove Academy positive behaviour is achieved in two ways:

1. Proactive (or preventative) –Promoting positive behaviour strategies which encourage each learner to develop a sense of responsibility and self-control. Our Grove Academy Learning Pathway sets out expectations of how staff will create an inclusive environment by good organisation, preparation and lesson planning. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

2. Responsive– When negative behaviour occurs, we respond positively and effectively.

In these instances, there are clear guidelines in place to inform appropriate next steps to address concerns. See Appendix 6 & 7 for copies of the Teacher flowchart and Learner poster, Appendix 3- 5 Teacher, PT and House Team Toolkits which details examples of the strategies staff may use. See also Appendix12- Using the

SHANARRI Wellbeing Indicators to Record Concerns and appendix 13- Reflective Questions and possible strategies linked to SHANARRI.

Learners who are not meeting our expectations will be encouraged to take responsibility for their behaviour and the impact this is having on both their own and others learning. They will be supported by staff to re-engage with their learning. This is detailed in the Learner poster which will be displayed in classrooms. Staff may also make parents/ carers aware when learners have not re-engaged with their learning (see appendix 9 for instructions on sending email through the messenger 7 system).

Reflection Room

If a learner is unable to remain in class (either for a welfare or behaviour concern) and good neighbouring in the department is not possible, the PTC may contact the office for a duty call. Duty staff will attend and may guide them to the reflection room to co-regulate and reset.

Referral Procedures

Referrals should be made by CT/PTC when a behaviour and/or a wellbeing concern regarding a learner has arisen. In the referral CT/PTC should consider and refer to the SHANARRI indicators (see appendix 12- SHANARRI Indicators and Appendix 13- Reflective Questions to Support SHANARRI-Based Behaviour Recording) to support and identify the learners' barriers within the lesson/incident. Staff should consider GIRFEC and identify the actions of support already put in place within the lesson/situation (see CT/PTC flowchart; Appendix 3 + 4). All referrals should be passed from PTC to PTG if a welfare concern, and House head if a behaviour concern even if no action is required. PTG will pass to House head (or vice versa) for referral to be closed.

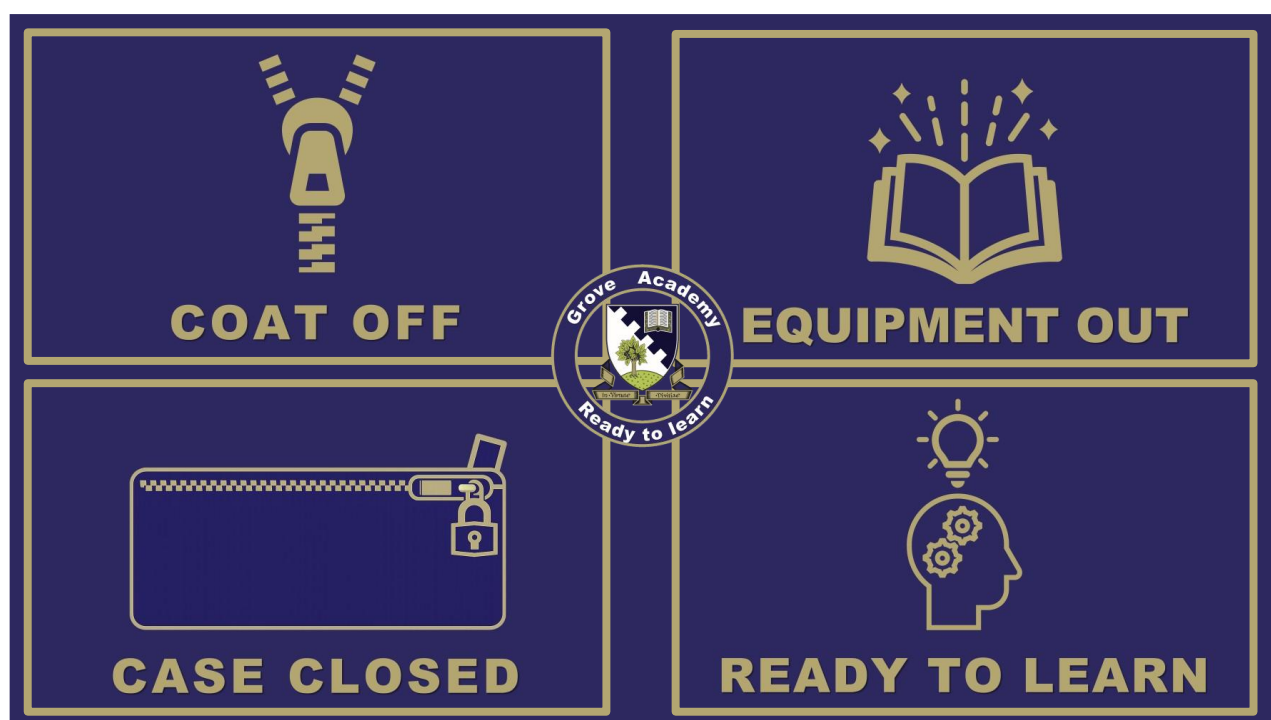
Principal Teachers may note a record of phone calls or emails home to parents/carers in Pastoral Notes and alert House Teams (see Appendix 11 for details of ethical recording and for instructions for recording on pastoral notes).

Wellbeing concerns will continue to be recorded through the referral process and passed to PTs for information/ action then passed to PT Guidance. PT Guidance will then action as appropriate and then pass to House Heads for information.

Restorative Conversation

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours. The structure of the restorative conversation is very important. A school-wide consistent approach ensures that everyone, both staff and learners have the same opportunity to experience a meeting that feels safe enough to allow

them to discuss what happened, to explore the impact on those involved, to talk through any unmet needs and to come up with a plan to prevent a reoccurrence. Examples of restorative questions can be seen in Appendix 9.



‘Proactive’ - How to be best prepared in supporting our learners before entering the classroom**Before/ after the class**

- Know learners – read daily pupil bulletin, Whole School Database, Confidential information, GA ‘1 Page Plan’, Universal support, IEP’s, ASP, speak to PTG/SFL, colleagues
- Tracking and monitoring to analyse patterns and put in place appropriate supports
- Be organised for each lesson and keep the classroom tidy and organised
- Prepare considered seating plans informed by learner information
- Utilise **ABLe Framework** - ABLe website to identify further strategies for use at a Universal level in classroom [ABLe Main](#) | [ABLe Drupal site \(ableschools.org.uk\)](#) – mind maps and PDFs on many topics including- attention, memory and behaviour management
- Dundee Standard for Inclusive Practise

In the classroom: We will model a positive relational approach by

- Create a positive climate for learning; considered each learners needs
- New day, new chance
- Meet & Greet learners at door using learner names
- Readiness to Learn / settle time and clear routines/roles
- Starter on board
- Consistent approach in class to create a culture of fairness and equity
- Use restorative language
- Remind Learners of school values of Commitment, Ambition, Respect and Equality, that at Grove Academy we CARE and how these are embedded through GALP
- Have clear and consistent expectations of learning and behaviour by promoting Grove Academy Learning Pathway where we cater for our learners needs.
- Explain to learners any additional expectations in class relating specifically to your subject and revisit these regularly
- Praise the positive first- actively seek out opportunities to praise learners for making positive choices and action
- Visible Instructions
- Scaffold instructions as needed
- Learning conversations; to support and challenge learners by setting targets and next steps
- End of lesson routines and an orderly dismissal at the end of the lesson

Proactive and Responsive

- Remind learners mistakes are ok- here to learn
- Reflection of classroom practice - learning and teaching methodologies, Universal approaches, appropriate resources for differentiation as required.
- Access collegiate support – advice / peer observation / feedback.
- Liaise with Guidance teacher /SFL
- Change of seating/ grouping/learning task
- Remain calm and consistent with reminders of school values and expectations
- Take time to discuss with the learner possible reasons for behaviour
- Strategies discussed at Faculty Meetings/PTC
- Differentiation strategies employed
- Positive messages/ rewards to motivate

Responsive

- Draw attention to positive behaviour
- Check understanding of task
- Reminder of school values
- Reminder of task/ breakdown into chunks
- Change of learning task / differentiate task
- Apply strategies previously identified from Universal approach
- Change of seating / grouping.
- Provide a temporary 'cool down' from class (in general, three minutes should be enough).
- Learner given time out from class from class to reflect on why they are not following the school values or GALP expectations. **Think card offered** - After 2 mins, CT has a restorative chat in the corridor with learner. If resolved then learner welcomed back into classroom
- Refer to PT for support
- Help and encourage learners to restore and repair relationships
- Restorative conversation

- PT to talk with the learner regarding concerns in the first instance – restorative approach, aim to get learner back on track and back in class where appropriate
- Contact parent/carer to discuss concerns
- Extracted within the department or Good Neighbourhood

(This should be a one off/short term approach. The learner is still expected to have appropriate, achievable but challenging work. The learner should report to the subject PT (not the class teacher) at the beginning of the lesson, who will issue work and register the learner.)

- **Issue a “pay time back”** in department.
(Good use of this time may also include the supported completion of missed work/homework specific to the subject. PTC to spend time with learner to try to re-connect the learner to their learning.)

(With reference to the above: PT Subject would contact parent/ carer to arrange. Learners should be supervised. PTC record conversation in pastoral notes alerting PTG/ House Head.)

- Departmental target sheet monitored by PT
- Discuss with PTG if continued concerns for further background/strategies
- Duty call for support from colleagues which may include time in the Reflection

Room

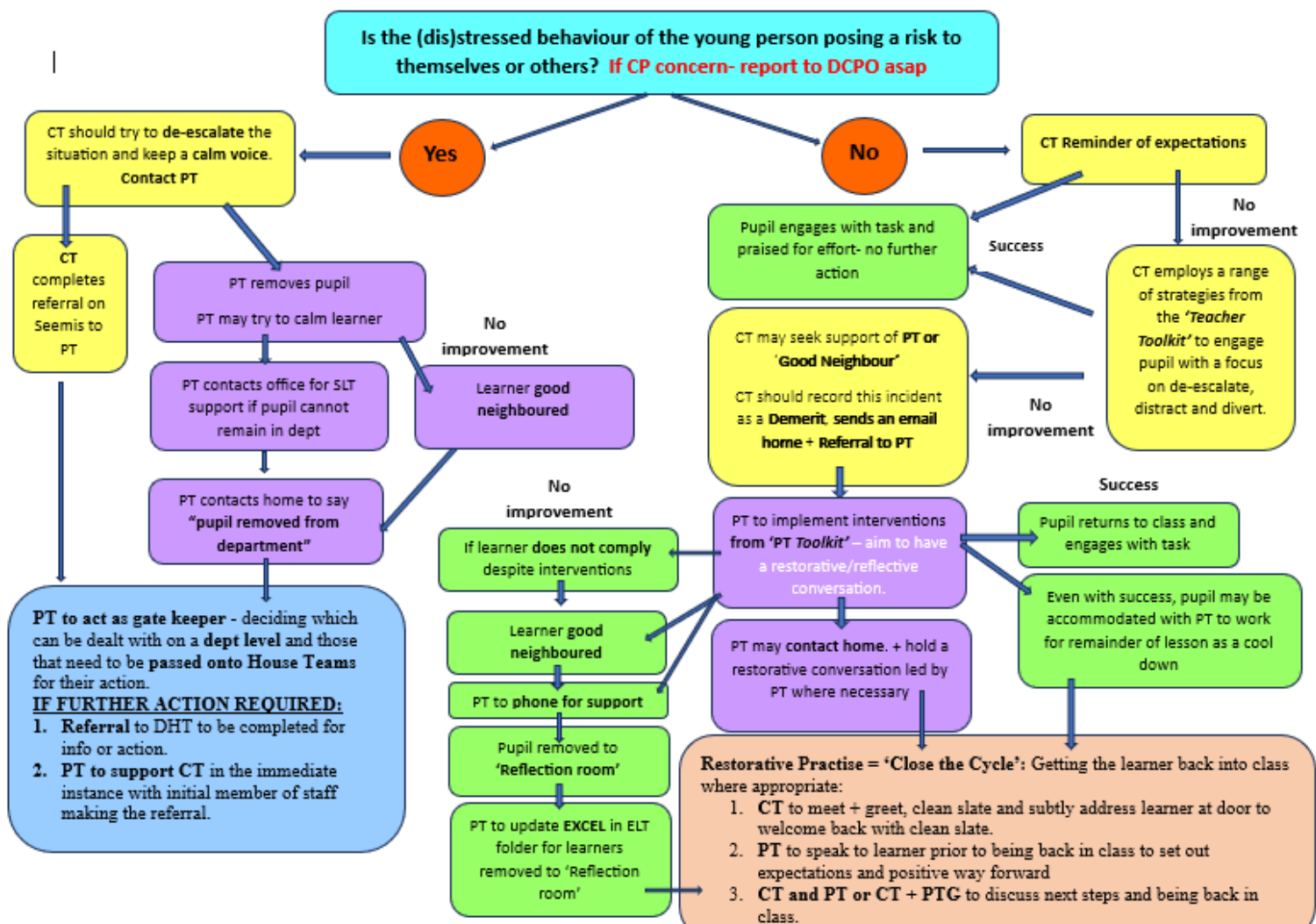
(PT Guidance, House Head, Link SFL Teacher)

House Teams

- Pass on/update relevant information to CT (including information from Primary School)
- Monitor attendance and support learner to engage with learning
- Refer to Presence Review Group
- Target sheet monitored by PTG or House Head
- PTG to work with learner and look for strategies for support in class using Wellbeing Wheel, Glasgow Tool, Resilience Matrix and share with CT
- Discuss at House Team Meeting
- Request further assessment or advice from SFL department
- Contact parent/carer to discuss concerns
- Facilitate a restorative conversation with the learner and class teacher if needed
- Arrange TATC
- Referral to SST for targeted support
- Liaise with partners to support learner
- Consider adaptations to timetable
- Referral to Grove Integrated Support Team (GIST) for specialist support/ partners out with education
- Use information from CT in reports to discuss most suitable pathways at course choice with learners and parents/carers
- Liaise with Skills Development Scotland and Youth Employability Service to ensure positive destination

To be developed by learners

Teacher Flowchart



Parents/carers should

- Encourage learner to attend school regularly and on time.
- Ask learner about how their day has been
- Contact Guidance Teacher if there is anything out of school that could be impacting on pupil's learning
- Check emails regularly to see if any have been sent by school staff
- Support learner to engage with homework and revision:

Parents/carers can do this by: checking learners have access to MS Teams, engaging with parental support nights (family engagement)

- Help develop their child's learning at home and in the community.
- Work in partnership with the school to ensure that learners get the most out of their school and their education.
- Express their views in an appropriate way and at an appropriate time on matters affecting the education of their learner.
- Support our mobile phone policy

Restorative Questions

1. What happened?

- It is important to listen attentively to the young person's account of what happened without interrupting or disagreeing
- It is equally as important that the teacher has the opportunity to offer the young person their perspective
- Language is important here – avoid being judgemental when listening to the young person's account, eg. 'and then *you* decided to throw the pen.' This keeps the focus of the conversation away from being punitive, authoritarian or blaming and instead ensures that dialogue is restorative and collaborative with a focus on the future.

2. What were you thinking at the time and what have you thought since?

- Following a period of reflection, it is important that a young person is given the opportunity to discuss their actions and thought process when the incident took place
- In giving a young person the opportunity to explain their thoughts since the incident, we provide them with an important off-ramp – an opportunity for the young person to explain their actions after a period of reflection, to offer an apology or to explain a change in attitude going forward.

3. Who has been affected and how did this make them feel?

- It is important that the young person has the opportunity to consider others
- The young person may need some gentle encouragement to recognise that there may be a number of people who have been affected by their actions
- By asking how others may have been impacted by this incident, we are encouraging the young person to reflect on their actions and to use their conscience
- Ask the young person to list the people who have been impacted by their actions and to consider how they have been affected. This is important as in a moment of crisis, this is often irrelevant and the young person may be oblivious to the impact of their actions on others.

4. What should we do to put things right?

- It is important that we do not demand an apology from the young person – a forced apology is worthless. Furthermore, there may be other ways to put things right.
- It may take time for the young person to reach the point where they are able to offer an apology and when it is offered, it may not be as sincere as you would like. In such instances, try to accept their apology with enthusiasm.

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

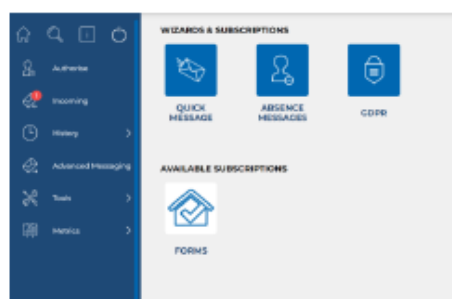
- It is likely that the young person will meet similar situations and frustrations in future. The key here is to help the young person recognise when their behaviour pattern begins and to consider what, with our support, they can do in order to prevent escalation and avoid them making further poor choices.

Appendix 10 **Teacher Instructions for use of Messenger 7 (electronic link- Groupcall Guide - Teacher.pdf)**

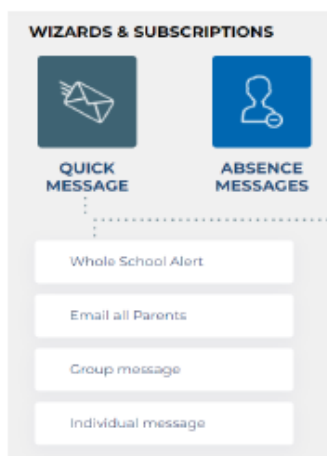
Login by typing Groupcall to your search bar or follow this link:
[Groupcall Messenger Login - Effective personal communication system to tens or thousands of contacts simultaneously for general messages or rapid response emergency communication, reminder notices and consumer debt management](#)

Your login will be: 18ED502.Firstname.Surname

To send a message click "Quick Message"

A screenshot of the Messenger login page. At the top is the Messenger logo. Below it are two input fields: 'USERNAME' containing '18ED502.Megan.Syme' and 'PASSWORD' containing a masked password. At the bottom is a green 'LOGIN' button.

This will generate options - If you want to send a message to an individual pupil/s select "Individual Message" or if you want to send a message to a whole class etc you can select "Group Message".



If you select Individual Pupils – you can start typing the pupil name and click on it – you can select more than one pupil at this stage. Once you have selected all the pupils you wish to send the message to, please click "Next Step".

If you select Group Message please type in your subject name or class name and select from the drop down options.

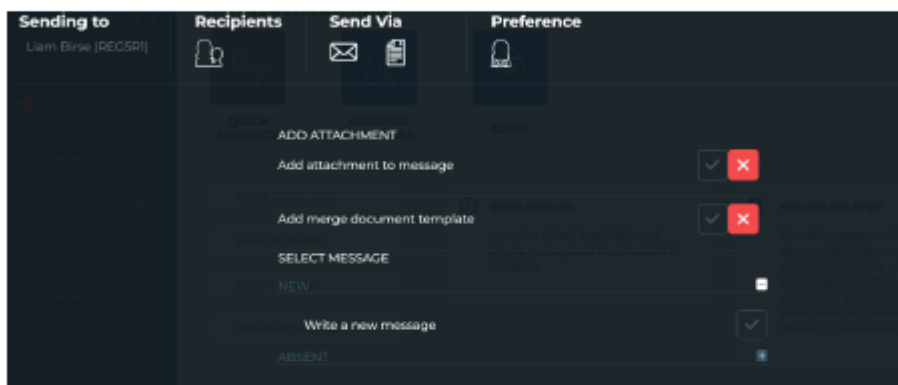
Click "Next Step".

Select "Primary Parent" to send it to Main contact only or select "All Parents" to send to all parents.

SEND VIA – select “Email” and click “Next Step”

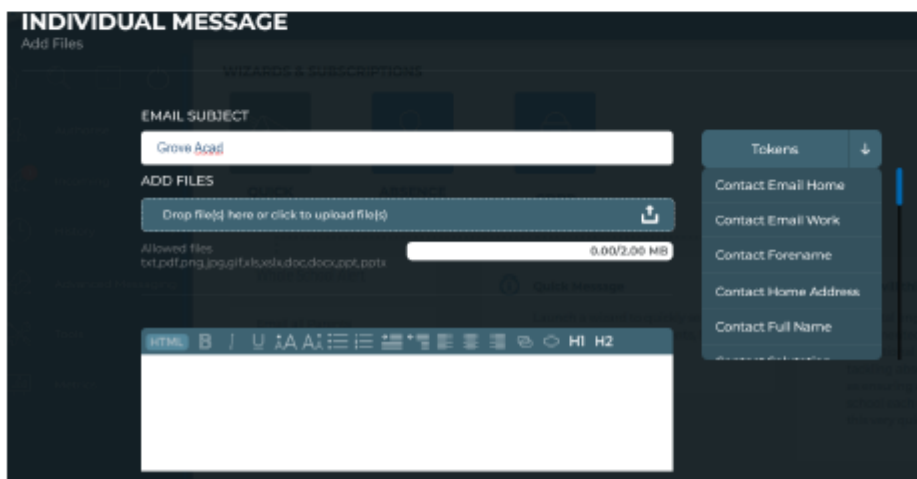


When you select “Email” you will see the screen below



You can now select “Write a new message” or choose one of the saved messages from the “Teacher” folder by pressing the plus sign and selecting relevant message and this will generate your email message.

If you have a letter or attachment please select the “add attachment to message” then you will see the area you can drag your attachment to.



Click “Next Step”

This will allow you to review the recipients, message etc before sending.

Click “Send” ** **At the bottom of the email, can you ensure you have your name/subject as this should help us navigate any replies that come into the Grove Shared mailbox.**

Appendix 11 **Seemis Instructions for Writing Pastoral Notes and Information on Ethical Recording**

PDF saved in ELT Team:-

Manage Pastoral Notes info sheet.pdf

PTs should use this for recording details of interventions such as records of phone calls or emails sent home (emails should be copied onto a pastoral note from both PTs and parents/carers). See pg 1-5 of following instructions.

Staff should ensure all notes are written factually, without any emotive language unless direct quotes and if referencing another pupil, they should use initials rather than full names.

Detail on how to access pastoral notes follows. Staff should also ensure once they have written a pastoral note they should alert the relevant PTG and House Head (p6 of instructions).

It is also possible to add an alert to several pupils at once if needed. This may be useful if a positive postcard etc has been sent home- see Page 7& 8

Pupil Profile is where you can find details of attendance, referrals and copies of previous reports all of which may be useful – pg11

Pg12-14 is not for our use and is for the office to set up accounts.

Appendix 12- Using the SHANARRI Wellbeing Indicators to Record Concerns

When recording a behaviour or wellbeing concern, staff should consider the impact on the learner through the lens of the **SHANARRI Wellbeing Indicators**. These indicators provide a consistent framework for identifying, assessing and responding to concerns, ensuring that the child's wellbeing remains at the centre of all decisions. This approach supports a restorative and wellbeing-focused response, helping staff understand what may be behind a behaviour rather than focusing solely on the behaviour itself. Staff should record the observable behaviour, any known context or triggers, and identify which wellbeing indicator(s) may be affected. They should also give details of strategies previously tried and the level of success.

Examples of SHANARRI Indicators in Practice

- **Safe** – Behaviour that places the learner or others at risk of physical or emotional harm, such as aggression, unsafe actions, or threatening behaviour.
- **Healthy** – Behaviours that may indicate difficulties with emotional regulation, anxiety, stress, low mood, tiredness, or other health and wellbeing concerns.
- **Achieving** – Behaviour that impacts learning, engagement, concentration, attendance or participation in lessons.
- **Nurtured** – Signs that a learner may be struggling to feel supported, secure or connected within the classroom or school environment.
- **Respected** – Behaviour involving a lack of respect for others' rights, views or feelings, or situations where the learner's own voice and perspective may not have been heard.
- **Responsible** – Difficulties in following expectations, making positive choices, accepting responsibility, or understanding the consequences of actions.
- **Included** – Behaviour that affects a learner's sense of belonging, participation in learning, relationships with peers, or involvement in the wider school community.
- **Active** – Behaviour that limits participation in classroom activities, outdoor learning or wider school opportunities.

Using the SHANARRI indicators alongside Grove School's values of **Commitment, Ambition, Respect and Equity** helps staff record concerns consistently, identify underlying wellbeing needs and plan appropriate support to enable all learners to be successful in the classroom and school community.

Appendix 13- Reflective Questions and possible strategies linked to SHANARRI

When recording a behaviour or wellbeing concern, staff should use professional judgement and consider the wider context of the child's actions. The following questions can help identify which SHANARRI indicators may be relevant and support a needs-based response. Examples of possible strategies that can be used are also included.

Reflective Questions for Staff

Before recording a behaviour or wellbeing concern, consider:

- What is the learner communicating through this behaviour?
- What barriers to learning, participation or relationships may be present?
- Which SHANARRI indicator(s) are affected?
- Have I considered the learner's voice and perspective?
- What inclusive strategies have already been implemented?
- Which Grove values (**Commitment, Ambition, Respect and Equity**) are relevant to this situation?
- What restorative action could support reflection, relationship repair and future success?
- What additional support may be required if concerns persist?

By considering concerns through the SHANARRI wellbeing indicators, we can ensure that responses remain inclusive, restorative and focused on understanding and supporting the needs of each learner while maintaining high expectations for behaviour, participation and achievement.

SHANARRI Indicator	What staff might observe	Prompt Questions	Possible classroom strategies
Safe	Verbal or physical aggression Unsafe behaviour in classrooms, corridors or social spaces Conflict between learners Heightened anxiety or emotional dysregulation Risk-taking behaviours	Did the behaviour place the learner or others at risk of physical or emotional harm? Were there any safety concerns before, during or after the incident? Does this behaviour suggest the learner may feel unsafe or vulnerable?	Establish clear routines, expectations and boundaries. Provide advance notice of changes to routines where possible. Use calm, consistent and non-confrontational communication. Identify environmental triggers and make reasonable adjustments. Review seating plans to reduce conflict and maximise engagement. Use discreet check-ins with learners showing signs of distress. Provide opportunities for learners to regulate before re-engaging with learning.

Healthy	Anxiety or low mood Frequent absences or lateness Emotional outbursts Withdrawal from learning or peers Reduced concentration or motivation	Could the behaviour be linked to emotional distress, anxiety, frustration, tiredness or other wellbeing needs? Has there been a noticeable change in the learner's mood, emotional regulation or presentation? Might health or wellbeing factors be affecting the learner's behaviour?	Begin lessons with simple wellbeing check-ins where appropriate. Recognise signs of stress and respond supportively. Build positive relationships through regular interactions. Offer movement, regulation or sensory breaks when required. Use strengths-based language and celebrate progress. Encourage participation without placing learners under unnecessary pressure.
Achieving	Incomplete work Low engagement Avoidance of tasks Poor organisation Reduced confidence in learning	Did the behaviour impact the learner's learning or the learning of others? Is the learner able to engage fully with classroom activities and expectations? Are there barriers preventing the learner from achieving success in learning?	Differentiate tasks, resources and outcomes. Present instructions clearly and in multiple formats. Break complex tasks into manageable steps. Use scaffolding and visual supports. Provide regular feedback and opportunities for success. Build upon learner interests, strengths and talents. Offer different ways to demonstrate learning and understanding. Ensure learning is appropriately challenging while remaining accessible.
Nurtured	Seeking reassurance from adults Difficulty managing transitions Social withdrawal Strong emotional responses Reluctance to engage with peers	Does the learner appear to feel supported, secure and connected within the classroom? Could the behaviour indicate a need for additional support, reassurance or positive relationships? Are there patterns suggesting the learner is struggling to feel nurtured or understood?	Ensure positive daily interactions with learners. Use consistent expectations and responses. Create opportunities to develop trusting adult relationships. Recognise achievements, effort and personal strengths. Use a relational approach before addressing behaviour. Maintain effective communication with home where appropriate. Support learners through key transitions during the school day.
Active	Disengagement during learning	Is the learner participating appropriately in learning and wider school activities?	Incorporate active and collaborative learning approaches.

	Difficulty sustaining attention Restlessness Reluctance to participate Limited involvement in wider school life	Has the behaviour affected the learner's involvement in classroom or social activities? Are there opportunities to support engagement through movement or active learning?	Build movement opportunities into lessons. Use practical and experiential learning where appropriate. Offer flexible learning environments and seating arrangements. Encourage participation in extracurricular activities and wider achievement opportunities. Consider sensory and regulation needs when planning learning experiences.
Respected	Conflict between learners Disrespectful language Interrupting others Refusal to listen to different viewpoints Learners feeling unheard or misunderstood	Were the rights, views and feelings of others respected during the incident? Was the learner able to express their views and be listened to? How can the learner's voice be included when responding to this concern?	Promote learner voice within classroom decision-making. Explicitly teach respectful communication. Use discussion protocols that encourage listening and participation. Recognise and value different experiences and perspectives. Reinforce children's rights and responsibilities. Model respectful interactions at all times. Address discriminatory language or behaviour promptly.
Responsible	Repeated low-level disruption Failure to follow agreed expectations Blaming others Poor decision-making Lack of ownership of behaviour	Does the learner understand the impact of their actions on themselves and others? What support might help the learner make more positive choices in future? Has the learner been given opportunities to reflect, repair and restore relationships?	Teach expectations explicitly and revisit them regularly. Use restorative conversations rather than punitive responses where appropriate. Support learners to reflect on choices and consequences. Develop achievable targets and review progress regularly. Encourage self-monitoring and self-evaluation. Recognise positive choices and improvements. Provide opportunities for leadership and responsibility.
Included	Social isolation Friendship difficulties Exclusion from peer groups Lack of participation in class discussions	Does the learner feel a sense of belonging within the class and school community? Could the behaviour be linked to difficulties with friendships, participation or inclusion?	Plan for participation by all learners. Use collaborative and cooperative learning approaches. Monitor group dynamics and peer interactions.

	Poor attendance at wider school activities	Are there any barriers preventing the learner from fully engaging in school life?	Provide multiple ways for learners to contribute. Celebrate diversity and individual strengths. Address exclusionary behaviour quickly and effectively. Encourage participation in wider school opportunities and achievements.
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