Woodley CofE Primary School

Our Vision

At Woodley CofE each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.

"Let your light shine before others." Matthew 5:16

Behaviour Policy

Responsibility of: Full Governing Body
Type of Policy: Statutory
Date of Policy: 01/12/2023
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Version	Date Policy Adopted/Reviewed	Approved by governors	Description
1	December 2023		

Alternative formats available	email
	enlarged print
	audio

Contents

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1. Aims

General Statement

Woodley CofE takes a caring, compassionate approach to student behaviour grounded in emotional support, relational and restorative practices rather than control or punishment. Our philosophy recognises all children as valued individuals still developing critical social-emotional skills. While accountability remains essential, discipline serves to teach, not shame.

Aligned to this approach, all adults use affective language to relate and reason, not react. We build community through consistent modelling of our school values Love, Peace, Truth, Respect, Freedom and Friendship. Teachers employ classroom setup, engaging instruction and relationship-centred dialogue to prevent most issues proactively. When conflicts persist, we turn towards restorative questions and discussions focused on problem-solving over blaming. Students play an active role in resolving harm.

While misconduct warrants reasonable intervention to maintain safety and learning, responses aim to understand root feelings, identify unmet needs and expand coping alternatives. Students help shape plans to repair broken trust through apology, restitution and changed choices. However, improvement comes slowly; staff will implement incremental expectations tailored to each student's unique developmental arc.

Throughout this process, families are our partners. School staff communicate issues promptly and collaborate to coordinate expectations and supports across environments. Together, we share both celebrations of growth and honest reflections during setbacks, maintaining a judgement-free zone where children feel secure acknowledging mistakes as learning opportunities. With united commitment among all stake-holders, we can deliver the comprehensive social-scaffolding essential for our school to realise its mission of nurturing each child's highest potential.

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

> Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

> DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they have done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Woodley CofE, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

> What happened?

> What were you thinking and feeling at the time?

> What have you thought about it since?

> Who has been affected and in what way?

> How could things have been done differently?

> What do you think needs to happen to make things right?

At Woodley CofE we use a set of visual prompts to encourage children to reflect and discuss the above (see appendix 5)

Restorative Justice

Restorative justice is a formal process for addressing harm after a disciplinary incident within school. It focuses on repairing harm by having 'offenders' take responsibility for their actions and make amends in a meaningful way.

The core ideas of restorative justice are:

- Harm done to people and relationships needs to be explored and addressed

- People are responsible for their choices and accountable for the harm they cause

- The person who causes harm, those directly impacted, and the wider community all have roles to play in the process of repairing harm

The restorative justice process typically involves a structured conference (see appendix 6) led by an adult or trained pupils. Participants in the conference include the offender, the direct victim if willing, and supporting staff or trained pupils.

During the conference, the offender has a chance to discuss what happened, understand the real impact of their actions, and take responsibility. The victim shares how it affected them, asks questions and communicates their needs. Together the group addresses what can be done to repair the harm moving forward through reconciliation plans and agreements.

Outcomes of the restorative process focus on making amends to victims, changing future behaviour, and rebuilding trust and community rather than only punishing offenders. Restorative justice aligns with therapeutic approaches to behaviour management that prioritise student growth and meaningful accountability.

Types of Behaviour

Pro-social Behaviour

Pro-social behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people; it is behaviour which benefits other people or society.

Staff will praise and celebrate children showing our values and other pro-social behaviours. We believe that acknowledging and responding to pro-social behaviour is essential to motivate further acts of pro-social behaviour. Some examples of pro-social behaviour include:

sharing, listening, helping others, using polite manners, kindness, making an excellent effort with their learning.

Each class creates learning behaviours 'charter' at the start of the academic year, reviewing the expectations with pupils at least half-termly.

In order to celebrate success and pro-social behaviours, the staff are responsible for the rewards below:

• House points for pro-social behaviour towards learning (All staff)

• Shining Light Awards for showing/demonstrating our school values (All staff) – also pro-social

• BRIGHT learner certificates (All teachers)

• Celebration assemblies (Phase Leaders)

• Verbal praise (All staff)

Rewards are to be given as a result of pro-social behaviour, not as a bribe for pro-social behaviour.

At Woodley CofE, we believe praise isn't something that could be lost or stolen. Staff should ensure that all children receive acts of private praise, which may not look the same for all pupils. Examples of this include: phone calls home, sharing work with parents, post-it notes with a positive comment or positive one-to-one conversations with pupils. We acknowledge that some teachers like to use stickers or reward objects but believe that this must also be supported by verbal praise.

We believe all unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties.

Misbehaviour

Unsocial Behaviour

Unsocial behaviour is defined as being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It is characterised as a quiet non-compliance that does not negatively impact on other pupils' learning. Some children communicate their feelings through **quiet non-compliance** (not doing as instructed). Staff should interpret unsocial behaviour as a communication of negative feelings, therefore differentiating or supporting to meet the needs of pupils.

All staff are responsible for addressing unsocial behaviour. No unsocial behaviour should need SLT support unless it is persistent and disruptive, therefore becoming antisocial behaviour.

Responses to unsocial behaviour are outlined in appendix 6, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. If unsocial behaviour becomes persistent, staff should use:

• Change of face with adults within their year group

• Give the child time and space to change behaviours when they are calmer

• Educational consequences as a learning opportunity to correct unsocial behaviour during pupils' own time

• Staff are trained to use key phrases such as 'obviously' to show what will happen next if the behaviour continues and 'thank you' instead of 'please' to reinforce expectation

Antisocial Behaviour

Antisocial behaviour is defined as behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community. Some children will communicate their negative feelings with high levels of interaction.

Antisocial behaviour may be a conscious or subconscious behaviour choice. They are defined as the following:

• Conscious behaviour – unwilling to moderate or self-regulate

• Subconscious behaviour – unable to moderate or self-regulate

If antisocial behaviour is persistently causing harm to the same individual, staff should refer to the Anti-Bullying policy.

All staff are responsible for addressing antisocial behaviour. Only very frequent and persistent antisocial behaviours will require SLT intervention.

Responses to antisocial behaviour are outlined in appendix 5, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour.

Educational consequences are also recorded.

Dangerous Behaviour

Dangerous behaviour is defined as behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment.

If dangerous behaviour is persistently causing harm to the same individual, staff should refer to the Anti-Bullying policy.

Responses to dangerous behaviour are outlined in appendix 5, using scripted language to positively rephrase, limit choice or disempower the behaviour. Educational and protective consequences are also recorded.

Serious misbehaviour (Red Level) is defined as:
> Repeated breaches of the school rules
> Any form of bullying
> Sexual violence/sexual assault (intentional sexual touching without consent)
> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  • Sexual comments
  • Sexual jokes or taunting
  • Physical behaviour such as interfering with clothes
  • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
> Vandalism
> Theft
> Fighting
> Smoking
> Racist, sexist, homophobic or discriminatory behaviour
> Possession of any prohibited items. These are:
  • Knives or weapons
  • Alcohol
  • Illegal drugs
  • Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Woodley CofE has a detailed Anti-Bullying policy which can be found on the policies section of the school website.

Discouraging Bullying in school

Every school must have measures in place to prevent all forms of bullying. Woodley CofE encourages pupils to respect the rights and needs of other individuals, this especially includes the expectation that pupils should not intimidate, and/or verbally or physically abuse other pupils, nor should they incite other pupils to do so on their behalf. Efforts will be made to ensure that pupils have an awareness of the difference between minor, individual incidents between peers and serious bullying.

The school uses values-based education principles to promote harmony, tolerance and kindness within its community. Issues of bullying are covered as part of the PSHE program and assemblies and are therefore integrated into the school curriculum. Bullying incidents are addressed as child protection concerns (in line with safeguarding guidelines) and are tracked in our safeguarding website CPOMS, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. We appreciate that bullying can take many forms. It can be verbal or written, in person or over electronic communication.

Bullying can include:

TYPE OF BULLYING		DEFINITION
Emotional		Being unfriendly, excluding, tormenting
Physical		Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	- Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual		Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal		Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying		Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We will discourage bullying through:

> Treating allegations of bullying seriously
> Promoting respect for other peoples' needs and feelings
> Telling children if they do not get on with other people then they are to distance themselves from each other (inside and outside the classroom.) i.e. not to interfere with them or their activities or belongings
> Ensuring that the above points are regularly communicated to the pupils through the class teacher and that others involved with the care of the pupils are made aware of these instructions
> Involving parents by promoting an understanding of the difference between bullying and unkind behaviour and by giving them a consistent message that bullying will not be tolerated Involving children by creating and promoting a culture of openness and giving them confidence to report bullying and by skilling them up to deal with minor disagreements themselves
> Ensuring that online safety is promoted
> By implementing sanctions fairly and consistently
> By celebrating success – the school will use values-based education to promote a positive school ethos

Staff and parents must be mindful that if bullying goes unidentified, then the victim may show some of these signs:

1. Becomes unusually withdrawn
2. Deterioration of work
3. Spurious illness (not wanting to come to school)
4. Isolation
5. Desire to remain with adults
6. Erratic attendance
7. Starts to have nightmares
8. General unhappiness/anxiety/fear
9. Begins to bully other children

Procedures for dealing with incidents of bullying in school

Pupils will be regularly reminded that if they feel that they are being intimidated, abused verbally or physically by other pupils, then they must inform their class teacher or another trusted adult and their parents or carers.

Reports on bullying will be investigated by:

- Speaking to the pupil's parents if they are involved in the investigation from the start i.e. they notified the school of the incident
- Speaking to the pupil who feels bullied to ascertain the facts of the case as they see them
- Speaking to the other party involved in the incident to ascertain their perception of events
- If necessary, speaking to all pupils concerned together
- Deciding on appropriate action following the investigation and informing all parties of the decision and future action
- After an incident has been investigated and dealt with, the case will be documented and monitored to ensure that repeated bullying does not take place

The child responsible for the bullying will be supported and counselled in positive behaviour modification and protective consequences may be given to support this. The victim will be actively supported.

If all support strategies fail, and the welfare and safety of other children and staff are threatened, the Headteacher may decide to exclude a child temporarily (fixed term) until the matter is resolved satisfactorily. In serious cases, the school may decide to refer an incident to Children's Services and/ or the police for investigation.

The school uses the following government policies for guidance:

- Children Act 1989
- Equality Act 2010
- The Education and Inspections Act 2006
- Malicious Communications Act 1988
- Education Act 2011
- Keeping Children Safe in Education 2023

5. Roles and responsibilities

5.1 The governing board

The Governing body are responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the Governing body

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with negative behaviour

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log (tracked in Arbor) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see appendix 3)

> Ensuring that behaviour that crosses over with Safeguarding concerns is tracked in CPOMs and monitored

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils, using pro-social language to challenge behaviour

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (appendix 3)

> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Understand the information in the Woodley CofE home school agreement and support its recommendations

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following negative/misbehaviour (for example, attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school
> That they have a duty to follow the behaviour policy
> The school's key rules and routines
> The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
> The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our Core Values - **Love, Peace, Respect, Truth, Freedom and Friendship**

The school is committed to a values-based education. The values we have chosen underpin our ethos and curriculum and help us to create confident learners. They support a strong learning environment that enhances academic attainment by helping to develop pupils' social and relationship skills and attitudes to learning. In addition to this, staff will praise pro-social behaviours and support children when displaying unsocial or antisocial behaviours. We believe that these core beliefs guide and support our thinking and behaviour.

Expectations in each year group

These are jointly discussed and agreed by staff and children at the beginning of each school year. It is the responsibility of each class teacher to explain the routines associated with his/her class. Behaviour expectations will be regularly reinforced by all staff.

Expectations for moving around the school

Children will be encouraged when moving around the school and its grounds to conduct themselves in a way that is considerate and sensitive to other members of the school and any activities already underway.

To make it easy and safe for children and adults to move around the school, everyone is requested to:

• Move sensibly and as quietly as possible around the school

• Be aware of their own and others safety when moving around the school

• Be aware of their own and others safety in and around the car park at the beginning and end of the school day

• Remain in school unless they have permission from a member of staff to leave

Expectations at break time/lunch time

At lunch time and break times the children will be expected to respect each other and those responsible for their safety and behave in a pro-social way towards one another. It is important for adults on duty to interact with the children on the playground in order to de-escalate potential conflicts and to promote positive relationships and healthy play.

Positive behaviour during breaks is celebrated and recognised by using the school reward systems, such as house points and shining light awards It is the staff on duty at lunchtimes responsibility to initially address behaviour that is causing concern.

The lunchtime staff should contact the class teacher or a phase leader immediately if a situation needs to be additional support because a pupil is consistently demonstrating anti-social or unsocial behaviour. School staff will log the inappropriate behaviour demonstrated on the school's behaviour management system (Arbor), conduct a 'restorative justice' conversation with child and give them an educational or protective consequence if needed. Parents will be informed if a protective consequence is given.

Expectations at Wet Break/Lunch time

All pupils will remain in their classroom and may be involved in a range of activities agreed by their teacher. They will be supervised by the duty staff.

7. Responding to misbehaviour

SANCTIONS: White Cards / Yellow Slips / Red Slips

Negative or disruptive behaviour is tracked centrally at Woodley CofE using our behaviour management system - Arbor and we have implemented a 'slips' system (appendix 2) to track this. This is to ensure that pupils are reminded that negative or disruptive behaviour in the the school is not continued

Before any White card, pupils are always given a reminder by adult using pro-social language and therefore an opportunity to change/improve their behaviour. An adult is able to respond immediately with a yellow slip if they think that the behaviour is of a 'Medium level'
-   A White card is not a sanction, it is to be used as a reminder and given to the child/ren with sensitivity and is meant to provide an opportunity for a restorative conversation
-

Sanctions:

The examples on the following page are not comprehensive and teachers will always use their professional judgement to make their decisions about how disruptive a child's behaviour has become. Children with additional needs will always be considered carefully (see section on SEND.)

1. LOW LEVEL	**Examples:**	
This is day-to-day classroom behaviour that should be managed positively by the class teacher and TAs.	• Calling out • Tapping • Fidgeting • Deliberately swinging on chairs • **Persistent** talking • Running through the school • Not sharing	• Carrying on working when the teacher is talking • Leaving seat during working time (for the wrong reason) • Negative use of body language stopping others working.
	Prior to a white card will be a Warning… If behaviour is not modified - A white warning card will be given and an opportunity for the child to respond to the adult will happen at an appropriate time.	
2. MEDIUM LEVEL	**Examples:**	
This is behaviour that will lead to the involvement of the departments Phase Leader.	• Persistent Low Level disruption • Leading others deliberately toward negative behaviour • Arguing with staff	• Being deliberately rude • Hitting/verbal aggression • Deliberately damaging the school environment • Breaking property on purpose • Stealing/theft
	Yellow slip completed and child sanction given – Opportunity for Restorative Justice if required	
3. HIGH LEVEL	**Examples:**	
This is **Dangerous or serious misbehaviour** that would lead to involvement of the Headteacher or Deputy Headteacher and that could put a child at risk of fixed or permanent exclusion.	• See Serious Misbehaviour – Section 3 • Persistent Medium Level disruption e.g multiple yellow slips over several weeks • Striking a member of staff • Getting others to behave badly (at a high level)	• Walking away or out of the classroom/school • Racism • Bullying. • Deliberately significantly damaging furniture or property • Significant Theft
	Red Slip (High Level) requires a significant response, the child sent to SLT and meeting to be arranged with parents. There will be educational and protective consequences	

Zero Tolerance

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will not be tolerated and will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour.
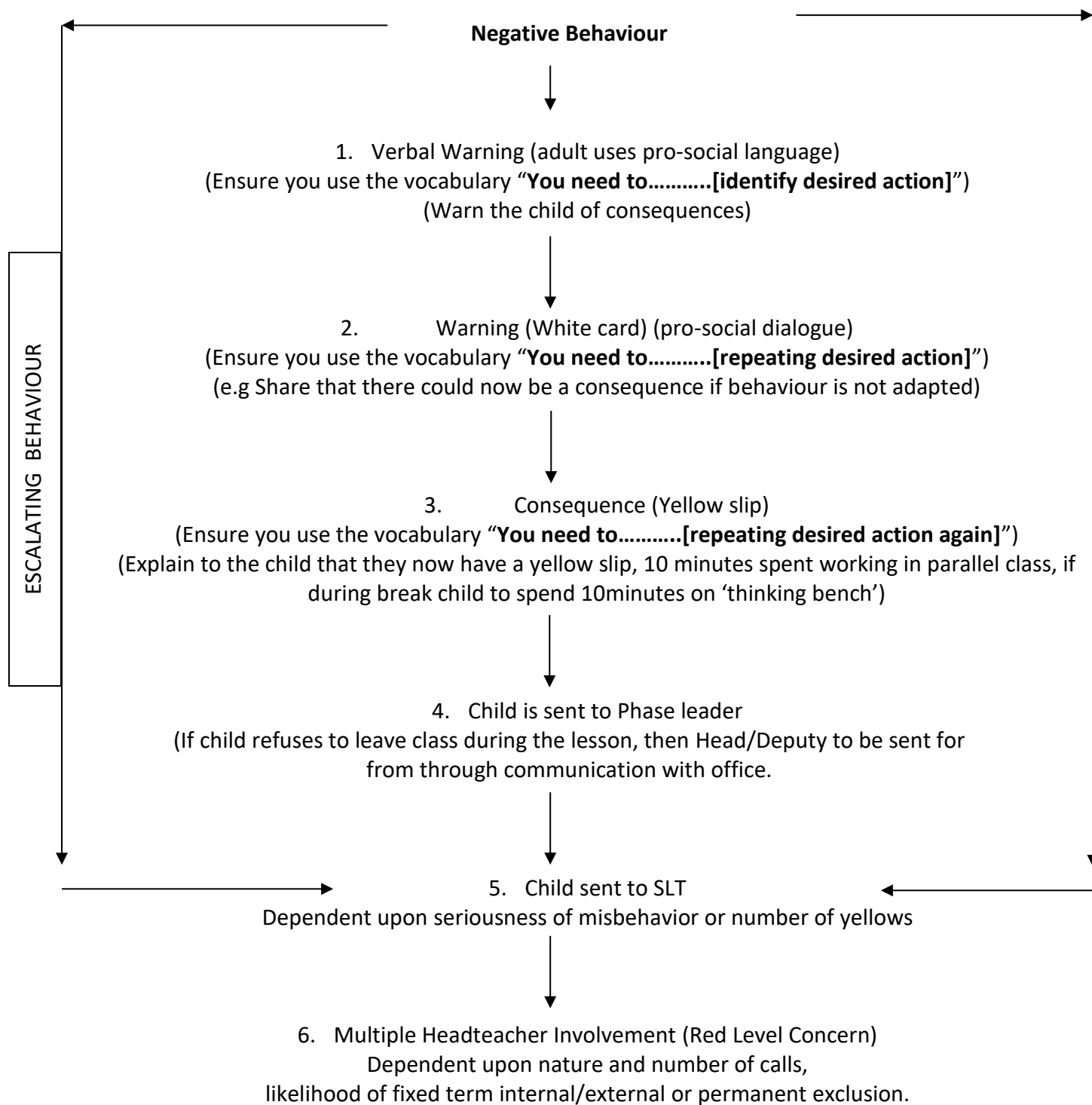Behaviour which is not tolerated includes:

➤ Striking a member of staff ➤ Physical aggression ➤ Fighting ➤ Bullying	➤ Racism ➤ Vandalism/Damage to property ➤ Significant Theft

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

➤ Involvement of headteacher/ a senior leader
➤ Phone call with parents / meeting with parents
➤ Exclusion – fixed term internal/external or permanent. Personal support plan will be implemented to support the pupil and to prevent future occurrences of the behaviour
➤ Involvement of any appropriate outside agencies.
➤ Temporary placement at an alternative education provider to avoid permanent exclusion.

Behaviour Management Process Flow Chart for staff

Negative Behaviour

ESCALATING BEHAVIOUR

1. Verbal Warning (adult uses pro-social language)
(Ensure you use the vocabulary "**You need to………..[identify desired action]**")
(Warn the child of consequences)

2. Warning (White card) (pro-social dialogue)
(Ensure you use the vocabulary "**You need to………..[repeating desired action]**")
(e.g Share that there could now be a consequence if behaviour is not adapted)

3. Consequence (Yellow slip)
(Ensure you use the vocabulary "**You need to………..[repeating desired action again]**")
(Explain to the child that they now have a yellow slip, 10 minutes spent working in parallel class, if during break child to spend 10minutes on 'thinking bench')

4. Child is sent to Phase leader
(If child refuses to leave class during the lesson, then Head/Deputy to be sent for from through communication with office.

5. Child sent to SLT
Dependent upon seriousness of misbehavior or number of yellows

6. Multiple Headteacher Involvement (Red Level Concern)
Dependent upon nature and number of calls,
likelihood of fixed term internal/external or permanent exclusion.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the behaviour curriculum or their own classroom rules

> Wherever necessary respond with a pro-social response to behaviour

> Develop a positive relationship (a relational approach) with pupils, which may include:

- o Greeting pupils in the morning/at the start of lessons

- o Establishing expectations and clear routines (Woodley 10 – Teaching Pedagogy 'Establish your expectations')

- o Communicating expectations of behaviour in ways other than verbally

- o Highlighting and promoting good behaviour

- o Concluding the day positively and starting the next day afresh

- o Following the plan for dealing with low-level disruption – e.g. white cards

- o Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information - https://www.woodleyceprimary.co.uk/web/policies/315944

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

> Verbal praise

> Shining Light awards, Dojo points

> Communicating praise to parents/carers via a phone call or written correspondence

> Certificates, prize ceremonies or special assemblies

> Positions of responsibility, such as a 'status/job' or being entrusted with a particular decision or project

> Whole-class or year group rewards, such as a popular activity

7.4 Responding to negative behaviour – Teachers/TAs

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of our scripts and phrases. (appendix 5)

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to Medium or High level misbehaviour:

> Sending the pupil to the phase leaders class / or other appropriate classroom
> A verbal reprimand and reminder of the expectations of behaviour
> Setting of written tasks such as an account of their behaviour
> Expecting work to be completed at home, or at break or lunchtime
> Detention at break or lunchtime.
> Loss of privileges – for instance, the loss of a responsibility or break/lunchtime
> School-based community service, such as tidying a classroom
> Referring the pupil to a senior member of staff
> Letter or phone call home to parents/carers
> Agreeing a behaviour contract or a school IBP – (individual Behaviour Plan)
> Putting a pupil on '**Behaviour monitoring'** – Which will have clear goals
> Internal or external exclusion
> Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder
> Hurting themselves or others
> Damaging property
> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort
> Be applied using the minimum amount of force and for the minimum amount of time possible
> Be used in a way that maintains the safety and dignity of all concerned
> Never be used as a form of punishment
> Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3 of this document) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or bags.

'Outer clothing' includes:

> Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

> Desks

> Drawers

> Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

   o   Manage the incident internally

   o   Refer to early help

   o   Refer to children's social care

   o   Report to the police

Please refer to our child protection and safeguarding policy for more information (policy page on school website)

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to repeated Medium Level (Yellow) or high level/serious misbehaviour (Red). Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Senior Leadership Team and will be removed for a maximum of 1 day unless the parents have been notified of an internal fixed term exclusion.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

> Meetings with senior leadership staff

> Use of teaching assistants

> Short-term behaviour monitoring

> Long-term behaviour plans

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Internal/External and permanent exclusion

The school can use internal/external and permanent exclusion in response to high level/serious incidents or in response to persistent medium level behaviour which has not improved following in-school sanctions and interventions.

The decision to exclude will be made by the headteacher or deputy and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism, ADHD, sensory processing needs
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Was the pupil unable to understand the rule or instruction?

> Was the pupil unable to act differently at the time as a result of their SEND?

> Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

sendannualreview@wokingham.gov.uk

10. Supporting pupils following an exclusion

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the designated member of staff
- A report card with personalised behaviour goals]

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Woodley 10 – with a specific focus on 'Positive Relationships and Establishing your Expectations' in relation to misbehaviour
- Positive Behaviour management strategies
- Online training materials e.g – The National College and Teacher WalkThrus
- Restorative Practice & Justice
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour and strategies for inclusive teaching

Behaviour management always forms part of our plan for continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (tracked in Arbor)– a weekly update of the behaviour incidents across the school is sent to staff
- Attendance, permanent exclusions and internal/external exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the senior leadership team and is shared with the Governor with responsibility for behaviour

The data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

> Child protection and safeguarding policy

> Physical restraint policy

> Anti-Bullying Policy
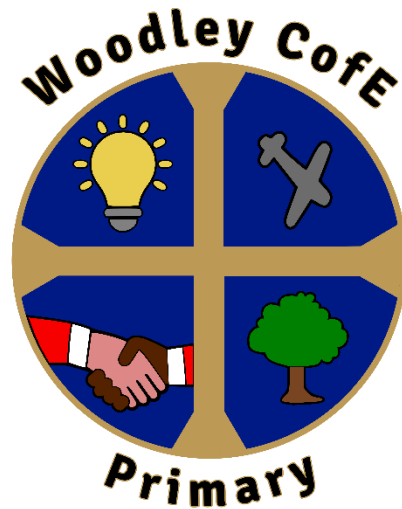
> Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence, discriminatory or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing body annually.

Front	Back
White Card Please stop what you are doing and rethink your choice of behaviour. Bring this card back to me <u>when I am not busy</u> and tell me what you were doing wrong and how you could make better choices.	**Our Core Values** **Love Peace Truth** **Freedom Respect** **Friendship**

Yellow Slip

Details of Sanction (Circle): Time out of class / Missed Break/Lunch / Parent Spoken to

YELLOW SLIP Core Value Broken? → ☐ Love ☐ Truth ☐ Freedom ☐ Peace ☐ Respect ☐ Friendship **Woodley** Church of England Primary School

Child's Name: Class: Date: Time:

_____

_____

_____Given by: _____

Appendix 3: behaviour log (yellow slip) – Information Tracked in Arbor

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED WHO WAS AFFECTED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS RESTORATIVE JUSTICE?	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: Behaviour monitoring sheet

Day	Session 1	Session 2	Break check	Session 3	Session 4	Lunch check	Session 5	Pm check	Session 6	End of Day Check
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Name: _____   Week Commencing: _____

Appendix 5: examples of types of behaviour and scripted responses

Type of Behaviour	Child's behaviour - example	Adults Response - example	Adults Response - example
Unsocial	Quiet non-compliance	"I notice you're having trouble getting started on this activity. Let's talk through any confusion so I can clarify."	"I see you chose to do 'x' instead of your work. Let me know if you need support focusing or if there's something else going on."
	Withdrawing from participation	"You seem hesitant about joining this discussion. Help me understand - is there an adjustment I could make to help you feel more comfortable sharing?"	"I want to make sure you have a chance to participate. Shall we step aside briefly so I can understand why you don't want to join in with 'x'"
	Disinterest/apathy	"You seem detached today. What could I do to help you engage with this lesson?"	"I care about your input - what's one way I could encourage you to share your perspective with the class?"

Type of Behaviour	Child's behaviour - example	Adults Response - example	Adults Response - example
Anti-social	Verbal outburst	"Your words seem hurtful right now. Take a moment to calm down and then we can talk."	"Let's step outside and discuss this privately. I want to understand what's behind your anger."
	Destruction of property	"I'm concerned by your actions. Let's move to a safe spot to discuss what is upsetting you and problem solve together."	"What you just did impacts others negatively. Help me understand what led to you making that choice."
	Refusing requests	"I know following directions is tough sometimes. If you continue this way, these will be the consequences..."	"I hear your refusal and I'm still expecting you to comply. Shall we try this again positively?"

Type of Behaviour	Child's behaviour - example	Adults Response - example	Adults Response - example
Dangerous	Physical aggression	"Your actions have put others' at risk. We need to remove ourselves to a safe area and speak to someone"	"This behaviour is unacceptable. You will be removed from the classroom until we can ensure everyone's wellbeing."
	Threats/intimidation	"I cannot allow those threats in our school. Let's work through this by speaking with 'x' about consequences and fixing this."	"Your words cause harm to others. We will need to intervene and help you find better ways to explain your anger/frustration."
	Out of control - leaving classroom, running around	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult), we can solve the problem.'	'When you come in would you like to go to the carpet or your safe space?' (repeat)

Examples of educational and protective consequences may be: extra supervision at breaktimes / restricted off-site activities / additional group support for feelings/emotions / completing tasks in own time / white card monitoring / loss of breaktime to reflect on behaviour / restorative justice session with adults/children

2. Restorative Justice Visuals

WHAT HAPPENED?

BROKE SOMETHING · HURT SOMEONE · SCRIBBLED ON SOMETHING · WAS UNSAFE · WASN'T RESPECTFUL · USED NEGATIVE LANGUAGE · DIDN'T LISTEN TO INSTRUCTIONS · THREW SOMETHING · DAMAGED WORK · SOMETHING ELSE

WHO HAS BEEN AFFECTED?

ME · A FRIEND · A TEACHER · MY CLASS · OTHER CHILDREN · A GROUP · COMMUNITY · ANIMALS · MY FAMILY · MUM / DAD

WHAT WERE YOU FEELING?

CONFUSED · WORRIED · SAD · EXCITED · DISTRACTED · SCARED · FIZZY/SILLY · ANGRY · ANXIOUS · SOMETHING ELSE

2. Restorative Justice Visuals

WHAT NEEDS TO HAPPEN TO PUT IT RIGHT?

WRITE IT DOWN · WRITE A LETTER · TALK WITH SOMEONE · SAY SORRY TO SOMEONE · FIX/TIDY SOMETHING · FINISH MY WORK · MAKE A PLAN · MAKE A CHANGE · HAVE THINKING TIME · SOMETHING ELSE

HOW DO YOU FEEL NOW?

GUILTY · SORRY · SAD · TIRED · OK · CALM · FIZZY/SILLY · ASHAMED · WORRIED · SOMETHING DIFFERENT

NEXT TIME I COULD...

ASK TO GO OUTSIDE · GO TO A CALM SPACE · GET A FIDDLE TOY · WALK AWAY · TAKE DEEP BREATHS · MAKE A CHANGE · ASK FOR HELP · PLAY WITH SOMEONE ELSE · TELL SOMEONE HOW I FEEL · COUNT TO 10 · SOMETHING ELSE · DO SOME STILLING