



Behaviour (Pupil) Policy

Draft

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Elliot Foundation Academies Trust Values

1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

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1. Statement of behaviour principles

- We expect high standards of behaviour and academic effort and achievement from all of our pupils
- Our three school rules underpin pupils' behaviour: Ready, Respectful, Safe
- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity
- We teach our pupils the behaviour that we expect to see
- We want our pupils to take responsibility for themselves and for their decisions
- This policy must be adhered to by all staff, on school premises and off-site.

2. Aims of policy

This policy aims to:

- Ensure that all pupils learn in a calm, safe and supportive environment without disruption
- Provide a whole-school approach to maintaining excellent behaviour that is applied consistently and fairly to all pupils
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour

3. 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](#)

➤ [Exclusion from maintained schools, academies and pupil referral units in England 2022](#)

❑ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

❑ [Use of reasonable force in schools](#)

❑ [Supporting pupils with medical conditions at school](#)

❑ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

❑ [Equality Act 2010 and schools guidance.](#)

4. School behaviour curriculum

These are the expectations of behaviour at Griffin Primary School. Pupils are expected to:

- ❑ Follow the three school rules of Ready Respectful Safe
- ❑ Behave in a calm and orderly way at all times
- ❑ Line up and move quietly and safely around the school
- ❑ Show respect to members of staff and to each other
- ❑ Follow the classroom routines consistently
- ❑ Treat the school buildings and school property with respect
- ❑ Wear the correct uniform at all times
- ❑ Be good ambassadors for the school, including when outside school and online

5. A whole school approach to behaviour

Our approach is centered around the following five principles of:

i. Consistent, calm adult behaviour

- o Remaining consistent, calm and self-regulated in the classroom (Make it personal/Do not take it personally)
- o Recognising the impact of consistency on building, protecting and actively improving relationships with pupils
- o Building and sustaining a positive classroom culture
- o Earning the trust of pupils
- o Developing a repertoire of consistent practices for the classroom and yourself
- o Recognising how conscious and unconscious bias can influence your behaviour

ii. Relentless routines

- o Establishing clear classroom expectations that align with the three school rules of Ready, Respectful, Safe
- o Following clear and consistent procedures and routines for creating and maintaining good behaviour
- o Modelling behaviours and routines that you want to see (if you expect it, demonstrate it)

iii. First attention to best conduct

- o Recognising how positive adult behaviour and expectations impact pupil behaviour
- o Using recognition and praise to focus your first attention on the pupils with the best conduct
(You get more of the behaviour you notice first)

- o Addressing inappropriate behavior in a way that maintains a positive learning environment for all pupils
- o Applying effective types of praise, linked to our school values or rules of Ready, respectful, safe.

iv. Scripted interventions

- o Putting in place scripted interventions for unwanted behaviours that build, protect and actively improve relationships with pupils, and allow all parties to leave the conversation with their dignity intact, using an agreed blueprint (Appendix 1)

v. Restorative approaches

- Applying the skills, techniques and questions for implementing an effective restorative conversation, using an agreed behavior blueprint (Appendix 1)
- Zones of regulation reflection sheet to help children reflect on behaviour incident and how it can be prevented in future.

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy together with the headteacher
- Holding the headteacher to account for its implementation
- Monitoring the policy's effectiveness

6.2 The Principal

The Principal is responsible for:

- Making sure that senior leaders are highly visible, with leaders routinely engaging with pupils, staff and parents on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Making sure that all staff understand the school's behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behaviour culture to ensure that they understand the rules and routines
- Providing all staff with appropriate training, including on how certain SEND or mental health needs may at times affect a pupil's behaviour
- Ensuring that all staff implement the behaviour policy consistently and fairly
- Monitoring the impact of the policy on all groups of pupils
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

6.3 All staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
 - Creating a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
 - Teaching pupils explicitly what the school expectations, routines, values and standards are
 - Modelling expected behaviours in every interaction with pupils

6.4 Pupils

We teach pupils

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The help and support that is available to them to help them meet the behavioural standards

6.5 Parents and carers

Parents and carers, where possible, should:

- Read the school's behaviour policy
- Support their child in adhering to the school's behaviour policy
- Raise any concerns about the school's management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Discuss with the teacher any changes in circumstances that may affect their child's behaviour

The school will keep parents informed about any concerns about their child's behaviour and work in collaboration with them to tackle behavioural issues.

7. Behaviour expectations and pupils with SEND

We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone feels they belong in the school community and high expectations are maintained for all pupils. We create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND. For example, a pupil with speech, language and communication needs may not understand a verbal instruction. Behaviour is considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND and, if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support, often detailed in a Behaviour Support Plan, to prevent these from occurring.

Any preventative measures will consider the specific circumstances and needs of the pupil concerned.

The school's approach to anticipating and removing triggers for inappropriate behaviour include, where appropriate:

- Short, planned movement breaks for a pupil who finds it difficult to sit still for long
- Adjusting seating plans in the classroom
- Adjusting uniform requirements for a pupil, for example, with sensory issues or severe eczema
- Training for staff in understanding conditions such as autism
- Use of a quiet room where pupils can regulate their emotions during times of sensory overload

8. Responding to good behaviour

We give positive recognition and rewards so that we reinforce the school's culture and ethos. These include:

- Verbal praise, specific and linked to our school values
- Awarding Class Dojo points, linked to a specific school value
- Communicating praise to parents in person or via telephone or Dojo message
- Certificate in assembly linked to our Griffin Values
- Class rewards such as marbles in a jar, working towards a reward afternoon
- 'Griffin's Greatest' Hot Chocolate with the head teacher

9. Responding to misbehaviour

The aim of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

All staff will address misbehaviour or a breach of the school rules whenever they see it. To ignore it is to condone it. When pupils misbehave they know with 100% certainty how staff will respond. We believe that the certainty is more effective than the severity.

Staff use the following strategies to de-escalate a situation:

- avoid win/lose situations
- try to avoid confrontation
- give a clear instruction and give the child take-up time (take-up time means you give an instruction and move away. Staff follow up always by checking the child has followed their instruction)
- give one step instructions, such as 'put it away', 'sit down', 'go to your table'
- wrap instructions in the three school rules, such as 'Thank you for showing me ready', 'show me our school rule of safe'

A response to behaviour may have various purposes: deterrence, protection, support. Where appropriate, staff will consider any contributing factors that are identified after a behaviour incident: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subjected to bullying, has needs including SEND, is experiencing significant challenges at home.

Reporting misbehaviour

All staff record behaviour incidents on ScholarPack in an ABCC (antecedent, behaviour, consequence, communication) format.

Playtime staff report serious behaviour incidents to the senior leaders and other incidents to the class teacher at the end of playtime.

Teachers report serious behaviour incidents to a senior leader, verbally and as soon as

possible after the incident.

Staff record all online safety incidents, in school or out of school, on MyConcern Staff report all incidents of sexual harassment to a Designated Safeguarding Lead (DSL).

Parents are informed by class teachers at the end of the day where there has been an incident of misbehaviour.

10. Acceptable sanctions

- Verbal or non-verbal reminder of the expectations of behaviour
- Verbal warning
- Work to be completed at break or lunchtime
- Missed playtime spent inside (no longer than 10 minutes)
- Working outside the classroom supervised by a senior leader for a period of time
- Removal from classroom by a member of Leadership Group, for continuous disruptive behaviour or serious unsafe behaviours.
- Letter or phone call home to parents
- Internal exclusion, working in another classroom or with a member of Leadership Group for a morning or afternoon.
- Suspension
- Permanent exclusion, in the most serious of circumstances

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary and if the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff follow the school's child protection policy and speak to the DSL (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions are considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

We have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires

11. Unacceptable sanctions

We do not use a sanction that a reasonable person would say is likely to cause a child emotional distress by:

- humiliating or shaming pupils (for example, directing a pupil to face the wall, making fun of a pupil, using sarcasm)
- intimidating or bullying pupils (for example, shouting at a pupil, clicking your fingers at a pupil, throwing an object at a pupil)

12. Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We do not assume that because a pupil has SEND, it must have affected their behaviour on

a particular occasion – this is a question of judgement for the school on the facts of the situation.

We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

In considering this, we refer to the [Equality Act 2010 and schools guidance](#).

We consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

13. Supporting children following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate. Completion of the Zones of Regulation reflection Sheet.
- a restorative conversation
- a phone call with parents, and the Virtual School Head for looked after children
 - enquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
 - enquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
 - considering whether the support for behaviour management being provided remains appropriate
 - considering whether the child needs an individual behaviour plan in place

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

14. The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

All teaching staff have had Level 1 Team Teach training - an accredited, award-winning provider of positive behaviour management training, equipping staff to deal with challenging situations and behaviours in a balanced approach towards reducing risk, restraint and restriction.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs,

stolen items, tobacco, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or to cause harm.

Force may not be used to search for other items banned under the school rules.

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

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

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.

Injuries

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising and scratching may occur accidentally. These are not to be seen as a failure of the professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.

15. Searching, screening and confiscation

Please refer to the school's Searching, Screening and Confiscation policy.

16. 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. This could be to the regulation room in order to calm or to a quiet space to learn. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. 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 a senior leader and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for more than one day without the explicit agreement of the Principal.

Pupils should be reintegrated into the classroom as soon as appropriate 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 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 Victoria Drive Pupil Referral Unit
- Individual Behaviour Plans
- Advice from the Inclusion Team
- 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.

17. Suspension and exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

18. Managed moves

The school, where appropriate, uses a managed move to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

The school uses managed moves only when it is in the pupil's best interests.

19. Behaviour outside the school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, we will impose a sanction, as appropriate.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when travelling to or from school;

- when taking part in any school-organised or school-related activity
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

20. Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

We adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this is provided as proactively as possible. It is often necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

We have a system in place (ScholarPack) to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions include:

- frequent and open engagement with parents
- providing mentoring and coaching
- Behaviour Support Plans
- pupil support units (see paragraphs 100 - 106); and
- Zones of Regulation Plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' is used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues is sought and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, we consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

21. Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school follows the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis.

The school is clear in every aspect of our culture that sexual violence and sexual

harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

We never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; we demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim is never made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, we expect the same standards of behaviour online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff refers the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and

off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

Pupils are not allowed access to their mobile phone during the school day. These must be handed to the class teacher on arrival at school, who will secure them for the day and return them at home time. Only children who are permitted to walk home alone are allowed to bring phones on to the premises.

22. Links to other key policy documents

- ▣ [Child protection and safeguarding policy](#)
- ▣ [Anti-Bullying policy](#)
- ▣ Physical Intervention and Restraint policy
- ▣ Equality policy
- ▣ SEND policy

Appendix 1

Scripted interventions

Putting in place scripted interventions for unwanted behaviours that build, protect and actively improve relationships with pupils, and allow all parties to leave the conversation with their dignity intact, using an agreed blueprint

1. Show me ready (or whatever the desired behavior is)
2. I really like the way you are showing me respectful (by lining up quietly)
3. I've noticed that (you haven't started your work yet. I'll come back in a minute to see that you have started)
4. We'll talk later.
5. Remember when you sat down quietly straight away yesterday....

Restorative approaches

Applying the skills, techniques and questions for implementing an effective restorative conversation, using an agreed behavior blueprint

1. What was happening?
2. What were you thinking/feeling?
3. Who else was there? How did they feel?
4. What could you do differently next time?
5. How can you put it right?