



Behaviour Policy

Rudyard Kipling Primary School

Together we will help each other to achieve our best.

September 2020

This policy is under review during the development of the Empowerment Approach, to be updated by September 2022

Rudyard Kipling Primary School

Behaviour Policy

Mission Statement at Rudyard Kipling

Together we will help each other to achieve our best.

In order to fulfil our mission we have created this policy to support all members of the school community.

Aims

- To create a caring, safe and calm environment in which effective learning can take place and there is mutual respect between all members of the school community.
- To promote the development of children's self-worth, identity and achievement
- To support children in becoming independent, self-disciplined and responsible life-long learners who are able to make positive choices.
- To develop in all children the ability to listen to and empathise with others and to appreciate and celebrate differences.
- To embed the use of 'Just Right' to support children with their self-awareness and regulation.
- To support all pupils, in particular those with higher social and emotional needs with a Playful, Acceptance, Curious and Empathy (PACE) approach.

Objectives

We hope to achieve these aims through a behaviour policy based on the principles of rights, responsibilities and respect. A simple set of rules consistently applied, praise, rewards, privileges and positive role-modelling ensure the development in all children of a clear sense of right and wrong and the self-discipline to make good choices. Positive behaviour and social skills will be taught throughout the school through our PSHE curriculum. Through creating a truly nurturing environment throughout the school, each individual child is valued equally and provided with a safe, happy and positive experience where they are free to achieve.

We will endeavour to ensure that curriculum planning, teaching styles, classroom management and resources not only meet the needs of the children but motivate, excite and inspire them. Each individual child's additional needs, social and cultural background will be taken into account, which may affect behaviour. We will strive to promote a positive partnership between home and school so that all are working towards the same goals, supporting families where necessary to provide the best outcomes for all children. We will track children's social, emotional and behavioural well-being to identify patterns or trends and take early action to address any additional need. We will use this tracking to monitor the impact of the support we provide. Where appropriate we will ensure all children are involved in all aspects of school policy and decision making to promote a sense of belonging, identity and meaning.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all our staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

The Golden Rules

These provide a simple, consistent code of behaviour throughout the entire school community. Children are expected to adhere to these rules both in school and school grounds, and also including educational visits. The children are regularly involved in work around the Golden Rules to reinforce them and to instil context and meaning (ref PSHE policy) and they are clearly displayed in all classrooms and around the school. All new children arriving in school are introduced to them as part of their induction.

They are:-

We show respect by

Being kind and gentle
Listening to others
Doing the right thing
Being honest
Looking after things inside and out

In addition to these general rules, there are some rules specific to areas around the school to ensure the safety of all children (Appendix 1)

We recognise that challenging behaviour is a form of communication.

The SEN code of Practice states: *Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

Our Behaviour Policy is formed to ensure all children are well supported to provide children a learning environment, which enables them to feel safe and achieve their best.

Just Right



To be able to focus and learn we know that children need to feel 'just right'. Children need to feel calm and safe for them to learn to their best ability. The coloured tower helps children to recognise and identify their emotional and sensory state. Children need to be in the 'green zone' to be safe and calm and ready to learn. Children working in the 'blue zone' may be feeling lethargic or shut down and need upregulating. Children who are 'in the orange zone' are starting to feel 'fizzy', this is when they need support and intervention to down regulate. Children in the 'red zone' will find managing their feelings very challenging and could consequently display unsafe behaviour. Children will develop an understanding of these different zones and how this feels, alongside strategies and tools to self-manage when they are not feeling in the 'green zone'.

Playful, Acceptance, Curiosity, Empathy

Dan Hughes, a therapist who is the founder of PACE promotes this approach to support those who have high social and emotional needs. This approach supports children to engage in discussion and develop self-awareness without feeling shame.

Playful- playfulness, light reciprocal enjoyment removes barriers allowing children to engage with their safe adults.

Acceptance- allows a child to feel heard and what they are saying to be accepted completely without being right or wrong, but reflecting on how they feel.

Curiosity- allows an adult to explore what is going on for a child, wonder aloud, ask a child to help them understand the meaning of their behaviour.

Empathy- this provides a connection and safety for a child, for an adult to share their emotions with them.

For many, using Just Right and PACE approaches within the school culture supports them emotionally and socially and therefore they present with positive behaviours. Some children benefit from additional support for their specific needs.

Identification and assessment

Pupil Progress Meetings

Pupil Progress Meetings are held termly to discuss children's individual progress and any additional or Special Educational Needs. The class teacher and the SENCo attend the Pupil Progress meetings along with the Deputy Headteacher and a governor. Children with SEMH needs are placed on the SEN register under this category of need and will receive support accordingly.

Boxall Profiles/ Class Observations

Children who it is felt may have significant social, emotional and mental health needs (SEMH) will have further assessment through a classroom observation (led by the SENCO or Learning Mentor) and a Boxall profile completed. This will identify the key needs to support the planning of their provision.

Vulnerable Pupils Register

This is updated termly at the Interim Pupil Progress Meetings. It is a record of all children seen as being vulnerable under the categories of attendance, attainment, behaviour or other. The severity of the concern is graded 1-3 (3 being most severe).

(see Appendix 2, VPR Thresholds).

The VPR enables the Senior Leadership and class teachers to share information and identify key actions needed to support the child.

Provision

Nurture support

The SENCO leads the Inclusion team who offer a range of support for social, emotional and mental health needs including:

Nurture groups

Friendship support

Protective Behaviours

Raising self-esteem and confidence

Theraplay.

Haven Lunch Club and Supported Lunch

Some children benefit from more structured and supported social times. There is a range of activities available which are child-led, but in a quieter or not so busy space as the playground.

Referral to Outside Agency Support

Occasionally it may be decided that the school needs more specialised support for a child. The SENCO and parent would discuss this and refer to a range of supporting agencies such as CAMHS, or BHISS (Brighton and Hove Inclusion Support Service).

Rewards and Consequences across the school

Rewards for Positive Behaviour and Learning

Weekly Golden time

Stars (Y1 - 6)

Learning Muscle certificates (YR - 6)

Maths Mission certificates (N – Y6)

Marbles (YR-6)

Oral and written praise

100% attendance certificates

Head Teacher's Tea Party

Golden Time Certificates

Lunchtime stickers

Consequences for Negative Behaviour

Not earning Golden time

Teacher warning

Time out/ move to another class

Time to SLT

Time out with Head/ Dept. Head

Thinking time

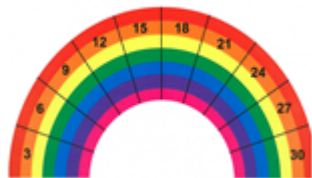
Seclusion

Exclusion

Rewards

Golden Time

All children in the school who keep the Golden Rules earn their Golden Time, which is a maximum of 30 minutes on a Friday afternoon. Children choose what activity they would like to sign up to for the half-term. Children are praised for positive behaviour and this is reinforced by earning sets of 3 minutes. This is displayed on the Behaviour Board in every class and the children's names are placed on a rainbow and travel around to reach 'the pot of gold', which means they have earned all 30 minutes.



Stars

Every child from year 1 upwards has a star chart. If a child collects 100 stars, children are sent home with a sticker and parents are invited to attend a Special Mentions assembly where they are awarded a coloured, enamel badge. The enamel badges are colour graded. It is hoped that from year 1 to year 6 children could collect the whole set of 10 badges including the final sparkly gold badge. This equates to approximately one and a half star badges a year. To earn stars, children need to be seen keeping the Golden Rules and exhibiting exemplary behaviours. These positive behaviours can be spotted and awarded by any member of the school staff. If a child receives a star, it is marked on their individual star chart in class. All class teachers ensure the star charts are updated regularly. Children wear their enamel stars on their uniform to display their achievements.

Special Mentions

From Reception upwards (Reception start in Autumn term 2), each class teacher will identify one child from their class weekly to be nominated for a Special Mention. This can be given for an excellent piece of work, effort made in class or for exemplary behaviour. In a weekly assembly, the nominated children are asked to come to the front and share their success with their key stage. Parent/Carers are also invited to attend. The Special Mentions are written on a leaf and placed on the Special Mention tree, which grows throughout each academic year. Children also receive a Learning Muscle certificate, which shows what learning behaviour they have demonstrated that week. Class teachers ensure that all children have the opportunity to earn a Special Mention over the academic year.

Maths Mission

All children in the school take part in Maths Mission, which is a fun way to ensure they develop their fluency and rapid recall of mathematical facts. From Nursery upwards, children work towards achieving their counting, times tables and finally their division cards. Each time they achieve the tasks on the card they are awarded a Maths Mission certificate in Special Mentions Assembly. Parent/Carers are also invited to attend.

Marbles

All classes from Reception upwards use marbles as a whole class incentive to encourage good behaviour through a sense of belonging, peer support and class identity. Children may earn marbles individually, in groups and as a whole class for positive behaviours e.g. lining up well for assembly, being quick to tidy up and listening well on the carpet. When a class earns 100 marbles in their class jar, they can have their Marble Jar Treat. This is chosen by the class before they begin to collect the marbles. Some examples of these include pyjama party, game of rounders, class cooking session, disco etc.

Oral and Written Praise

All teachers will seek to identify positive behaviours in class and reward that verbally whenever possible. Our Feedback and Marking Policy encourages children to accept ways forward as a positive thing and teacher's use of the Growth Mindset concept reinforces to

children the idea they can make positive choices to change and develop their decision making, behaviour and learning.

100% Attendance

Every half term in a special class assembly, children are awarded with a 100% attendance certificate if they have had no absences during the previous half term.

Headteachers Award/ Tea Party

Class teachers identify one pupil fortnightly that they want to reward for hard work and/or good behaviour and will put them forward for a special award 'Tea with the Headteacher'. This event takes place during Golden Time.

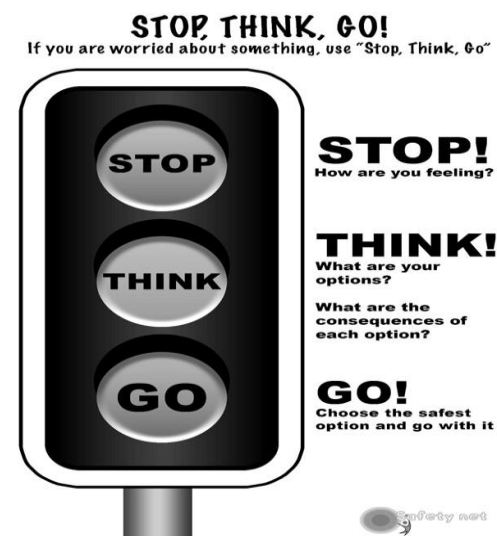
Stickers and Rewards

Used by teachers and support staff at their discretion to encourage and reward hard work and positive behaviours both in school and in the playground.

Consequences

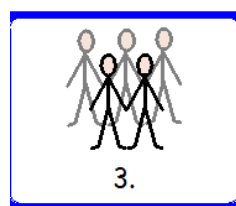
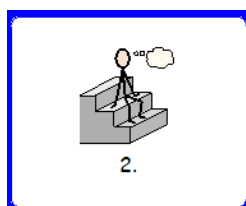
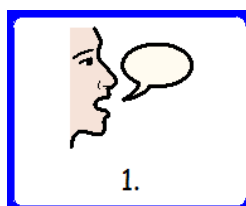
All class teachers set clear expectations for good behaviour in class. Children who display challenging or disruptive behaviour will not earn the golden time. Teachers will encourage and inspire children to earn their golden time and all Behaviour Boards include resources to support children in making the right choice.

Stop-Think-Go



Stop-Think-Go is a protective behaviours strategy which helps children make the right choice by reflecting on their feelings before acting on them

These visuals as well as the teacher's support should prevent sanctions being necessary but in the event that the poor behaviour continues the teacher follows the following consequences:



1. Talk to their teacher about their behaviour, reflect on what's not going well and offering the child support to make good choices
2. Time out using the time out pack of resources to support children on reflecting on the negative behaviour and 'turning it around' to be ready to re-join their class and be ready to learn
3. Time out with a member of SLT

(Please see Time Out Pack, Appendix 3)

Reflection Time

Reflection Time is given on the discretion of the class teacher on report of extremely poor behaviours at break and lunchtime. Midday supervisors and teachers on duty will report the incident to the class teacher and if they feel it warrants Reflection Time, they will write the child's name in the Reflection Time folder and record the reason for this being given. The child will be told and is expected to attend the Reflection Time the following lunchtime. The child will therefore miss 15 minutes of the following lunchtime and be expected to reflect on the negative behaviour and identify ways forward with the Headteacher or Deputy Headteacher.

Furthermore, in line with keeping each and every child safe, children removing themselves from a learning environment without authorisation or if a child displays very challenging behaviour their teacher can issue Reflection Time for the forthcoming break or lunchtime.

Sent to the Head Teacher

If a child's behaviour continues to be negative and/ or the severity of the behaviour is deemed significant, the class teacher will send them to the Headteacher/ Deputy Headteacher. This may then result in one of the following sanctions:

Exclusion

This is always considered a last resort but will happen if all of the above have had little or no impact on the behaviour or if the behaviour is of a significant nature (e.g. where a child has put himself or others at significant risk of harm). The Headteacher will decide on the number of sessions a child will be excluded for (see LA exclusion policy).

If a child continues to repeatedly put themselves and others at significant risk and the school has exhausted all options, including use of all external agency support, the Headteacher and the governing body may permanently exclude the pupil from the school.

The Pupil Voice

School Council

Each class votes in a male and female representative for the year. They attend a meeting every half term where they can raise issues, make suggestions or discuss proposed changes. Their views are noted and the adult chairing the meeting will record the minutes of the meeting and share them with staff and governors.

Bubble Time

Some classes use this as an opportunity for children to be heard, if there is no time to discuss a matter of concern with the teacher at that moment. A class teacher will acknowledge the child needs to talk to them by writing their name on the Bubble Time bubble. This will be removed when the teacher has found the opportunity to speak to the child and their concern has been dealt with. All classes develop and encourage an ethos of trust and openness, encouraging children to share their worries, thoughts and feelings and seek adult support when they need it

Class Circle Time

Classes hold circle time sessions weekly as part of PSHE curriculum. This encourages pupils to feel valued and to empower them to share their views, feelings and ideas.

Protective Behaviour Lessons

At the beginning of every autumn term the PSHE lessons will be based around Protective Behaviours and the right to feel safe all of the time. All children are taught the importance of recognising their 'early warning signs' and to develop strategies for self-awareness and self-

regulation. Children develop their emotional literacy skills which further supports their ability to keep themselves feeling safe and happy.

Positive Handling

All school staff attended Maybo Conflict Management training in November 2017. Members of Inclusion, SLT and support staff who work with children with challenging behaviour had further Maybo physical handling training to ensure staff are trained and confident to use positive approaches to behaviour, conflict and personal safety. These staff who have been trained can use the Maybo holds and physical intervention when a child's safety is at risk and all other conflict management strategies are inappropriate or been exhausted. If physical intervention is used the parents will be informed. The holds are used in extreme circumstances and to ensure the safety of the child and their peers.

Bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves (persistent, prolonged, powerful). The three main types of bullying are:

- physical (eg hitting, kicking, theft)
- verbal (eg name calling, racist remarks, cyberbullying)
- indirect (eg spreading rumours, excluding someone from social groups).

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or attendance at school. Children must be encouraged to report bullying in school.

Teaching and support staff must be alerted to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. It is against the law to discriminate anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

All bullying incidents are logged on CPOMS and all incidents which are racist or homophobic are recorded and reported to the Local Authority.

Implementation

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Headteacher, Deputy Headteacher or designated person for Safeguarding
- The Headteacher, Deputy Headteacher or designated person for Safeguarding will interview all concerned and will record the incident
- Teachers will be kept informed and if it persists parents will be kept informed

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the child
- offering continuous support eg through Learning Mentor, Vulnerable Pupil Register
- restoring self-esteem and confidence.

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the child.

Restorative Justice sessions will be led by senior leadership or Inclusion staff between both children or group of children if appropriate.

(Restorative Justice Cards Appendix 4)

Consequences will be given in accordance with this Behaviour Policy.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Anti – Bullying Week

Each year, in the Autumn Term, the school holds an ‘Anti-bullying’ week, when children have the opportunity to learn what constitutes bullying; the effects of this behaviour and how resolutions can be found.

Safe at School Survey

Every 2 years children in KS2 complete the Safe at School Survey, the outcomes of which are analysed by the local authority and reported to the school.

The school will consider the outcomes of the survey and put into effect any actions that may be needed.

Lunch times and Playground Buddies

Zoning

Both playgrounds are zoned into four main areas during the lunch breaks; Quiet, Creative, Physical, Physical (organised games). These are all staffed by an MDSA and a Playground Buddy who help facilitate the activities and use of equipment. This is to ensure that all children have a wide range of activities to choose from to keep them entertained, focussed and amused.

School Prefects, Sports Captains and Lead Pupils

The sports captains, prefects and lead pupils at Rudyard Kipling Primary School must lead by example at all times in their behaviour, the respect they show to others and their school

uniform. The prefect's role is varied and to be awarded a school prefect badge is considered a real privilege.

The sports captains, prefects and lead pupils at Rudyard Kipling take on many roles and responsibilities including:

- Being Ambassadors' for the school;
- Helping in assemblies;
- Representing the school at events;
- Working alongside teachers to promote positive behaviour;
- Report to the Deputy Headteacher;
- Helping with lunchtimes in the playground and dining hall
- Monitoring the indoor school environment at lunchtimes
- Working with classes at wet break times
- Monitoring cloakrooms
- Energy savers, turning lights off at lunchtime/play time
- Showing visitors round the school

Why do we have school Sports Captains, Prefects and Lead Pupils

As part of our citizenship education, we believe that children need to experience duties and responsibilities that come with being a member of a community in order to help them prepare to play an active role as citizens.

At Rudyard Kipling, we believe these duties have a very important role to play in the day-to-day organisation of our school and as only year 6 children are allowed to apply for these positions, they are considered to be very prestigious. The positions not only allow the Year 6 children to lead by example and demonstrate their responsibility, it also enables younger children to learn from this modelled good behaviour.

How to apply for the post of Lead Pupil, Sports Captain and School Prefect

There will be 6 prefects from each year 6 class, up to 6 sports captains, 2 lead pupils and 2 deputy lead pupils and they must write a letter of application at the beginning of the autumn term saying:

- Why they think they would be good for the position
- How they would promote positive behaviour in the school
- Give an example of when they have done something helpful or when they have promoted positive behaviour to others in school.

Successful candidates will be shortlisted by the year 6 teachers, the Deputy and the Head teacher and will hold the post for a whole year. The prefect and lead pupil badges and the sports captains t-shirts will be given out and be they will be expected to wear them everyday.

Review Date; Dec 2020

Safe use of outside areas

Advice for adults

- **Grass areas must not be used in wet or icy conditions- adult on duty will make decision**
- **Adults will be positioned in zones and are responsible for the safety of the children in their zone**
- **Adult in charge of sports games eg football must ensure equipment eg goals/ netball posts are safe and children are following the rules.**

If a child has an accident that requires a first aider, immediately inform the office

Rules Key Stage 2

Restricted areas

- **The grass area between the playground and pathway midway up the slope adjacent to the field (When accessing the field, walk along the playground to the pathway then onto the field)**
- **The bank on the lower field by a neighbour's fence and garden (by tall trees)**

Other rules

- **Only the year group designated to go on the Trim Trail is allowed on it**
- **Do not play on the soft surface surrounding Trim Trail**
- **Do not sit and stay on 'scramble feature' of Trim Trail**
- **The Trim Trail is not to be used as a 'safe' place in games eg 'It'**
- **Do not cross over the red lines or play round the bin area.**

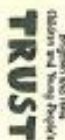
Rules for KS1 & KS2 outside areas

- **Keep the Golden Rules**
- **No play fighting**
- **Do not climb on any walls; picnic benches or up trees. This includes the pencils in the KS1 playground**

- Keep playground resources in the appropriate zone

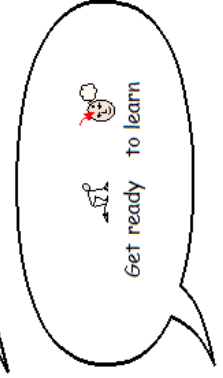
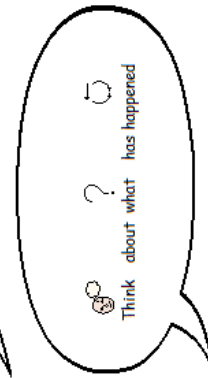
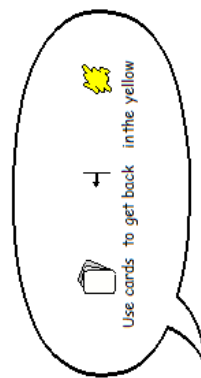
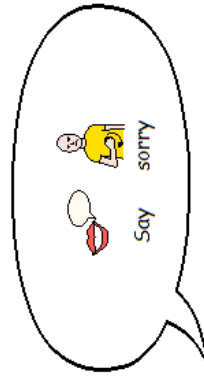
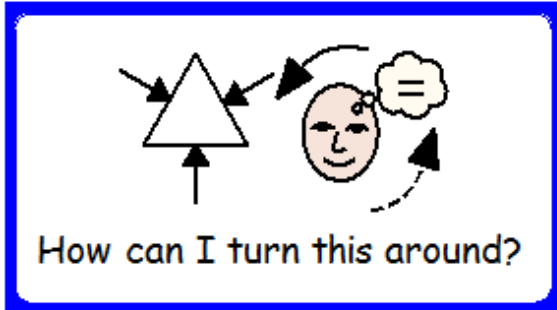
Appendix 2

Behaviour and Attendance Team
 CRITERIA FOR IDENTIFYING VULNERABLE ("AT RISK") PUPILS



	Level 1	Level 2	Level 3			
Attendance CODE: A	<ul style="list-style-type: none"> Regular odd and poorly justified days off during last two terms. Sudden change/deterioration in pattern of attendance. Sibling with attendance rate of less than 80%. 	<ul style="list-style-type: none"> Attendance between 80% and 90% (authorised or unauthorised). School experiences difficulty involving parents/carers. More than 20 consecutive days of absence in the previous term. 	<ul style="list-style-type: none"> Attendance less than 80% (authorised or unauthorised). 	<ul style="list-style-type: none"> Pupil allocated a key worker. Increased contact with parents/carers. Referral to EWO/EWAL or investigation and advice. 	<ul style="list-style-type: none"> Pupil allocated a Key Worker. Active involvement of parents/carers (e.g. written into IEP, IBP, PSP). 	<ul style="list-style-type: none"> Pupil allocated a key worker. Referral to EWO (prosecution – parenting support?).
Exclusions CODE: E	<ul style="list-style-type: none"> One fixed-term exclusion of less than three days in the previous 12 weeks. Considered at risk of further exclusions. 	<ul style="list-style-type: none"> One fixed-term exclusion of three or more days in the previous 12 weeks. Considered at considerable risk of further exclusions. 	<ul style="list-style-type: none"> Two or more fixed-term exclusions of three or more days in the previous 12 weeks. Considered at risk of permanent exclusion. Referred to YOT. 	<ul style="list-style-type: none"> Intervention reflected in general school behaviour policy and classroom management. Referral to EWO/EWA for support. Referral to other relevant agencies for consultation and advice. 	<ul style="list-style-type: none"> Targeted involvement of parents/carers (e.g. written into IEP, IBP, PSP). Frequent contact and 	<ul style="list-style-type: none"> Other relevant agencies for consultation, advice and direct support of child and family. Referrals to
Behaviour CODE: B	<ul style="list-style-type: none"> Appears to be unaware of or not understand several school rules (as evident in records of incidents, detentions, loss of Golden Time etc.) Frequently engages in behaviour which is disruptive to teaching and learning, such as talking out of turn, making noises or shouting; throwing objects; leaving the seat and refusing to follow adults' instructions. May be bullied or resort to bullying behaviour, such as name calling. 	<ul style="list-style-type: none"> Appears frequently to make decisions to ignore school's rules. Openly defiant of adults' authority. Resorts to rude, discriminating, threatening or violent language. Can display destructive behaviour. Leaves classroom without permission. Unable to play/relate positively with peers. 	<ul style="list-style-type: none"> Established pattern of ignoring school rules. Openly challenging of adults' authority. Has displayed dangerous, aggressive, violent behaviour towards peers or adults. May display bizarre behaviours with no apparent triggers. 	<ul style="list-style-type: none"> Low key intervention by class teacher/tutor and relevant support staff. Links to SEN dept. made. Monitoring of progress. 	<ul style="list-style-type: none"> Intervention likely to be individualised and reflect additionally within school's behaviour policy. Referral to in-school EC/IBP support, e.g. mentors. Links to SEN. 	<ul style="list-style-type: none"> Child likely to be subject to a specialised individualised programme within school, incl. EC/IBP support. Multi-agency based

Appendix 3



<p>I can see you're both upset so what is going to happen is you'll both get a turn to speak and say what is wrong.</p> <p>twinkl.co.uk</p>	<p>The only rules are we listen to each other, respect each other and don't interrupt. Who would like to go first?</p> <p>twinkl.co.uk</p>	<p>At key points ask the child to reflect upon their feelings. I.e. 'When X took your skipping rope how did that make you feel?</p> <p>twinkl.co.uk</p>	<p>Recap upon the feelings shared. Eg. "So when the skipping rope was taken you felt scared and when you pushed him you felt angry? I'm sorry you felt like that." Then move on to the next child.</p> <p>twinkl.co.uk</p>
<p>Thank you for listening, now its your turn. Remember the only rules are we listen to each other, respect each other and don't interrupt. Who would like to tell your side?</p> <p>twinkl.co.uk</p>	<p>Recap upon key points and get children to agree on what happened. Share the feelings and reasons which the children have shared. "Did you know you made X feel scared?" "Did you know that Y felt angry because of something you said earlier?"</p> <p>twinkl.co.uk</p>	<p>Recap that both children are good people and that you know they wouldn't want to make someone scared, hurt, left out. Ask the children how can we make this right? Have children suggest what they could do to make the other feel better?</p> <p>twinkl.co.uk</p>	<p>Following suggestions, ask both parties if they accept the remedy. Are they satisfied? Do they feel listened to? Are you feeling a little better now?</p> <p>twinkl.co.uk</p>