

Mapplewells Primary & Nursery School



Positive Behaviour Policy

Reviewed and Updated October 2022

Mapplewells Primary and Nursery School

Positive Behaviour Policy

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Overview

This policy is not a system to enforce rules but a means to promote positive behaviours and good relationships, so that all of the Mapplewells community can work together with the common purpose of helping everyone to learn and succeed in their education and every aspect of life. This policy is underpinned by the school's aims (see below) which are encapsulated by our motto **SUCCESS**. These provide a basis for the expectations of children and are the fundamentals by which we work together in a supportive, aspirational, effective and considerate environment.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

School Aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions.
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be.
- All our aims are encapsulated by our motto SUCCESS:
 - S – self-confidence
 - U – understanding
 - C – celebration
 - C – curiosity
 - E – excellence, enthusiasm and enjoyment
 - S – self-discipline
 - S – support

Vision Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

The implementation of the policy is the responsibility of all the staff.

Aims

- To ensure that the behaviour of staff and children is consistent with the provision of a caring learning environment.
- To enable the children to develop self-discipline and a responsible attitude to themselves and others.
- To involve staff, children and parents in the process of developing outstanding behaviour.

Below are the Mapplewells School Rules for our school:

- We look after ourselves and each other
- We listen



- We are honest
- We work hard
- We look after our environment

Purpose of the Behaviour Policy

- To provide simple, practical procedures for staff and students that:
- Fosters the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Working Together

At Mapplewells we firmly believe that positive relationships form the foundations for outstanding behaviour. These positive relationships occur within the school between staff and pupils and also extend outside of the school between staff and parents/carers. Working together with parents is an important part of our school ethos and it is to this end that we have created our Home/School Agreement which all parents and children must sign up to. The Home/School Agreement forms part of the new starter information kit for children and is also at the front of their Pupil Organisers. By signing the agreement the parents/carers are assenting to support the school and work with us to provide the best provision for their child.

How do we demonstrate outstanding behaviour at Mapplewells Primary and Nursery School?

We follow the Mapplewells School Rules

We are always polite and friendly

We are wholly respectful of the whole school community, environment and respectful of others

We are able to take responsibility for our own behaviour and learning

We are able to reflect on the choices we make and the consequences of these choices

We are aware of the importance of positive behaviour for learning

We actively encourage outstanding behaviour in every area of school life e.g. travelling to and from school, entering and leaving the school buildings, at lunchtimes, in the playground as well as in the classroom.

Staff Responsibilities

All Staff Must:

- Take the time to welcome children at the start of each day.
- Never walk past or ignore children failing to meet expectations
- Treat all children fairly, with respect and understanding
- Ensure that records are kept of incidents of repeated bad choices on Scholarpack and follow the school's behaviour pathway
- Always redirect children by referring to our school rules and SUCCESS motto



- All staff liaise with external agencies as necessary, to support and guide the progress of each child

The Headteacher and the Senior Leadership Team must:

- Implement the behaviour policy throughout the school, report to Governors, when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health and safety of all children in the school.
- Be a visible presence around the school and set the expectations of behaviour and support all staff
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage positive praise through emails, phone calls, postcards, certificates, recognition boards
- Use behaviour data (Scholarpack/ Safeguard Software) to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Members of staff who manage behaviour will:

- Deliberately and persistently catch children doing the right thing and praise them for this.
- Know their classes and children well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Supply staff (teachers and support staff) who manage behaviour will:

- All supply agency staff (teachers and support staff) **MUST** read this document before beginning work within the school.
- It is the expectation that supply staff follow this behaviour policy at all times.
- Liaise with the year group team if they are unsure about anything in the policy or they have concerns about children's behaviour.
- Supply staff are expected to report to a member of the SLT before leaving the premises.

Behaviour for Learning

Mapplewells School Rules:

- We look after ourselves and each other
- We listen
- We are honest
- We work hard
- We look after our environment

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our values set out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded, Children are praised in public and reminded in private.

Mapplewells has five simple rules (see above) which can be applied to a variety of situations and are taught and modelled explicitly.



We also understand that for some children following the behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over & Above Recognition
We look after ourselves and each other We listen We are honest We work hard We look after our environment	Daily meet and greet Respect for all Behaviour for learning	DOJO points Class recognition Star of the week awards Teacher email/ DOJO message home HT award HT email home

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Respect for all Movement around school	Consistent language
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Stepped Boundaries (Appendix 1)

The stepped Boundaries set out a clear guideline for all staff to follow when dealing with poor behaviour choices. At all times children are reminded of the School Values and redirected to them.

Rewards and Sanctions

Our aim is to develop responsibility, independence, self-discipline and a positive attitude towards the life of our school. This is done by involving pupils in decisions, valuing their ideas and by providing them with the skills to relate effectively to others. Through assemblies, class times and circle times, pupils are taught the values the school wishes to foster. They are taught the skills they need to get on with each other. They are encouraged to discuss difficulties, their feelings and possible solutions to problems. Pupils are encouraged to play a part in the running of the school.

At Mapplewells our children are rewarded for good behaviour, attitude, manners, hard work and achievement. Staff are constantly inventing new ways to encourage desired behaviour in their individual classrooms, however the following rewards have been agreed as a staff and are consistently in place throughout school.

DOJO Point criteria

DOJO points are rewarded to children for any of the following:

Being a **SUCCESS**ful Mapplewellian by displaying one or more of the following behaviours/traits:

- **S**elf-confidence,
- **U**nderstanding,
- **C**elebration,
- **C**uriosity,
- **E**xcellence, enthusiasm and enjoyment,
- **S**elf-discipline and **S**upport.

- Being a **SUCCESS**ful Mapplewellian could also be displayed by the following behaviours/traits:
- Good Ambassador for the School
- Continuous good behaviour



- Reaching termly targets as set by subject teacher
- Significant improvement
- Commitment to Extra Curricular Activities

Rewards

Foundation Stage	
Stamps/Stickers	<ul style="list-style-type: none"> • Individual rewards for good behaviour, attitude, hard work and achievement
DOJO Points	<ul style="list-style-type: none"> • Awarded by any member of staff according to the DOJO points criteria
WOW Cards	<ul style="list-style-type: none"> • Each child takes home 6 WOW cards each term, to celebrate SUCCESS and achievements at home. These are shared with the class and displayed on the display board in the classroom.
Star of the week	<ul style="list-style-type: none"> • Awarded at the end of each week to 1 am child and 1 pm • These children are recognised in SUCCESS assembly on a Thursday and are given a certificate to take home. They are also displayed on the Star of the week board, and the child is allowed to sit on the star chair during carpet time, the following week.
Whole Class DOJOs	<p>Each class will have a target for DOJO points in their classroom. This is for whole class recognition (individual or child).</p> <ul style="list-style-type: none"> • Recognise behaviour above and beyond the expectations. • Tally can be added for demonstrating behaviour which exemplifies the rules and SUCCESS motto. • Whole class working towards a common goal. • Curriculum linked 'reward'. At least every two weeks negotiated with the children. • All adults can award child(ren)/ entire classes a whole class DOJO.
Key Stage 1 and 2	
DOJO points	<ul style="list-style-type: none"> • Awarded by any member of staff according to the DOJO Points criteria • The points are awarded through the class Dojo account • The top 3 children each half-term will receive a new reading book to keep. • The top 5 children with the most ClassDojo success points over an academic year will be rewarded by taking part in an activity/reward at the end of the school year with the HT/DHT.
Whole Class DOJOs	<p>Each class will have a target for DOJO points in their classroom. This is for whole class recognition (individual or child).</p> <ul style="list-style-type: none"> • Recognise behaviour above and beyond the expectations.



	<ul style="list-style-type: none"> Tally can be added for demonstrating behaviour which exemplifies the rules and SUCCESS motto. Whole class working towards a common goal. Curriculum linked 'reward'. At least every two weeks negotiated with the children. All adults can award child(ren)/ entire classes a whole class DOJO.
KS1 – Star reader of the day	<ul style="list-style-type: none"> Awarded at the end of the day, one child gets to take home the star reader bag and bring in their favourite book to be read to the whole class the following day
Stickers	<ul style="list-style-type: none"> Individual rewards for good behaviour, attitude, manners, hard work and achievement
Celebrating Success	<ul style="list-style-type: none"> Children who have completed a good piece of work (achievement or effort) are sent to the HT and receive a sticker
Positive behaviour comments in organisers	<ul style="list-style-type: none"> Letter / postcard / txt home/ DOJO message home/ email home
Lunchtime	
Star Table	<ul style="list-style-type: none"> Mid-day staff chooses the Star Table awards. This could be for good behaviour and manners throughout the week. Individual children are chosen to make up the Star Table The Star Table is decorated on Fridays, the children at this table are sent up for dinner 1st on a Friday and receive a certificate
Stickers	<ul style="list-style-type: none"> Stickers are awarded for eating all of dinner/sandwiches Stickers are awarded during outdoor play to promote positive behaviour
Assemblies	
Assembly Stars	<ul style="list-style-type: none"> The class who have entered and left the hall the quietest for the week – awarded by HT - class name on HT door for the week The recipients are permitted to sit on the benches during assembly for the following week
Attendance Assembly	<ul style="list-style-type: none"> Individual best attendance – child receives prize from box and certificate End of year assembly presentation of certificate for 100%
SUCCESS assembly	<ul style="list-style-type: none"> Teacher Star - awarded for behaviour or attitude – child receives a certificate during the SUCCESS assembly on a Thursday.

Sanctions

Staff have agreed a consistent response to unacceptable behaviour (see 'Sanctions' below), which is applied throughout the school and displayed in each classroom. Children's behaviour is monitored one



day at a time (or in the case of younger children on a half day basis).

The school employs a stepped process to sanctions. Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to whole group for the activities of an individual
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure

Sanctions should be proportionate to the offence. It should always be made clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Step	Approach	Outcome
1	A reminder of expectations and rules	To the whole class
2	A verbal warning (x2)	Specific to the child in question Specific to child. Explain which expectation/ rule is being broken
3	Time out in own class	Move from working space Teacher discusses behaviour with child- restorative question: What is going on? What is needed?
4	Time out in partner class	This needs to be recorded on Scholarpack. Restorative questioning time needed with staff member involved with the behaviour.
5	Reflection time in during break or dinner (15mins).	Time in during playtime in the classroom or with the adult Follow up/Reparative Conversation
6	Further verbal warning	Conversation with parent via phone call or pick up. Communication with parent (recorded on Scholar Pack)
7	Head Teacher or SLT to become involved if the situation continues to escalate	Phone call to parent from class teacher (recorded on Scholar Pack) Development of behaviour plan/ 5 point scale in conjunction with family, SENCO and teacher.
8	If behaviour continues to escalate after following after the above	Another meeting with family, class teacher and a member of SLT (recorded on Scholarpack). Potential Internal Exclusion Class Teacher: Develop Pupil Profile. Discussion with SENCO regarding external agency referral.
9	Relevant External agency support	Class Teacher: Follow and update all Pen Portrait with strategies with strategies recommended from professionals involved.
10	Fixed term suspension	Between 1 – 3 days
11	Permanent exclusion	Determined by the Governing Body

* If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member, that the behaviour affected, reflects with the Mapplewells Primary and Nursery School Positive Behaviour Policy



child to ensure that 'repair' is carried out. Emotion Coaching and restorative questions will be used at this point.

Exceptions

Exception	Resulting Consequence
Answering back	Straight to step 4
Refusing to do something	Straight to step 5
Refusing to do something repeatedly	Straight to Step 7
Inappropriate language	Straight to step 5
Inappropriate physical contact	Straight to step 7
Assembly Conduct	
Any child causing a disturbance once	Will be given a verbal warning
2 nd disturbance / warning	Result in another verbal warning and the child is moved to sit near the TA/ step 4 of consequence chart

- Fresh start each day – however, playtime sanctions can roll over
- Children cannot earn back sanctions – Follow the steps.

Sexualised Behaviour

For instances of sexualised behaviour (Child-on-Child Abuse) staff will refer to the Child-on-Child Abuse policy and follow procedures outlined within this policy.

SEND

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. In this circumstance, staff will be guided by the SENCO and/or relevant external agencies. All children on the SEND register have an Pupil profile that outlines their needs, personalised strategies and targets. When appropriate, children may also have a personalised behaviour plan based on the 5-point scale. These are reviewed termly and discussed with parents.

The SEND policy should be read for how additional needs are supported in the school.

Recording on Scholarpack

These will be completed as soon as possible following any incidents recorded. These will be reviewed by the Senior Leadership Team.

Serious behaviour incidents

For significant incidents, it is expected that a member of the senior leadership team will become involved, in supporting the individual staff members. A serious behaviour incident may include:



- Swearing at others
- Verbal abuse
- Fighting
- Non-compliance/refusal towards an adult
- Racism
- Removal of self from the classroom/site
- Bullying

In such instances, each case is considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. A phone call/ meeting will happen with families. We aim to work in partnership with the families of the child to seek a resolution and support the child in moving towards a positive outcome.

Fixed term and permanent exclusions will only be used as a last resort after following the steps above, unless:

- a) A child assaults a member of staff, in which case fixed term exclusion will be applied, the length of which will be determined by the seriousness of the assault. A second assault on a member of staff may result in permanent exclusion.
- b) A serious assault on another child that results in significant harm to the other child.
- c) A child leaves the school premises without permission (runs away), in which case, a 2-day fixed term exclusion will be enforced

(For further information on exclusions see the LA guidance in the 'Children's Behaviour in School' folder)

Behaviour expectations

The class teacher discussed the School's rules and the SUCCESS motto with each class and establish what these looks like and the expectations. The SUCCESS motto also forms the focus for the weekly assembly and the SUCCESS assembly held each Thursday. Every child in the school then knows the standards of behaviour expected in our school.

The school does not tolerate bullying of any kind. If we discover an incident of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All such incidents are recorded on Scholarpack and/ or Safeguard Software and reviewed by SLT.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE document 8/13, *Use of reasonable force in schools*. Staff only intervene physically to stop children hurting themselves or others. The actions that we take are in line with government guidelines.

The School Community

The role of parents/ carers

The school works collaboratively with parents/carers to ensure children receive consistent messages about how to behave at home and at school.

The school SUCCESS motto and our School Rules are explained in the school prospectus, and the school expect parents/carers to read these and support them. Parents/carers of all pupils who are new to the school to sign our home/school agreement which details what each party in the child's education may expect from the other.

Parents are expected to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. The school endeavours to build a supportive dialogue between the home and



the school and will inform parents immediately if the school has concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the senior team or the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour. In the headteacher's absence all decisions will be deferred to the Deputy.

Fixed term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.

The headteacher will inform the Flying High Trust, LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA and whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, incidents and trends. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



The school maintains accurate records using standard records of incidents of misbehaviour. The Headteacher monitors the behaviour incidents in order to identify issues or trends. These will include children whose names appear frequently on Scholarpack.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently

Physical Intervention

Under very exceptional circumstances physical intervention may be required to restrain a child's physical behaviour where it is physically endangering the child, other children, adults or serious damage to property. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child. All teachers and support staff have yearly CRB training, which is provided by a certified outside agency.

LA guidance stresses that every effort should be made to avoid, and if necessary deal with, confrontation using the RESPONSE strategy:

- **R – Relax and Neutralise** – respond in a relaxed way that does not focus attention on the behaviour
- **E – Explain and Ask** – explain what you want the person to do.
- **S – State** – state what you want the person to do.
- **P – Prompt or Gesture** – prompt the person to change their behaviour by adding a physical gesture or physical contact to your verbal instructions.
- **– Option to Act** – option to act to interrupt the behaviour and reduce risk.
- **N – Nurture Recovery** – nurture the recovery process by helping the child to regain composure
- **S – Support** – supporting people after the event is crucial in helping to avoid a repeat incident
- **E - Engage and Learn** – engaging with the person after the event will help them to express their thoughts, feelings and perceptions.

The following actions should be avoided:

Shouting, which is found to be rarely effective

Appearing angry

Asking 'open' questions (e.g. Why...? Are you...?)

Making promises you cannot keep

Making personal comments

Backing the child into a corner (literally or metaphorically)

It suggests that the adult who has better personal skills, experience and self-confidence should be the one to compromise if necessary. Approaches to avoid confrontation will differ according to the individual, the child and the situation.

Sometimes confrontation is inevitable. In such situations the priority should be de-escalation by:-

- Sitting down
- Breaking eye contact
- Respecting the child's personal space
- Diverting the focus (e.g. with humour or by suggesting a different activity)
- Encouraging talk and listening to the responses
- Being prepared to lose face



Adults in school have a responsibility to intervene if a child is in danger of injury.

If intervention is necessary, it is important: -

- To consider removing the victim rather than the aggressor initially
- To remain calm
- To seek assistance/witnesses as soon as possible
- To use as little physical force as possible
- To be aware of your own personal safety

Any incident of physical intervention should be reported to, and logged by, the Head Teacher or Deputy. After an incident the child's parent/carer should be informed.

It is possible to anticipate children who because of behaviour or emotional difficulties will need physical intervention. In these circumstances the staff will liaise with the relevant outside agencies in order to produce an individual behaviour management/positive handling plan and the appropriate members of staff will be trained to physically intervene in accordance with LA guidelines.

Staff should refer to the more detailed guidance contained in;
Mapplewells Primary School's Physical Intervention Policy
'Behaviour and discipline in schools Advice for headteachers and school staff' - January 2016

Summary

We aim to ensure that our children feel proud to belong to our school and therefore are proud to be a 'Mapplewellian.' Our children are encouraged to consider how their actions affect both themselves and others in preparation for becoming responsible and caring citizens of the future.

This policy will be reviewed annually and has been written in light of the following DfE documents from 2016

This policy reflects the consensus of opinion of the whole staff and was drawn up in consultation with staff and Governors in October 2021.

The implementation of this policy is the responsibility of all the staff

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed Chair of Governors: _____	Date: _____
Signed Headteacher: _____	_____



Appendix 1 - Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message
<p>1. REMINDER: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to...(link to the school rules) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are not looking after yourself. Please walk. Thank you for listening.'</p>
<p>2. WARNING: I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you stay in during break/ lunch time . Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You not working hard and listening. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>3. REFLECTION TIME: I noticed you chose to (noticed behaviour) You need to spend time reflecting on your behaviour at break/ lunch time Example - 'I have noticed you chose to use rude words. You are not being kind etc Example: You have now chosen to miss your break/ lunch time. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p> <p>Children would then miss their breaktime or lunchtime which ever is next for reflection time A member of the year group bubble will need to stay with the child/ ren at this time – time to reflect on their behaviour</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently? Follow up by SLT. Children doing it for you – checking -behaviour buddies.</p>

Appendix 2 - Parent/ family conversation log





Parental Discussion Log

Date _____ Member of staff _____ Child's name _____ Class _____
Parent/Carer name _____ Parent/Carer contact details _____ Signed _____

Brief description of behaviour issue	Action agreed by school	Actions agreed by parents/carers/child
Review date _____ Review/further action.		









