

Launde Behaviour Curriculum – What we teach and why

Vision

At Launde Primary School, our behaviour curriculum is guided by our unwavering commitment to nurturing happy, resilient and unique individuals. We envision a school where every child feels valued, supported, and empowered to thrive in a positive and inclusive environment. Through our behaviour curriculum, we aim to instil in our students the values of **respect, kindness, resilience, curiosity** and **confidence**. We believe that by working together, parents and school staff can create an environment where these values are not just words, but are integral to everything we do and how we treat each other. These values will be present and discussed within every part of school life, fostering an environment where everyone feels safe and respected. We believe that by nurturing each child's individual strengths and talents, we can develop the whole child as a learner.

At Launde, we know that children need to be taught expected behaviours, which is as essential as teaching them academic skills like reading and maths. These will be revisited and rehearsed throughout the year so that they become learnt and instinctive behaviours. If a child does not meet an expectation of behaviour, then instead of punishing them, we will take the opportunity to reteach our expectations so that they can learn to do better for next time. Through an approach of reflective review, children will take onus on their own behaviour, the consequences of their behaviour on themselves and others and how to ensure it isn't repeated.

Our behaviour curriculum focuses on the school values and this links to our school's strap line **creating curious minds, kind hearts and bright futures**. It reflects our commitment to nurture compassionate individuals, to foster a love of learning and exploration and to empower children to achieve their full potential. We want our children to be ready to learn and confident to make mistakes. Our expectations are designed to be taught from EYFS to Year 6 and are adapted to suit the needs of those with SEND and other additional needs.

Be Ready to learn

At Launde Primary School, we prioritise teaching children to "**Be ready to learn**" through a structured approach that supports their understanding of what this expectation entails. We implement various strategies to foster readiness among our students. Firstly,

teachers remind children of what "Being Ready" looks like at the start of each lesson, for example lining up silently, having equipment prepared and organised and arriving at school on time. Additionally, this expectation is reinforced during assemblies, where students are guided on the behaviours and attitudes that demonstrate readiness in various situations. Moreover, we establish routines and procedures that promote readiness, such as consistent schedules, organisation techniques, and time management skills. Our teachers offer individualised support and encouragement to students who may struggle with readiness, providing them with tools and strategies to improve. For example, sharing daily timetables at the start of each day, making use of knowledge organisers and utilising group and/or 1:1 intervention. By fostering a culture of readiness and providing ongoing support, we equip our students with the essential skills they need to thrive academically and socially at Launde Primary School.

Be Respectful and Kind

At Launde Primary School, instilling the value of "**Being Respectful and Kind to Others**" is a fundamental aspect of our educational philosophy. We employ multiple approaches to teaching children the importance of respect and kindness and how to demonstrate what those behaviours entail. During school assemblies, we address the concept of respect and kindness and its significance in building positive relationships within the school between other children and adults. Additionally, teachers model respectful behaviour in their interactions with students, treating each child with dignity and listening to their perspective. For example, welcoming children each morning with a "good morning", using polite language in everyday requests such as "please" and "thank you" and making use of restorative conversations to demonstrate reflection. Restorative conversations are held to encourage students to consider the impact of their actions on others and to explore ways they can demonstrate respect in various situations. This modelling serves as a powerful example for students, reinforcing the expectation that respect and kindness needs to be given and received by all members of the school community. Through consistent reinforcement, open dialogue, and positive role modelling, we empower our students to embody the value of kindness and respect in their everyday interactions, both within the school environment and beyond.

Be Confident, Be Curious

At Launde Primary, fostering confidence and curiosity in our students is a core aspect of our educational approach. We prioritise teaching children to be confident by encouraging them to embrace various challenges and opportunities for growth. This includes asking for help when needed, sharing feelings when upset, making responsible choices, taking responsibility for their actions and demonstrating resilience in their learning. Within lessons, we create a supportive environment where students feel empowered to take risks and try new things, to express curiosity – we want them to want to learn! Teachers provide guidance and encouragement, emphasising the value of perseverance and the importance of being truthful in their interactions. Our curriculum is designed to give children the opportunity to reflect on their work, make changes, and learn from their mistakes. For example, in maths we develop a culture of trying new methods and approaches and in English we will evaluate, re-draft and revise our written work. Through activities that promote problem-solving, creativity, and critical thinking, students not only overcome obstacles but also recognise their own progress. By nurturing a culture of bravery and providing ongoing support, we empower our students to navigate challenges with confidence and resilience, both in the classroom and in their daily lives.

Positive approaches

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School expectations' should be established at the beginning of each school year and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session.

Rewards

It is a firm belief at Launde that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards
 - Class sticker/stamps
 - Public praise in front of staff
 - Visit Headteacher, Deputy Headteacher or member of SLT for praise
 - Dojo Points
- Dojo messages to parents (after Xmas)
- Golden Ticket from the Headteacher
- Star of the Week
- Golden letter from the Head or Deputy Head
- Attendance award – 1 dojo for being in school and on time for a whole week
- Class attendance award – collect all the letters of Every day counts to get a class reward

Whole class reward systems (Dojos)

These are bespoke to the class and they are designed so that the class know that they are being rewarded for working hard as a team and by respecting our school rules and values. They children can working towards a class treat where they can collectively use their Dojo points to buy a class prize.

Individual Rewards

At Launde we recognise that rewards need to be fair and equitable. Children are awarded individual Dojo points and work towards prizes that cost 25, 50, 75, 100, 150, 200, 250 or 300. Points focus on the School Values for going above and beyond the school rules expectations. Dojo Points can be awarded by any member of staff both inside and outside the classroom, however **only one dojo point** may be awarded at any one time. Children are able to redeem their points at the Dojo Prize shop. They can buy a small value prize or they can save up for a higher value prize – encouraging them to make decisions about saving and spending and also encouraging them to strive to earn more dojos. Dojo allows for parents to instantly see the positive behaviours that their children are showing throughout the day. Positive messages to parents about their child's attitude and/or positive work will be communicated through the Class Dojo app, (this will be started after Xmas when the system is fully embedded.)

Postcards/phone calls home: Teachers to send two postcards and have a positive phone call or meeting a week, when a child has gone above and beyond expectations. We would like to share phone calls with parents/carers so that we can all celebrate together. This also provides parents

with positive reasons for phone calls or meetings with school. Teachers can continue to speak to parents/carers in person at collection and drop-off.

Star of the Week

Children from each class are awarded a Star of the Week trophy which focuses on the School Values and rules. Children value being identified as this achievement is saved and will never be taken away. All classes have a display showing who is Star of the week and in Good to be Green chart the child is awarded the 'Good to be Gold'. This is displayed for the following week it is to recognise where children are consistently exceeding expectations and teachers need to give reasons linked to the school's values.

Golden Letter from the Headteacher

One child from each class is sent a golden letter direct to their home address acknowledging and celebrating their commitment to displaying the whole school values and rules. These letters are sent at the end of every term.

Golden Ticket

Each class is able to claim two golden tickets a year. These are rewards for collectively following the rules and values and for working together as a team. The tickets can be exchanged for a whole class activity that lasts an hour which should be decided collectively as a class.

A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see policy). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Launde, we use GOOD to be Green. It is a clear system where consequences are visible and clear to the children. It begins with a non-verbal reminder and it then progresses through a series of coloured cards until the child gets to red. At this point the child must complete a restorative reflection sheet. All restorative tasks are logged on CPOMS. If this happens repeatedly the teacher needs to consider what deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules, and this will be explained clearly to the child. All warning cards are reset at lunchtimes.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility: (see Appendix 2)

Overview of Content

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Assembly	In Class	Assembly	In Class	Assembly	In Class	Assembly	In Class	Assembly	In Class	Assembly	In Class
All Year Groups From Nursery to Y6	<p>Assembly – start of term by head – school values and behaviour expectations</p> <p>Assembly by Deputy Head – behaviour reward points and expectations</p> <p>OPAL play assemblies – Lunchtime behaviour expectations and the changes we have introduced. Following the rules and setting new expectations.</p>	<p>Explicit teaching of the full behaviour curriculum content. Remind children of Behaviour expectations using pp of core values: Be ready to learn, Be kind and respectful, Be confident and curious</p> <p>YR2 – What makes a good friend (PHSE Unit of work 5 weeks)</p> <p>Yr 3 – How can we be a good friend? (PHSE Unit of</p>	<p>Protected Characteristic Assembly – how does our behaviour affect others and how can we ensure we treat people with equality.</p> <p>OPAL play Assemblies 3/4/5</p> <p>Follow the same pattern Celebrate good behaviour and play we have seen. Inform – discuss behaviours</p>	<p>Staff remind children of expectations reinforce expectations.</p> <p>Children survey and reflection on results.</p> <p>Yr 2 – (PHSE Units of work)</p> <p>Relationships Let’s be kind Friendship and bullying 3 lessons and Ground Rules 2 lessons</p> <p>Year 3 – Behaviour and safety – fireworks, at home, drugs and alcohol</p>	<p>Assembly – start of term by head – school values and behaviour expectations</p> <p>Assembly by Deputy Head – behaviour reward points and expectations</p> <p>OPAL play Assemblies 6/7/8</p> <p>Follow the same pattern Celebrate good behaviour and play we have seen. Inform – discuss behaviours seen that need to be corrected Negotiate how we should</p>	<p>Longer recap of the behaviour curriculum</p> <p>E-Safety – all year groups. Behaviour online.</p>	<p>British Values Assembly – why do we have rules and laws</p> <p>OPAL play Assemblies 9/10/11</p> <p>Follow the same pattern Celebrate good behaviour and play we have seen. Inform – discuss behaviours seen that need to be corrected Negotiate how we should behave to ensure we are</p>	<p>Remind children of expectations</p> <p>Celebration of good behaviour</p>	<p>Assembly – start of term by head – school values and behaviour expectations</p> <p>Assembly by Deputy Head – behaviour reward points and expectations</p> <p>OPAL play Assemblies 12/13/14</p> <p>Follow the same pattern Celebrate good behaviour and play we have seen. Inform – discuss behaviours seen that</p>	<p>Longer recap of the behaviour curriculum</p>	<p>Protected Characteristic Assembly – how does our behaviour affect others and how can we ensure we treat people with equality.</p> <p>OPAL play Assemblies 9/10/11</p> <p>Follow the same pattern Celebrate good behaviour and play we have seen. Inform – discuss behaviours seen that need to be corrected</p>	<p>Review of behaviour curriculum and review of successes of year.</p> <p>Children survey and reflection on the results</p> <p>Celebration of good behaviour</p>

	OPAL play assembly 2 – launching the zones.	work 5 weeks)	seen that need to be corrected Negotiate how we should behave to ensure we are safe in our new areas Innovate – what can we do whilst still following the rules and being safe	Behaviour online (PHSE Unit of work 7 weeks) Year 4 – How do we treat each other with respect (PHSE Unit of work 4 weeks) Celebration of good behaviour	behave to ensure we are safe in our new areas Innovate – what can we do whilst still following the rules and being safe		safe in our new areas Innovate – what can we do whilst still following the rules and being safe		need to be corrected Negotiate how we should behave to ensure we are safe in our new areas Innovate – what can we do whilst still following the rules and being safe		Negotiate how we should behave to ensure we are safe in our new areas Innovate – what can we do whilst still following the rules and being safe	
Should SLT identify, through their behaviour monitoring and analysis, an issue or there is a national trend that needs addressing, then additional behaviour support will be put in place to address and support the understanding of these behaviours.												

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing

to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these

Launde Behaviour Curriculum: Behaviour Principles

Be ready to learn	Be respectful and kind	Be resilient, confident and curious
<ul style="list-style-type: none"> • We arrive at school on time, every time. • We wear the correct uniform with pride and have the right clothes for PE. • We say good morning and good afternoon to adults and each other. • We have positive attitudes to learning. • We sit, ready for instruction. • We are calm and attentive. • We go to the toilet at break and lunch times. • We line up sensibly and silently. 	<ul style="list-style-type: none"> • We walk sensibly and silently around the school. • We always show fantastic listening when someone is speaking to us. • We follow instructions from members of staff. • We are polite and show good manners to everyone. • We respect each other's differences and know we are all equal. • We look after school equipment and resources. • We look after our classrooms and the environment. • We are kind to others 	<ul style="list-style-type: none"> • We ask for help when we need it. • We support each other and include everyone. • We make the right choices even when that is hard. • We reflect and learn from our mistakes. • We participate in all lessons and activities, as members of staff instructs us to (e.g. hands up, hands down, think-pair-share, etc). • We show resilience. • We ask questions • We think and explore for ourselves • We believe in ourselves. • We take risks in our schoolwork. • We are truthful. • We try new things and accept new challenges. • We share our feelings when we are upset.

(particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

The following are our behaviour principles that reflect the values that we have in school.

We use these values to create behaviour rules that we use to log any behaviour issues on CPOMS



Our Routines

As an integral component of our behaviour curriculum, our daily routines are used to establish an environment conducive to being ready, respectful and brave. We recognize the importance of consistency in fostering these principles within the school. As such, expectations are taught and reinforced throughout the school to give further opportunities for children to develop readiness, respectfulness and braveness. These routines serve as the cornerstone of our approach to behaviour management.

Arriving at School

We arrive to school on time to start for 8:45am.

We are wearing the correct school uniform or our PE kits on our PE days.

We line up outside for when our teacher is ready to welcome us at 8:40am.

We greet each other with a smile and a "good morning".

We hang up our coats on our pegs, put our lunch boxes on the trolley, put our water bottles in the water boxes and put our book bags in our drawers.

We sit down in our seats as soon as our belongings are away and begin our morning task.

We know that once we are inside the classroom, we do not leave again unless we have asked a member of staff

Attention Grabbers

Our staff use one of the three signals below within the classroom to get the attention of the class, and choose the signal they feel is appropriate within their lessons:

Clap and Response

The teacher claps a simple rhythm clearly:

- We stop what we are doing.
- We empty our hands.
- We repeat the clap pattern back to the teacher.
- We quietly and calmly wait for further instruction.

Count Down/Timer

The teacher begins a vocal countdown or sets up a visual timer:

- We quickly finish what we were doing.
- We sit/stand straight and ready.
- We are silent before the teacher or timer reaches 0.
- We face the teacher.
- We do not continue with our activity so that we can listen to the next instruction.

Silent Signaller

The teacher raises their hand and waits:

- We stop what we are doing.
- We sit/stand straight and ready.
- We face the teacher.
- We are silent.

General Classroom Expectations

We do not leave our seats during lessons without permission to do so.

We sit in our chairs correctly – not swinging and with our feet on the ground.

We should be using the toilet at break and lunchtime to not interrupt learning time.

We all keep our classroom organised and tidy.
We show good speaking, listening and sharing skills during lessons, at the appropriate times.
We participate in every lesson to the best of our abilities.
We follow instructions given to us by all members of staff.
We look after school resources.
We always try our best.
We learn from our mistakes.

Oracy - Speaking, Listening and Sharing

Speaking

We always say "please" when asking for something.
We always say "thank you" when receiving something or when someone does something for us.
We say "Good morning/afternoon" in response to others and during the register.
We use a calm and polite tone to anyone when speaking to ensure we are respectful.

Listening

We are patient and do not interrupt.
We make eye contact with the speaker and can nod when we agree.
We turn our bodies to face the speaker.
We leave our possessions alone while someone is speaking.

Sharing

We know that when we are asked to think-pair-share with a talk partner, we show good speaking and listening skills.
We take it in turns to speak and listen to each other.
We face our talk partners when we think-pair-share.
We are ready to share our ideas with the whole class when the teacher asks us to.

Class Discussion

We listen to the active speaker within the lesson and use our speaking, listening and sharing skills.
We consider our responses and answers, which should be relevant and respectful, before sharing.
We raise our hands to signify we have something to contribute, unless our teacher has told us it is a "hands down" lesson.
We share and contribute to lessons in a clear voice using full sentences, if appropriate.
We build upon what others have said by listening to our classmates' suggestions.
We are brave by asking questions when we are unsure.
We are respectful of adults and other children's contributions.

Lesson Transitions

We stop what we are doing when the teacher signals it is the end of the lesson.
We tidy our classroom, desks and resources.
We stand behind our chairs silently at the end of the lesson and wait to be dismissed by the teacher.
We line up in register order when asked to by the teacher when transitioning to outdoor lessons, assemblies or learning in other classrooms.

Wonderful Walking (Moving around school)

We line up in register order when instructed to.
We walk around school showing **Wonderful Walking**:

- We face forwards.
- We walk in a straight line.
- We walk on the left-hand side of the corridors and pathways.
- We walk "sensibly and silently".

- We keep our hands to ourselves (not touching others or displays).

We know that we use **Wonderful Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted.

Assemblies

We enter assemblies respectfully in register order, showing **wonderful walking**.

We remain seated in register order during assembly.

We sit silently, straight up and face the front.

We keep our hands to ourselves.

We listen to the teacher or guest that is leading the assembly.

We leave assembly the same way we entered – sensibly, silently and showing **wonderful walking**.

Logistics of assemblies

Year 2 will enter their key stage assembly through the back doors.

Years 3 and 4 will enter their key stage assembly through the front doors.

Years 5 and 6 will enter their key stage assembly through the back doors.

For whole school assemblies, Year 2 and 3 will come through the front doors and Years 4, 5 and 6 through the backdoors.

A member of teaching staff from each year group will remain in the assembly and will walk year groups back to classrooms afterwards.

Playtime and Lunchtime

Playground – Lunch and breaktimes

We show **Wonderful Walking** when moving around the school (to and from the playground).

We respond to instructions from adults positively and speak respectfully back to them.

We play safely, without hurting others.

We show our good listening, speaking and sharing skills when conversing with both children and adults.

We are kind, caring and helpful to others.

We include others in our games and check the *buddy bench* to see if anyone needs a friend.

We ensure everyone is welcome and no one is excluded from our games.

We look after school equipment and put it away carefully when one whistle blows.

We eat a fruit snack during break time and look after the containers they came in.

When the whistle blows twice, we calmly walk back to our classroom.

The Play Team

The Play Team will make use of restorative conversations, as exemplified below, when dealing with any issues.

The Play Team will listen to all children's opinions and questions.

The Play Team facilitate fun, varied and engaging lunchtime activities.

The Play Team make use of the ball court to support OPAL activities.

The Play Team will reward positive behaviours with stickers and verbal praise.

The Play Team will make use of the designated reflection area to give children the opportunity to reflect on their behaviour, prior to a restorative conversation.

The Play Team will resolve any issues that occur during lunchtime using the escalation plan below.

Escalation

Step 1 – A verbal (gentle) reminder given to the children about what our behaviour expectations are.

Step 2 – A clear warning given to the children that they need to address/correct their behavioural choices.

Step 3 – A final warning given to the children and that a reflective time period will follow, if the behaviour/s continue.

Step 4 – A 5-minute reflection time, in the designated reflection area, given to the children. Children need to have a reflective discussion with the lunchtime supervisors before returning to their play. If they are not ready to reflect, then a further 5 minutes can be given.

Step 5 – The child will be brought to SLT to discuss their behavioural choices.

All lunchtime staff to follow the procedural guidance and only miss steps in certain instances. Lunchtime supervisors to use the behaviour policy's guidance on Level 1 and 2 behavioural choices and follow the escalation table. Level 3 or 4 behavioural choices, will result in being brought to SLT immediately.

Canteen/Packed Lunch Hall

We line up outside sensibly and walk in the hall using our **Wonderful Walking**.

We use good manners when collecting our food and then sit down straight away.

We speak at a normal talking volume and do not raise our voices.

We use all cutlery correctly.

We do not leave our seats once we have sat down.

We clear rubbish from our table and empty any leftover food into the correct bin when we are finished.

We return trays and cutlery to the washing area.

We leave the hall quietly and calmly when we are ready.

We show **Wonderful Walking** when moving to the playground

End of the Day Routine

We pay attention to the end of day instructions and messages from our adults.

We collect our belongings for home time when the teacher asks us to, and then return to sit on the carpet or at our tables.

We make sure our tables are tidy.

We move outside and stay near our teacher until we see an adult, that we know, has come to collect us.

We tell our teacher when we see the adult that is here to collect us and wait for the teacher to dismiss us.

We tell our teacher that we are leaving, if we walk home alone, before we leave.

Outside of school

Before and After School

We know that we are still representing Launde Primary School before and after school and behave accordingly.

We are respectful to others in the community.

We aspire to achieve our targets at home as well as at school.

We keep ourselves safe by using the lessons we have learnt at school (e.g. when using the internet, crossing roads, etc).

Clubs

We wait patiently to be accompanied to our after-school clubs by a member of staff.

We use the resources and equipment with respect.

We show good listening, speaking and sharing skills.

We are respectful and caring to our instructors and other children.

We wait patiently at the end of our club to be dismissed by our instructor, when he recognises an adult that is there to collect us.

School Trips

We wear our red school jumpers on school trips to help adults keep us safe.

We follow all instructions from accompanying/familiar adults when on a school trip.

We thank adults that have helped us on our school trip, including bus drivers and instructors.

We know the importance of following accompanying/familiar adults' instructions when going on school trips.

We speak with a respectful volume.

These expectations are taught and reinforced by members of staff, with regards to our regular routines



BEHAVIOUR EXPECTATIONS



In our classrooms, you will see

US:

- Interacting with our teachers politely
- Starting our tasks promptly once we have collected our equipment
- Ensuring that we are ready for learning
- Working independently
- Staying on task
- Taking pride in our presentation
- Being the best we can be
- Treating our resources and environment with respect
- Treating one another with respect
- Taking an active part in class discussion, listening to the viewpoints of others.

When in the dining hall, you will see us:

- Walking wonderfully to the canteen and playground
- Staying in our seat and asking for help by raising our hand
- Talking respectfully with the people sat around us
- Remembering our manners— 'Please' and 'Thank you'
- Using our cutlery
- Clearing our trays sensibly
- Finishing our meal before we leave the hall

Around school you will see:

- Walking wonderfully around school
- Holding doors open
- Greeting people politely by saying 'Good morning' and 'Good afternoon'
- Using our manners— 'Please' and 'Thank you'
- Showing gratitude when somebody does something for us
- Staying on the left when walking on paths and in corridors
- Being mindful of other learners around us
- Getting back to our classrooms as swiftly as possible

When playing outside, you will see us:

- Demonstrating respect to our peers and adults
- Communicating positively and respectfully
- Being kind, caring and helpful to others
- Making sure everyone is included and valued
- Lining up quickly and sensibly when the whistle is blown
- Treating our resources and environment with respect

APPENDIX 1: Restorative Questions

When reaching step 4 of the consequence sequence, children will need to complete a restorative task that reflects on their behavioural choices. Teachers can use the reflective sheets which should help stimulate conversation and give children time to reflect. Children are reminded that if they choose not to complete the task with their teacher, they will complete it with a member of SLT the next day at lunchtime.

For children who have difficulty completing a reflective sheet due to age or it not being appropriate to their needs e.g. SEN or EAL, then a restorative conversation can take place. This still means a conversation with parents needs to take place so that they are kept informed.

Restorative Conversations

Whether doing a reflective task or having a restorative conversation with the children, we are not seeking to lay blame or determine the most suitable punishment. We are working together to understand what happened, who it affected and what can be done to move forward (Finnis, 2021).



Mark Finnis, *Independent Thinking on Restorative Practice*.

Bubble 1 – What happened?

We start the conversation by ascertaining what happened, bearing in mind that there are three truths in a situation: my truth, their truth and the truth. The three key things to establish are:

1. Behaviours – what happened?
2. Thoughts – what are your thoughts about what happened?
3. Feelings – what are your feelings about what happened?

It is important to consider feelings at this stage as it will help determine the solution focus.

Bubble 2 - Who has been affected by this?

This is where we can discuss the impact on the child and the people around them. Explore the fact that actions have consequences, and sometimes these can be unintended. It is also an opportunity to remind students of our rights and responsibilities and that their own rights, don't supersede or come at the expense of another's.

Bubble 3 - What needs to happen now?

This is about exploring what must happen next for a solution to be found. This could involve further conversations with other parties involved or a logical consequence. We want the children to be their best, and this part of the process enables us to reteach expectations. These actions should be decided upon and reviewed to ensure that the child has learnt from their mistakes and that it won't be repeated, much like an academic learning target.

At this point, an apology may not be the correct reparation. For an apology to be worthwhile, it needs to be meant, so it may be that the child needs further thinking time before this can be done. Instead, thinking 'How can I make this up to you?' teaches individual responsibility and gives the child the chance to repair the relationship.

What happened?	Who has been affected by this?	What needs to happen now?
<p>What has brought us here today? Can you tell us more about the issues that have brought us here today? What happened next? And then? What were your thoughts at the time? Can you tell us more about X? What was happening before? What were you thinking? (not in a judgmental way!) What was in your head? How were you feeling? What do you think about it now? What else?</p>	<p>How have you been affected? Who else has been affected? Anyone else? How have others been affected? How do you feel now? Was anyone else involved? If there was, how were they left feeling? Can you tell us more about X? Has anyone else been affected by this? Anything else to add?</p>	<p>What do you need in order to move on from this? What else needs to happen? Can you tell us more about X? Do you agree with that? What would that look like? When will it be done? Are you OK with that? What will help you move on from this? How does that leave you feeling? What will it look like when it is done? What do you think about what has been suggested? If you can't do that, what can you do? Anything else to add?</p>

Useful question prompts for each bubble:

By all of us following the procedures and scripts, we can create predictability in how we resolve issues. Children know that the response to their behaviour will be the same, whoever they are speaking with, and that they will be treated fairly (where their opinion will be heard) and in a calm, controlled manner.

Appendix 2

Step	Strategy	Approach
1	A reminder of expectations and rules	A non-verbal reminder given to child. To the whole class, reminder of the rule that has been broken, and thank children who are following the rule(s). Return positively to the task.
2	A verbal warning (x2)	<p>1:1 Direct restorative conversation(s) with the child inside the classroom – 1st verbal warning takes place where the child is sat. Adults explain why the rule has been broken, explaining positively how the rule should be followed. Stop and Think card given – blue.</p> <p>2nd verbal warning, ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively. Further explain the rule(s) which have been broken, how to follow the rule and return to class. A warning card is given – yellow as a visual reminder that consequences will follow if behaviours continue.</p>
3	Reflection time in own class	<p>A consequence card (red) is put into the chart. This indicates that they will have to give up some time to fill in a restorative task. The child will now need to complete a reflective task reviewing their behaviour, the impact of their behaviour and how to prevent it from happening in the future during their playtime or lunchtime with the adult involved.</p> <p>If the child is not regulated then move to stage 4. Give the child time to calm down and reregulate before reflection sheet. (See Appendix 5)</p> <p>Phone call home by the class teacher (if regulated) – inform parents/carers of reflection time and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. If the child is not regulated, the teacher will inform the parent/carer by the end of the school day. If regulated the child will return to class and back to step 1. This behaviour will be logged on CPOMS.</p>
4	Time out in partner class or breakout rooms	With adult child has 10 minutes in alternate class or in breakout room. Child given time to regulate and reflect in quiet safe space. Return to class when they are ready.

5	Reflection time with Phase Leader	<p>Continued poor behaviour at level 1 or 2 or repeated level 3 and 4 behavioural incidents, SLT to be called for support. Expectation is that it relates to continued and above level 1 or 2 behaviour. The previous steps will have been completed correctly with clear warnings and explanations where behaviour isn't meeting expectations and there has not been a quick escalation or skipping of stages.</p> <p>Phone call to parents/carers by the class teacher</p> <p>Incident recorded on the school behaviour monitoring system.</p> <p>Restorative conversation led by SLT with the child.</p> <p>School Behaviour Lead to monitor behaviour over the remainder of the day/ week.</p>
6	Reflection time with Headteacher or Deputy Headteacher (Remainder of the session)	<p>Repetition of stage 5 or physical or racial incident. Phone call to parents by the class teacher – record on the monitoring system. Class teacher to work alongside Headteacher, Behaviour Lead, SENCO, and parents/carers to review/ create an Individual Behaviour Plan. Behaviour Lead and Headteacher to monitor.</p>
8	Behaviour continues to escalate after above actions.	<p>Follow up meeting with family, SENCO and member of the SLT – record on the monitoring system.</p> <p>Potential Internal Suspension.</p> <p>Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers at least half termly.</p>
9	Relevant External agency support	<p>Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.</p>
10	Fixed term suspension	<p>Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and</p>

		updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. BL, SENCo and Headteacher to monitor.
11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.