

Wheatfields Primary School



BEHAVIOUR POLICY

AGREED BY STAFF:

AGREED BY GOVERNORS:

REVIEW DATE: Autumn 2022

Respect for all

At Wheatfields Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Wheatfields in relation to behaviour support. The beliefs of individuals are respected however it is expected that ALL staff and volunteers working within a professional capacity during the school day must adhere to this policy in order to best support the community we serve. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

At Wheatfields, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

At Wheatfields, all staff working with our children receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*" This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one 'Steps' training and new staff joining the school will receive this training as soon as it is available to them.

Rationale

At Wheatfields it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education.

Within our school community, we aim to:

- Be welcoming and inclusive.
- Create a firm and consistent approach throughout the school.
- Maintain, encourage and promote positive behaviour, self-discipline and respect.
- Encourage independence and personal confidence.
- Uphold our school values as a rights respecting school.
- Encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- Support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour choice.
- Develop pride in the school, in work, in effort as well as achievement.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Right and Responsibilities

At Wheatfields our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the *dignity* of each person; their individuality, their feelings and their role in the school.
- Showing *respect* for each person, and empathy for their feelings.
- Building *confidence* and *self-esteem* by valuing each person's successes and achievements.
- Building *trust*, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- *Communicating* effectively, including *listening to hear*, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of *enjoyment* and *fun* into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to *improve*.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

Inappropriate Behaviour

At Wheatfields Primary School we will not tolerate behaviour which impacts on other people's learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. No low level disturbance should be tolerated. All staff have a responsibility to address this in a way that does not further disturb learning.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours and should be addressed in line with this policy. Each class will use a graduated response to behaviour incidents using the agreed school staged consequences (appendix 5).

This is shared with the children on a regular basis and it is expected that ALL children know and understand the consequences of poor behaviour choices.

A Therapeutic Approach

At Wheatfields, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Hertfordshire Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

If inappropriate behaviour occurs at playtimes (appendix 6), the staff on duty will deal with it immediately. Children will be asked to stand in the „thinking area“ for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of play time, they will then need to be escorted by a member of staff to their class teacher or member of SLT who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then the following actions may occur:-

1. Discussion between teacher/child/parent - agreeing on a support strategy
2. Anxiety mapping may be used to identify times, location or activities which heighten anxiety.
3. Roots and fruits may be used to identify difficult or negative feelings alongside pro-social or positive feelings.
4. Arrangements may be made for the child to work in a different area
5. Child uses red card room for reflection at lunchtimes (If lunchtime related – yellow/red card).
6. Involvement of the SENCO and SLT with other outside agencies alongside parents.

Exclusion, either fixed term or permanent, could be used as a final resort when other strategies have not been successful or a more serious incident has occurred. (See LA Guidelines).

The children will be told and reminded on a regular basis of the classroom expectations and the consequences of their behaviour.

Teachers may talk to parents at any time to inform them of any behavioural incidents. Regular 'bad news' telephone calls should be avoided if possible

The school decisions should be considered, fair, reasonable and not made on impulse or reflect a child's gender, race or disability. Every effort should be made to establish the truth of a situation and a “cooling down” period may be advisable. However, issues should be addressed using restorative questions (appendix 3) as soon as possible whilst memories are fresh and evidence available.

If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Consequences should be appropriate both in terms of frequency and severity. Staff will need to make their own judgements about the appropriateness of the consequence matched to the child's behaviour choice.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy). A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour choice rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets-see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Praise from adults and peers
- Stickers for themselves
- Rewarding of house points. House points are collected from each class and celebrated during the Headteacher's Friday assembly.
- Showing good work to other classes, teachers, Assistant Headteacher, Deputy Headteacher or Headteacher.
- Good work and achievements being displayed around the school and on the website.
- Class points for whole class good conduct where pupils work together to earn a reward at the end of the term.

Consequences and Sanctions

At Wheatfields, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will,

- Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
- Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
- Give a positive reminder of the class rules which need to be adhered to.

- Give up to 3 verbal warnings that include a reminder of consequences – name on board in small writing as a reminder to the teacher & if III reached -5 mins missed from break
- Give another verbal warning and mark against name IIII – 10 minutes missed from break
- If behaviour persists, tally reaches IIII the child will complete the rest of the session in a parallel class.
- If behaviour persists when child has returned to the class, the child will be sent to the Key Stage Lead to complete the given task. The teacher will set a time limit for the child to be out of class.
- If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
- If behaviour persists over time, parents will be contacted and informed.

Children in EYFS and KS1 return to the beginning after each break time and begin the process again. (Wipe board clean).

Children in KS2 return to the beginning after each break time, however, should the same behaviour choices be made again, they move to their previous stage (with associated consequences).

Children exhibiting more extreme behaviours will follow individual strategies based on their individual needs (see appendix 4)

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: **cool down, repair, reflect and restore**. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g
 - *"Stand next to me"*
 - *"Put the toy on the table"*
 - *"Walk beside me"*
- Limited choice e.g
 - *"Put the pen on the table or in the box"*
 - *"When we are inside, lego or drawing"*
 - *Talk to me here or in the courtyard"*
- Disempowering the behaviour e.g
 - *"You can listen from there"*
 - *"Come and find me when you come back"*
 - *Come down in your own time"*
- Use of a De-Escalation Script e.g
 - *Use the person's name – "David"*
- *Acknowledge their right to their feelings – "I can see something is wrong" Tell them why you are there – "I am here to help"*
Offer help – "Talk to me and I will listen"
Offer a "get-out" (positive phrasing) – "Come with me and....."

Expectations when dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour:

At all times your behaviour will have a big impact on how the children will respond to you and others.

Individuals should be dealt with as individuals, taking account of their needs and personality. The class is not responsible for the behaviour of a few and whole class punishments are not acceptable in these cases.

We always listen; listen to all sides of the story before making assumptions or considering consequences. There are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry (restorative approaches – appendix 3).

We are always respectful of others; never belittle, humiliate or deliberately embarrass children. The use of sarcasm or deliberate goading as a behaviour strategy is not acceptable.

Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.

If you feel that you are losing your temper, stop or walk away; ask someone else to deal with the situation.

Use Physical intervention as a last resort (See Positive Handling Policy)

Don't greet a child's anger with your own, be calm and rational.

When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.

Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adults reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation.

Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc.

Remember these strategies are there to prevent a situation from arising when there have been warning signs and not to be used all the time.

The following positive strategies may be used alongside the staged consequences to address inappropriate behaviour:

Non verbal messages such as 'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.

Tactical or planned ignoring The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and it will be discussed with the child at an appropriate time.

Description of reality A simple statement of fact. Simply describe the inappropriate behaviour choice 'Bob you are talking', 'Bobbi you're pushing Bob'. This is a calm statement of what is happening and will often end the behaviour there and then.

Simple direction Clear statement of the required behaviour 'Bob, turn around thank you'. 'Bobbi give Bob his pencil, thank you'. The use of thank you rather than please is a subtle way of showing you expect compliance rather than asking for it.

Rule reminder Restate the relevant rule – 'Bobbi our rule is that we put our hands up to answer.' 'Bob remember how we line up'.

Question and feedback Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here girls?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour

Blocking/Assertive statement Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down and show me you are listening'.

Choices and Consequences Enable a pupil to take responsibility for his or her own actions – 'Bobbi, are you making a good choice?' 'What could you do?' 'Do you need to move to another space/place?'

Refer to appendix 4 for guidelines for working with children with specific needs.

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have **individual risk management plans**. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed

set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Reporting Incidents

It is a Class Teachers responsibility to record the behaviour incident in a class behaviour book and to inform parents:

When foul language is used by pupils.

When children have been talking about or using inappropriate language.

When pupils have been involved in fights.

When pupils have been involved in bullying incidents.

When there are concerns about a 'dip' in a child's behaviour or behaviour that is unusual and unexpected.

All other cases where a child's behaviour requires an **incident report** are referred to the Headteacher who will determine what happens next.

Parents will always be offered the opportunity to discuss the matter in more detail with the Headteacher and class teacher (if appropriate).

Parents will be given access to the complaints procedure should they require it.

Prejudice-related incidents for all 9 of the 'protected characteristics' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.), as identified in the Equality Act 2010, are recorded on the „PRIDE“ (Prejudice-related incident data entry) website (<https://pride.learntogether.org.uk/>).

Equal Opportunities and Special Needs

This policy covers all children in the school regardless of race, gender or physical ability. Support for children with specific needs related to behaviour will be requested from outside agencies where necessary.

Bullying

The use of physical or verbal means to gain control over another person and it is unacceptable. Any repeated pattern of unacceptable behaviour towards a specific individual or group of children may be bullying. Please refer to the separate Anti-bullying Policy for further guidance.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Further information

Please refer to your Step training notes or speak to the school STEPS trainer.

Staff Training

Staff receive training in managing behaviour. During their induction they also receive copies of the following documents:

Anti Bullying Policy (based on County model policy)

Physical Intervention Policy (based on County model policy)

Safeguarding Policy (based on County model policy)

DfE Guidelines on keeping children safe in education.

Staff are also encouraged to speak to a member of the senior leadership team regarding any concerns they have about dealing with specific behaviour management problems.

Resources

The Headteacher, PSHE co-ordinator and SENCo can be seen for additional resources. The SEAL materials also have a variety of ways to look at behaviour and disagreements.

Monitoring

The SLT will monitor behavioural incidents every term. The member of staff responsible for playtimes and lunchtimes will be responsible for monitoring behavioural incidents and liaising with teaching staff.

The policy will be looked at annually and renewed every 3 years.

This policy has been written with reference to the following documents:

School:

Bullying Policy

Physical Intervention Policy

Racial Equality Policy

Department of Education:

Behaviour and discipline in school (Advice for headteachers and school staff) February 2014

Keeping children safe in education (Statutory guidance for schools and colleges)

Appendices

1. Our Golden Rules
2. Teacher and Pupil Charters
3. Restorative Approaches
4. Dealing with Children exhibiting severe difficulties
5. Staged Consequences
6. Incident Report Form
7. What Went Wrong Sheet
8. Face Up To It – Time to think!

Appendix 1: Our Golden Rules

At Wheatfields Primary School:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

When we work together and help each other

these very useful rules make

Wheatfields Primary School

a happy and safe place to learn!

Appendix 2: Teacher and Pupil Charter

We, the teachers of Wheatfields Primary School agree to:

Keep learning
Keep every child safe
Make everyone think really hard
Have fun
Value everyone's opinion
Smile!

We the children of Wheatfields Primary School agree to:

Try our best – be resourceful
Never give up – be resilient
Think! – be reflective
Make sure no one feels left out – show reciprocity
Treat everyone with equity – be respectful
Listen to everyone – be respectful
Keep on learning!

Appendix 3: Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all, children must tell the truth and own up to what they have done. Then the approach is different in the way it develops the child's thought processes and the expectation that they take responsibility for their actions and repair the harm caused.

Traditional

What's happened?

Who's to blame?

How should we punish them?

becomes

becomes

Restorative

What's happened?

Who's been harmed and in what way?

What needs to happen in order to put things right and ensure this never happens again?

Where a child is behaving in isolation in an unacceptable way, a framework of questions is used to amend their behaviour:

What happened?

What were you thinking at the time?

What have you thought since?

Who has been affected by what happened?

How have they been affected?

What needs to happen to put it right?

These questions become a little more searching where conflict between parties has arisen.

Where harm has been caused to someone else, a restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together, they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained to work in this way. Two members of staff are trained to carry out formal restorative conferences involving adults and children.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full community conference in which there could be many people involved. Circle times enable children to learn skills of listening, empathy and solution finding, which are the skills necessary to take part in a restorative meeting.

A restorative approach is highly effective because it:

Transforms wrong doing into a learning opportunity

Supports the needs of the 'harmed'

Creates obligations and support for 'wrongdoers'

Encourages a school-wide culture of mutual respect and care

All classrooms have a time-out zone for 'thinking time' in an appropriate place for self-reflection. Timed time-out can be self selected by a pupil or directed by an adult in the classroom.

Appendix 4: Dealing With Children with Severe Difficulties

If a child has particular difficulties in conforming to the behaviour policy, an Individual Behaviour Plan may be written. Targets will be set relating to behaviour following consultation between parents, the class-teacher, the SEN co-ordinator and the child. Advice may also be sought from the visiting Learning Support Team.

Dealing with Difficult/Dangerous Behaviour

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving difficult and/or dangerous behaviour and only use physical intervention as a last resort, in line with the school positive handling policy (based on the LA model policy) and always ensuring minimal risk to pupils and staff.

- After an incident involving the use of physical intervention, the following steps should be taken:
- First-aid should be administered or medical help sought if necessary
- The child should continue to be closely supervised and reassured if appropriate
- The Head teacher should be informed
- The member of staff involved should be given support and time to recover supervised by colleagues
- The physical intervention book should be completed
- Parents informed
- A senior member of staff should follow up the incident with the child.

Appendix 5: Staged Consequences

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Appendix 6: Incident Report Form

Behaviour Logging Sheet

Child's name Class Date Time

Wheatfields Primary School

Type of Behaviour (please tick)

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Assault – Pupil | <input type="checkbox"/> Assault – Adult | <input type="checkbox"/> Bullying | <input type="checkbox"/> Damage to equipment |
| <input type="checkbox"/> Disruption to learning | <input type="checkbox"/> Fighting | <input type="checkbox"/> Ignoring | <input type="checkbox"/> Racist Incident |
| <input type="checkbox"/> Rough Physical Play | <input type="checkbox"/> Verbal Abuse – Pupil | <input type="checkbox"/> Verbal Abuse – Adult | |

Where did it happen?

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Lunchtime Club | <input type="checkbox"/> KS1 Corridor | <input type="checkbox"/> KS2 Corridor |
| <input type="checkbox"/> KS1 Dining Hall | <input type="checkbox"/> KS2 Dining Hall | <input type="checkbox"/> KS1 Playground | <input type="checkbox"/> KS2 Playground |
| <input type="checkbox"/> Link Corridor | <input type="checkbox"/> School Field | <input type="checkbox"/> Toilets | <input type="checkbox"/> Outside School |

- | | | | |
|-------------------------------------|------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Reflection | <input type="checkbox"/> SLT | <input type="checkbox"/> Red Card | <input type="checkbox"/> Meet with parents |
|-------------------------------------|------------------------------|-----------------------------------|--|

Restorative questions used **YES/NO**

Restorative conversation used / brief outcome of events:-

Actioned by

Appendix 7: What went wrong?
What was seen to happen?

What did I do?

Why did I do it?

Who did I upset or hurt?

What could I have done instead?

Signed

Date Verified by (adult)

Appendix 8: Face Up To It

Time to think!

What did I do?



Why did I do it?



Can I put it right?



What should I do now?



✓

✓

✓

Signed by Date

Member of staff