

Free Expression of Emotion

Check in

Every morning the children have a check in. This is an opportunity for children to share their feelings and experiences with the class. This has become such an important part of the school day, where every child gets the chance to express their feelings and share stories. Children and staff get a greater understanding of each other's emotions and behaviour and also an insight into each other's lives. This part of Restorative Practice has definitely brought the children closer together and given the staff a deeper understanding of the children they work with.

Mood Boards

In every classroom, there are mood boards for children to signpost their feelings to the other children and adults in their class. Throughout the day, the children can move their name onto different emotions to share their feelings with others.



Displays around the school

To promote Restorative Practice throughout the school, we have developed various displays for everyone to use. They encourage the development of Emotional Literacy and for everyone in our school to share their feelings.

Restorative Language

How we speak and communicate with each other can determine how we feel and react to others. Restorative language is a proactive and positive way of communicating with others and can improve the atmosphere of any situation or place. Restorative processes encourage everyone to be calm and fair and to think about the affect of our behaviour. We have created an environment in school where children have become comfortable in freely expressing their emotions and this is because the children are given an opportunity to do so. Asking questions like, 'How are you today?' 'How did things go yesterday?' or 'You look happy/upset, do you want to talk about it?' and taking the time to listen to the children makes such a huge difference. These opportunities to talk and have someone listen can help children to manage any built up feelings or share happy moments, and then they will be happier, more secure and ready to learn. All staff at Terrace Road School speak

restoratively and you will now often hear the children asking adults and each other, 'How are you feeling today?'

Affective Statements

Everyone can use affective statements at anytime. Using positive and negative affective statements improve children's emotional literacy, which further improves their communication and social skills, written work and reading. Children will learn to associate their feelings and the feelings of others with experiences, behaviour and actions. Simple changes to the way we react to incidents and ask questions can have such a positive impact on the school environment and everyone in it.



Positive affective statements share emotions and reflect on positive behaviour.

Rather than saying...

"Well done for sharing your experience..."

We would say...

"You made me feel so happy when you shared your day with the class."

Rather than saying...

"I am so proud."

We would say...

"You made me feel proud when I saw how brave you were."

Negative affective statements share emotions and reflect on negative behaviour.

Rather than saying...

"I'm sad..."

We would say...

"You made me feel so sad when you hurt your friend."

Rather than saying...

"I'm unhappy"

We would say...

"You made me feel unhappy when you shouted out on the carpet."