

St Mary's Catholic Primary School

Behaviour Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

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At St Mary's Catholic Primary School, we strive to create a welcoming, friendly and inclusive environment, committed to encouraging every pupil to fulfil their potential no matter what his/her background or personal circumstances. We believe that every child with his/her individual needs is a unique gift from God.

Our behaviour policy intends to develop positive behaviours and relationships so that everyone sees themselves as part of a happy learning community.

We have very high expectations of behaviour and hope to develop children's understanding of the impact of the choices they make, whether positive or negative.

Good behaviour and achievement are not automatically learned. Instead, positive behaviours must be regularly modelled, explained, taught, supported and recognised.

In order to facilitate high-quality teaching and learning, high-expectations and an excellent standard of behaviour must be demonstrated in all aspects of school life.

All members of our school community recognise that by treating each other with kindness, respect and empathy, we will develop positive relationships which enable everyone's social and emotional well-being to flourish.

The school acknowledges that behaviour can sometimes be the result of SEMH needs and will address these needs via an individualised graduated response.

Equality, Inclusion and Reasonable Adjustments

The school recognises its responsibilities under the Equality Act 2010 and will make reasonable adjustments for pupils with SEND, disabilities and medical needs where appropriate. High expectations of behaviour apply to all pupils; however, support strategies, interventions and responses may be adapted to meet individual needs and circumstances. Any adjustments made will be aimed at supporting pupils to achieve the school's behaviour expectations whilst ensuring fairness, consistency and inclusion.

Aim

To provide a safe and caring environment in which all pupils can thrive and develop by:

- taking a shared responsibility and ownership in maintaining high expectations of behaviour at all times
- being positive role models and setting positive examples
- teaching children to respect other people, their property, beliefs and practices
- developing in kindness and consideration for others
- encouraging children to think about their behaviour, take ownership and develop self-control and self-regulation
- supporting children to be able to recognise and manage any difficult emotions
- promoting positive behaviour and acting appropriately in response to inappropriate behaviour
- responding to incidents of behaviour privately without naming and shaming pupils
- collaborating and working in partnership with parents and carers

Rights and Responsibilities

Children's Rights:

- to feel safe
- to be able to learn to the best of their ability
- to be listened to by adults
- to be treated fairly
- to be encouraged and experience success in learning

Children's Responsibilities:

- to take care of and pride in their work, their school and the environment
- to support and encourage each other

- to treat others with respect and consideration
- to take responsibility for their own actions
- to do their best and to allow others to learn

Staff Rights:

- to feel safe
- to be treated with respect by pupils, parents and colleagues
- to work in a supportive and understanding environment

Staff Responsibilities:

- to work as a team, supporting and encouraging each other
- to establish good relationships and lead by example
- to create a positive and safe learning environment
- to have high expectations of what our children can achieve
- to take a preventative approach to behaviour management
- to treat pupils with consistency and respect
- to involve parents when children are consistently finding it difficult to meet expectations of behaviour or attitude to work

Parent/Carer Rights:

- to know their children are safe
- to be sure their children are treated fairly and with respect
- to be able to raise concerns with staff and be informed with regard to their child's progress

Parent/Carer Responsibilities:

- to ensure children attend school regularly and on time
- to be aware of strategies, systems and policies of the school and reinforce these at home
- to promote good behaviour, politeness, courtesy and consideration for others both onsite and offsite within the school community
- to encourage your child to talk to children who upset or hurt them and ask them to stop
- to inform the school of any concerns that may affect the behaviour of their child
- to encourage children to have high aspirations
- to respond to and support the school when contacted about their child's behaviour, including discussing and acknowledging receipt of any reflection forms sent home

Promoting Positive Behaviour

Through staff induction and through CPD, all staff have a shared understanding of what effective classroom management looks like. The school understands that positive relationships are key to establishing high standards of behaviour along with having a good understanding of individual pupil needs.

All behaviour expectations are underpinned by our whole school rules:

- **Ready**
- **Respectful**
- **Safe**

Our rules are clear to follow and easy to remember. Staff use positive language to focus on behaviours that are expected and will always refer to the rules when discussing behaviour with children. Our rules are clearly displayed in classrooms and around school so that they can be referred to as a reminder if required.

Role Models

All adults in a child's life should model the behaviour they want to see in children. All staff who work in school provide a role model for behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high

standards of conduct in order to encourage our pupils to do the same. As an example, if children are expected to use quiet voices and ask for things politely, then adults are also expected to use quiet voices and talk politely.

Positive Relationships

Positive relationships ensure that children feel secure, understood and are ready to learn. Staff are expected to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day must end on a positive note.

Use of language

All staff must use positive language that focuses on what the child is doing well and positive outcomes. Staff must be clear on what behaviour they are describing and that when describing negative behaviour, it is the behaviour that is focussed on and not the child.

Environments

The environment should be a happy and stimulating place to be, where children feel safe and have a sense of belonging. Classrooms must have visual timetables, aids to support academic and emotional learning, class rules displayed and worry boxes. All areas must remain clean, tidy and maintained to support a calm, purposeful atmosphere.

Engaging Learning

Children who are unable to access the lesson and feel success are more likely to display inappropriate behaviour. Lessons must be stimulating and well planned to meet all children's learning needs.

Peer Support

Children value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This is enabled through careful planning of where children sit in class, restorative conversations and explicit opportunities to discuss a range of issues with the Friendship Fixers, Play Leaders and School Council.

Assemblies and collective worship

Celebration of the Word and Achievement Assembly provide the opportunity to celebrate positive behaviour and develop a moral ethos in our children. Assemblies often focus on aspects of personal development and British Values to enable children to develop an understanding of how to treat others with respect and kindness.

Self-esteem

Positive experiences, such as a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

Consistency

A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of additional needs plans for individual children.

Clear expectations

Teachers will explicitly teach and practise the expectations for behaviour, particularly at times of transition. Transition may include short term transitions, such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will support children not meeting the expectations.

Incentives and recognition

Although we do have some individual and collective incentives to encourage learners, our major focus is on recognition – pride not prizes. Staff are attentive to children when they are getting it right and support them when they get it wrong. Positive behaviour is acknowledged as follows:

- Verbal praise for doing the right thing – thank you for...
- Daily positive conduct point for following rules 100% (including attendance, punctuality & full uniform), leading to:
 - 60 positive conduct points = bronze award
 - 120 positive conduct points = silver award
 - 180 positive conduct points = gold award
 - 240 positive conduct points = platinum award
- Achievement Award for progress, effort or excellence – learning and behaviour

Dealing with unexpected behaviour choices

Children need to learn how to control their own emotions and behaviours in order to develop into good citizens. Just as children need to make mistakes in their academic learning and be taught to learn from their mistakes, the same applies to their social and emotional development. Poor choices related to behaviour should be seen as teaching opportunities. Adults must make it clear to children what it is about their behaviour that was unexpected.

Class teachers remain in charge of the behaviour of their learners and deal with the majority of incidents. Learners are rarely passed up the hierarchy. Staff are aware that when children are stressed, they are not in control of their behaviour and may go into fight, flight or freeze mode. Each event is dealt with in context and staff must recognise all behaviour as a form of communication.

Unexpected behaviour choices are dealt with as follows (see appendix 1):

- calm the situation
- listen and reflect
- repair
- record and report

As part of these stages, the school uses a restorative approach to address any unexpected behaviour. This encourages children to reflect on the impact of their actions and their emotions. It aims to develop empathy, self-regulation and provides children with more expected actions when confronted with similar situations again.

There are **3 stages** before a child is asked to complete a reflection form.

Stage 1: A verbal reminder: This focuses on resetting the expectation around the behaviour expected from the child. Staff use key phrases outlined in the policy overview (see appendix 2).

Stage 2: A verbal caution: This should label the negative behaviour and offer the pupil the chance to turn it around before the behaviour leads to a restorative conversation.

Stage 3: A restorative conversation is carried out with the teacher at break time either in class or whilst walking with them if they are on duty. This should take no longer than 5 minutes.

Restorative conversations involve dialogue between the pupil and teacher or between children involved in conflict with each other. The following questions are used as a guide:

- We can sometimes see the same situation differently, what do you think happened?
- What were you thinking or feeling when this happened?
- What was the consequence of your actions?
- Which school rule was broken?
- If something like this happens again, what could you do differently?
- Is there something you can do to make things right?

Example incidents and conversations are provided in appendix 3.

Stage 4: A **reflection form** is completed (see appendix 4).

Following a restorative conversation, if the child continues to make inappropriate behaviour choices within the same day, they will complete a reflection form with the class teacher during their next break time. If this is at the end of the school day, the class teacher will complete the reflection form without the child present. The class teacher will e-mail the reflection form to the parent as soon as is reasonably possible so parents can talk to their child about better choices they can make, should a similar situation arise in the future.

If a pupil receives an increasing number of reflection forms within a **half term period**, there is a clear path of escalation:

- **3 reflections forms:** class teacher informs assistant/deputy head who meets with child and informs parent/carer about agreed actions, e.g. set amount of play times with adult on duty; working in another classroom.
- **6 reflections forms:** class teacher and assistant/deputy head meeting with the child and their parents or carers to set up a behaviour plan.
- **9 reflection forms:** headteacher and SENCO meeting with the child and parents or carers to discuss actions, e.g. specialist referral; internal exclusion; fixed term suspension.

Behaviour Plans and Referrals

For a very small minority of children, it may be considered that the whole school and class behaviour systems are not appropriate to support the child and a more personalised approach is required. The class teacher and assistant/deputy will draw up an individual behaviour plan with small step targets to support behaviour improvement.

Targets set will be reviewed weekly with the child, parents and school. Behaviour plans will be formally reviewed at least half-termly by the class teacher and relevant leaders to evaluate progress and determine any further support required. New targets will be set if necessary. Should behaviour not improve, the SENCO may make a referral to a relevant external agency.

Serious Behaviour

On some occasions, pupils can make behaviour choices that put their safety or the safety of others at risk and, as a result, require accelerated escalation and earlier intervention by leaders, depending on the seriousness of the event or frequency of incidents.

Serious behaviour may include, but is not limited to:

- physical assault
- serious verbal abuse
- repeated defiance
- stealing
- bullying, including cyberbullying
- racist incidents
- discriminatory behaviour relating to protected characteristics
- sexual harassment
- sexual violence
- child-on-child abuse

- sexualised behaviour
- vaping, smoking, alcohol or substance-related incidents
- leaving the school premises without permission
- behaviour that places a child or adult at risk of harm
- any safeguarding-related incident

Serious incidents will be referred to a senior leader and managed in accordance with this policy and any relevant safeguarding procedures.

Playground Behaviour

Our school rules are also upheld in the playground and children are expected to follow them to ensure happy and safe playtimes for all.

Staff on duty will be responsible for managing behaviour in the playground in the first instance. If a pupil is observed not following school expectations, supervising staff will politely remind children of the playground rules. If the behaviour is repeated, a private warning will be given to the child, emphasising what positive behaviour looks like, explaining the importance of making correct choices and developing the pupil's understanding of the impact of their actions.

Any further repetition of the behaviour will result in calm time, which involves staying next to an adult who is on duty. When they are calm, the adult will have a restorative conversation with them.

Lunchtime Behaviour Incidents

Lunchtime supervisors will follow the school's behaviour policy and restorative approach when managing behaviour incidents during the lunch break.

Where a pupil continues to make unexpected behaviour choices following reminders, warnings and a restorative conversation, the lunchtime supervisor may complete a shortened lunchtime reflection form with the pupil.

The lunchtime reflection form supports reflection, repair and communication with parents/carers whilst minimising disruption to afternoon learning.

A copy of the lunchtime reflection form will be sent home to parents/carers and the class teacher will be informed of the incident.

Lunchtime reflection forms will contribute towards behaviour monitoring and escalation procedures in the same way as reflection forms completed during lesson time.

Serious incidents, including bullying, discriminatory incidents, child-on-child abuse, sexualised behaviour, physical assault or safeguarding concerns, must be referred immediately to a senior leader.

For children who persistently struggle in the playground, class teachers will work with leaders to adopt a personalised approach to support pupils in having calmer playtimes and making better choices on the playground. This can include providing activities at lunchtimes to structure their time, removing the child from the playground to attend lunchtime clubs, introducing a playtime behaviour chart to monitor, and buddying pupils up with role models.

Recording Behaviour Incidents

All behaviour incidents that result in a reflection form, lunchtime reflection form, serious incident or leader intervention will be recorded on Arbor.

Class teachers remain responsible for ensuring behaviour records are completed and accurate. Where a lunchtime supervisor completes a lunchtime reflection form, the information will be passed to the class teacher for recording.

Behaviour logs are reviewed and analysed half-termly by leaders, who follow up on any individual pupils causing concern or any emerging patterns or trends in behaviour.

Additional Needs

Special consideration will be given to children with particular special needs. These children will have a SEND support plan drawn up by their teacher, in consultation with the SENCO and the parents or carers. This will set out particular strategies in place to help the child behave appropriately.

Behaviour and Safeguarding

The school recognises that changes in a pupil's behaviour may be an indicator that they need help or protection. Staff will consider whether unexpected behaviour may be linked to safeguarding concerns, trauma, adverse childhood experiences (ACEs), mental health difficulties, bullying, child-on-child abuse, exploitation, SEND or other unmet needs.

Where there are concerns that behaviour may indicate a safeguarding issue, staff will follow the school's Safeguarding and Child Protection Policy and report concerns in accordance with safeguarding procedures. Behaviour will always be considered within the context of the child's circumstances whilst maintaining high expectations and appropriate support.

Pupils with Adverse Childhood Experiences (ACEs)

We are an Attachment Aware school which means we recognise and respond to those who have been impacted by trauma and loss (adverse childhood experiences, ACEs). We aim to provide a nurturing environment and positive relationships to promote secure attachments.

We recognise the importance of being non-judgemental. Behaviours are an indicator of emotion, and not all behaviours are therefore chosen. All behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Pupils, who have experienced ACEs, who present with challenging behaviour should be viewed as vulnerable rather than challenging or naughty. We recognise the importance of viewing behaviour in context and will respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

We encourage a 'joined up approach' in supporting pupils needs and recognise that encouraging parental and carer engagement is crucial when trying to make sense of behaviour and implementing effective support. The emphasis will be on openness, confidentiality and effective communication and exploring support for pupils with ACEs in a neutral and holistic manner.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help the pupil feel safe, their educational and home environment needs to be high in nurture and structure with predictable routines, expectations and responses to behaviour. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupils from their peers, school community and family. We aim to respond in an empathic and caring manner and to ensure opportunities for reparation are put in place. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/ self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

Racist, Sexist, Homophobic and other diversity incidents (protected characteristics)

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when a child 'knowingly' uses language or behaviour that is discriminatory, prejudicial or generates hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when a child 'knowingly' uses language or behaviour that is discriminatory, prejudicial or generates hatred against someone because of their sexual orientation or gender identity.

Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic, biphobic, transphobic and other discriminatory language or behaviour is not tolerated and will be addressed as soon as is reasonably possible.

Incidents relating to race, religion or belief, disability, sex, sexual orientation, gender reassignment or any other protected characteristic will be recorded and investigated. The school's response will take account of the child's age, understanding and intent whilst recognising the impact on those affected.

Relevant incidents will be monitored and reported in accordance with Trust procedures and governors will receive anonymised information regarding trends and patterns where appropriate.

Bullying (See separate Anti-bullying Policy)

Bullying is "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Bullying of any kind is unacceptable and will never be tolerated. We take all incidents of bullying seriously and it is our duty as a whole school community to follow the school's anti-bullying policy and take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and may arise.

Positive Handling (See Use of Reasonable Force)

Where a difficulty arises, staff will always try to de-escalate the incident, only using 'reasonable force' where a child is placing themselves or others at risk or where the risks involved in doing so are outweighed by the risks involved in not using 'reasonable force'.

The school firmly adheres to the principle that the decision to use physical intervention should only be taken if it is in the best interest of the child. Examples of this may include:

- To prevent injury to the child or others
- To prevent serious, deliberate damage to property
- To prevent a child from leaving the premises if this would compromise their safety

We will record all incidents of physical intervention immediately after the event and parents/carers will be informed.

Suspensions and Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions to maintain the health and safety of all our community.

An internal exclusion or suspension from the school community is used as a last resort and for the shortest time possible. A child will only be suspended when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education, welfare or safety of the child or others in the school.

It is not a punitive measure, but a planned intervention initiated by the headteacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed.

The school will work with parents or carers and the child to prevent suspensions and will only suspend under severe or extreme circumstances. Wherever possible, suspensions are not used as an instant reaction for a serious incident.

The school will follow the most recent Department for Education guidance on Suspension and Permanent Exclusion.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances the headteacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

When deciding whether to exclude a pupil, the headteacher must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care (EHC) plans are especially vulnerable to the impact of exclusion, and we avoid permanently excluding such children by considering specialist therapeutic alternative provision.

Confiscation of Inappropriate Materials.

Children are not allowed to bring in any personal items into school unless specifically asked to. The school reserves the right to confiscate such items and return them to the pupil or their parent or carer at the end of the day.

If a member of staff believes that a child is in possession of an item that could put themselves or others at risk, or is illegal, such as stolen goods, they will be asked to hand over the item. If they refuse the headteacher may authorise a search. Parents or carers will be informed if we have to search their child.

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

Off-Site Behaviour

The behaviour policy applies wherever a child is identifiable as part of the school, including when attending an off-site event, educational visit, or journeying to and from school.

Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- EYFS statutory framework EYFS Development matters (Non-Statutory)

It is also based on the:

- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy online

Steps for dealing with negative behaviour

1. Calm the situation.

If possible, remove the audience.

Consider what you know about this child to avoid triggers.

Encourage the child to use breathing and calming strategies.

Allow time. This will depend on each individual situation.

Use de-escalation strategies such as humour, distraction.

Verbal and visual reminders.

Check your own stress levels and call for help if necessary.

Present a calm and confident manner so that the child feels reassured that you can deal with the situation.

Consider your body language, tone of voice, facial expression and proximity.

Change the adult if necessary.

Acknowledge and recognise how the child is feeling.

If child is putting themselves or others at risk, staff may have to intervene in line DFE guidance: Use of Reasonable Force.

Listen and reflect

Listen to what everyone involved has to say with acceptance and empathy, avoid judgemental thoughts and language.

Support children by chunking down the situation and providing the language for emotions. Encourage children to be honest about their role in a situation and praise honesty. Facilitate children to unpick what led to a situation.

Encourage the child to reflect on what they could have done differently. Children at earlier stages of emotional development will need to be guided about what they did wrong and what they should do differently.

Adults should be explicit about what is inappropriate behaviour.

Repair

Encourage the child to consider how they can put things right, this might include:

- Saying sorry. This must come from the children and not be forced or it is meaningless.
- Writing a letter.
- Clearing up damage or mess.
- Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe.
- Completing a role of responsibility, to encourage pride in their environment such as litter picking.
- Where two or more children hurt or upset each other they should be facilitated by an adult to have a restorative conversation using the questions as a scaffold.

If the child has had to be removed from class, then on returning to class the relationship between the class teacher and the child needs to be repaired, without shame for either of them. The return to class should be a fresh start and the child should be greeted with a positive welcome.

Reflect what the adults could do differently to reduce further inappropriate behaviour

Record and report

All reflection form incidents must be recorded on the child's behaviour file in Arbor and e-mailed to parents

BEHAVIOUR POLICY OVERVIEW

At St Mary's we are:

- **Ready** to listen and learn
- **Respectful** to others
- **Safe** and calm in our actions

We praise children in public

- Verbal praise for doing the right thing – thank you for...
- Positive conduct point for following rules 100% each day
- Headteacher award for effort and excellence in learning and behaviour

We remind children in private

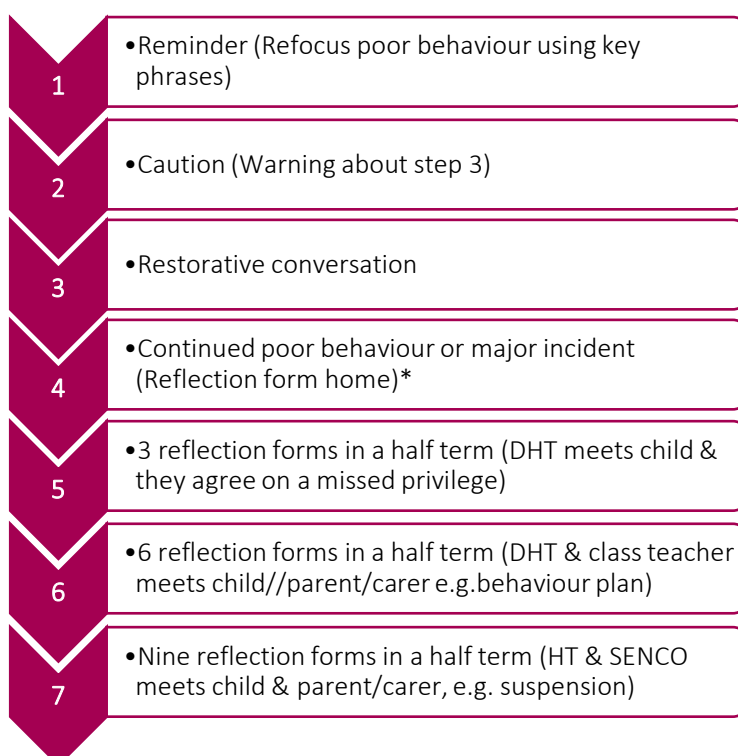
Key phrases to use at stages 1 & 2

- I've noticed that you...
- Remember to follow the rule
- I need you to... and follow our rules
- You have chosen to...
- Do you remember...when...
- This is who I need to see today...
- Thank you for...that's how we do it here
- I understand that you're not happy but...
- We'll discuss this... at break time
- There may be some truth in that...

Restorative conversation at stage 3

- We can often see the same situation differently. What do you think was happening in the lesson / between the two of you?
- What were you thinking and/or feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- What will you do differently if this happens again?
- What do you think needs to happen to make things right?

Stages responding to unexpected behaviour choices



*If child-on-child abuse or bullying is suspected, staff will respond in accordance with our safeguarding / anti-bullying policies



Reflection Form

DATE:

Dear parent / carer,

Please talk to your child about what happened today and support us in helping them adjust their actions if a similar situation should happen again.

As part of our behaviour policy, we use the following questions to guide our conversations with children to establish what happened and whether a school rule was broken.

We can sometimes see the same situation differently. What do you think happened?
What were you thinking or feeling when this happened?
What was the consequence of your actions?
Which school rule was broken?
READY RESPECTFUL SAFE
If something like this happens again, what could you do differently?
Is there something you should do to make things right?

Please let your child's teacher know, via email, that you have received this form and have talked about it to your child.

Example incidents and restorative conversations

1. Max and Sam have a conflict in the playground. Sam goes to an adult crying and reports that Max pushed him. They have a restorative conversation with an adult. They are reminded that the same situation can be seen differently by each child.

Sam goes first:

- What do you think happened? *'Max pushed me over.'* Can you think of a reason why he would do that? *'No.'*
- What were you thinking and feeling at the time? *'I was sad and it hurt.'*
- What are the consequences of these actions? *'I've hurt my knees and I couldn't play football anymore with the boys.'*
- What rule do you think was broken *'Safe rule'*
- How could things have been done differently next time? *'I don't know.'*
- What do you think needs to happen to make things right? *'Max should say sorry.'*

Now it's Max's turn:

- What happened? *'I tripped Sam up in the playground. I didn't push him'*
- What were you thinking and feeling at the time? *'I was angry because he laughed when I fell over playing football.'*
- What are the consequences of your actions? *'Sam hurt his knees and it made him cry. He had to stop playing football because it hurt too much.'*
- How could things have been done differently? *'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'*
- What do you think needs to happen to make things right? *'I need to say sorry to Sam and try not to lose my temper next time.'*

The adult turns to Sam and asks:

- Is there anything he could have done differently, now that you have listened to how Max saw the situation? *'I shouldn't laugh have laughed at Max when he fell over.'*

2. Joanne was continually chatting and distracting the children on her table during a maths lesson. She continued, despite a verbal reminder and caution. After the lesson, the teacher asks:

- What do you think happened in the lesson that has made us have this conversation? *'I was talking too much.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What are the consequences of your actions? *'We didn't learn as much because you had to keep stopping to remind me about the rules.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*

Exactly what restorative practice looks like will depend on the children's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings.