Olga Primary School

Behaviour Policy

Policy Date: February 2026
Review Date: February 2027

Introduction

Our Behaviour Policy is rooted in our consistent and positive approach to Behaviour Management, following the ethos from the book '*When the Adults Change, Everything Changes*' by Paul Dix which aims to '*create high standards of behaviour so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil*' (DFE 2024).

The three key aspects underpinning our Positive Behaviour Policy are:
our School motto of '*Be the Best You Can Be*',
our three key values of '*be kind be curious be courageous*',
and our three School rules of '*Ready, Respectful, Safe*'.

We understand that positive relationships are essential in order to create a positive learning environment. Our goal is to proactively establish positive relationships with and between pupils in order to create a positive School culture in which we learn together and build a School community in which adults and pupils feel a sense of belonging.

1. Aims

The Aims of this Policy are:

- To outline the School's expectations for promoting positive behaviour and the strategies and systems used to ensure relentless consistency of approach across the School.
- To support the whole School community to build effective and positive relationships in order to establish a strong positive School culture.
- To help our pupils to become positive, responsible and increasingly independent members of the School and wider community, knowing their own rights and respecting those of others.
- To support our pupils to lead successful lives as adults and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners.

2. Olga Primary School's Behaviour School Rules

We have three School rules for all members of our School community. These are reinforced on an ongoing basis during times such as School assemblies, circle times and Staff development sessions, The language is used by everyone in our School.







Our rules are applied to different contexts and here are some examples:

READY – Are You Ready?

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for PE with your kit?

RESPECTFUL – Are You Being Respectful?

- Are we using kind words?
- Are we being polite and showing good manners?
- Are we thinking about others?

SAFE – Are We All Safe?

- Are we thinking about how to be safe in the playground?
- Have we tied our shoelaces?
- Are we managing our bodies?
- Do we tell an adult if we are unhappy?

3. The Role Of Our Adults

Olga Primary School's Behaviour Policy is rooted in Paul Dix's book '*When the Adults Change Everything Changes*'. In house training has supported all members of Staff to understand Olga Primary School's approach.

Everything we do supports positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines in order to promote the highest standard of behaviour.

"*The route to exceptional behaviour …lies in the behaviour of every adult and their ability to create a culture of certainty*' - Paul Dix

We focus on:

- Behaviour throughout the School day – including the start and finish. You will see Staff verbally greeting and saying goodbye to pupils and Parents/Carers each and every day.
- Protecting our children from harm, enabling them to keep safe at all times, including when we are on trips outside of School and promoting our School values with other communities and establishments.
- Safe and respectful movement around the School. For example, stopping in the same place when moving as a class around the School.
- Ensuring positive behaviours during after School clubs and other enrichment activities.
- Recognising positive behaviours when we move around the building between lessons, on our way to and from assemblies and when we go to lunch.
- How we communicate and interact with visitors – ensuring our values can be seen in our interactions and heard in our conversations.

- Supporting our children to adopt the principles behind a Growth Mindset and embrace challenges in all forms and recognise the value in doing so.
- Building positive relationships – Ensuring we truly know our children and what motivates them.

"*Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like*" - DFE (February 2024)

We support pupils to understand positive behaviour and explicitly teach what good behaviour looks like in a number of ways including:

- SMSC (Social, Moral, Spiritual, Cultural) context of our wider curriculum – ensuring our children are challenged to become curious and competent learners.
- Whole School and phase group assemblies, the celebration of special festivals and events.
- Embracing opportunities to learn from each other.
- Regular conversations to support positive relationships with regular feedback and specific praise to support pupils' self-confidence and ensure they make the best progress.
- Teaching PSHE to a high standard both explicitly and discretely and across the curriculum.
- Offering a wide range of extra-curricular activities.
- Exploring ways to ensure effective differentiation for all pupils so learning is meaningful and children are motivated.
- Prioritising the development of communication including oracy, interaction and emotional regulation across all abilities and needs.

4. Predictable, Consistent & Positive Strategies Alongside High Expectations To Promote Excellent Behaviour For Learning

"*Visible consistency with visible kindness allows exceptional behaviour to flourish*" - Paul Dix

Emotionally consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive, showing children we care and valuing kindness.

This visible consistency can be seen in the following ways:

- Making expectations clear for children and working hard to identify and acknowledge those positive behaviours.
- Teaching positive behaviours to children – valuing this as part of their curriculum.
- Acknowledge good behaviour on all occasions - public praise (private for some) in the classroom and at celebration or phase assemblies (or privately pending which is more appropriate for the individual).
- Triangulation between adults, sharing positive messages relating to pupil behaviour.
- Recognition Boards in the classrooms – Walls of Fame not Walls of Shame.
- Postcards Home – sharing positive news with Parent/Carers.
- Displaying children's work in the classroom to celebrate their achievements.
- Showing learning to another member of the School community.

- Showing learning under the visualiser.
- Photocopy learning to share with family.
- Referring to the excellent learning they did the next day.

Relentless Routines taught via gentle reinforcement. Ensure every child is talked to every day. Children come to expect it and feel valued and noticed:

- Conversations with every child every day.
- Greeting each child in the morning.
- Saying goodbye every afternoon.

Scripted Interventions when behaviour is more challenging. Calm conversations delivered by emotionally regulated adults, fuelled with sincerity. Proportionate responses which are nurturing and rooted in kindness:

- Use of positive language – telling the pupil what we want not what we don't want.
- Conversations that are rooted in values or rules and maintain a focus on learning.
- Avoiding unnecessary battles, ignoring secondary behaviours.
- Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss.
- Avoiding where possible behaviour conversations during learning time.
- 'Flipping the Script' e.g. 'I've often thought the same (but we need to focus on…)'.
- Adults saying 'Thank You…' before they say 'Please…' e.g. 'Thank you for listening'.

Restorative Follow-Ups:

- Shoulder to shoulder conversations – no physical domination.
- Behaviour anchored in previous positive behaviour you've seen before.
- Choices given – passing control to the children.
- Saying 'thank you for listening'.
- Agreeing a positive follow up – looking out for the child doing the right thing in the future.

PREDICTABLE - CONSISTENT - RELENTLESS

5. Responding To Inappropriate Behaviour

If behaviour impacts on the three rules of ready, respectful and safe Staff will respond to inappropriate behaviour in a predictable, consistent and calm way.

Behaviour Steps:

	Step	Action
1.	Reminder	A reminder of the three simple rules-ready, respectful, safe delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at the stage.

		Praise the learner when they are able to model the correct behaviour as a result of the reminder.
2.	Initial Warning	A clear verbal caution delivered privately wherever possible making the student aware of their behaviour. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	Last Chance	Speak to the student privately and discuss which rule they have broken. Give them a final opportunity to engage. Remind the child to make the right choice, clearly outlining the consequences if they continue.
4.	Consequence	Classroom: 5 Minute thinking time in Classroom. Playground: 5 Minute thinking time immediately given by the Medical Area using a sand timer.
5.	Repair	Restorative Conversation and Reflection Sheets

Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- Bullying can take many forms (for instance, cyber-bullying via messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Olga Primary School has an Anti-Bullying Policy to deal with potential bullying as soon as it is detected.
- Our aim is to create an environment that prevents bullying from being a serious problem in the first place.
- We are proactive about developing a culture of respect between Staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations and supporting our children to understand how their actions affect others.
- If / when bullying is suspected, we create chronologies of events on CPOMs to enable accurate communication between Staff and pupils and their Parents/Carers. It also enables us to measure the impact of any intervention that is decided.
- As a School we utilise restorative strategies to break habitual persistent negative behaviours and help teach children the pleasures of being proactively kind to others.
- Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or Support Staff to consider differentiated, alternative or specialist approaches.

- Teachers are encouraged to approach more experienced senior members of Staff, Phase Leaders or SLT, for help to manage behaviour challenges.

6. Responding To Disruptive & Challenging Behaviour

If the behaviour becomes persistent:

- Subject Leads of year group team to work with teacher to ensure learning is being pitched correctly and the pupil is being given the best change of feeling they can succeed.
- Adults are curious (not angry). Check adult behaviour and ask questions of ourselves; are we working to build positive relationships? Have we discovered the child's motivators? Have we taken time to find out what lies behind the behaviour?
- Adults prioritise time where they can secure a positive relationship with the pupil, build emotional currency with them and enlist other adults to do the same.
- Adults to utilise the Reflection Sheets as part of a visible consistency and emotionally regulated response. This allows us to record nature, frequency and intensity of behaviour – but more importantly it is an opportunity to teach the pupil, build positive relationships whilst gently holding them accountable. Reflection Sheets are seen as an opportunity for the child to feel successful they are not used a punitive behaviour tool so should not be perceived as a negative strategy.
- Adults to make sure discussions with key Staff are had regularly; Phase Team, SENDCo and Deputy Headteachers, communication is key.
- Adults to ensure Parents/Carers are part of the consistency of responses used beyond School (where possible). At the very least Parents/Carers should be part of the success of the pupil.
- Positive behaviour plans linked to rules and values and regular feedback to the pupil is also a way to further differentiate behaviour strategies; Personalised Recognition Boards.

For children whose behaviour continues to be disruptive, challenging or unsafe:

- For all children but particularly those who are additionally vulnerable, children experiencing emotional health and well-being issues, or who have SEND or social, emotional and mental health and /or ASD needs or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them.
- We treat all children with care, concern and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the School day.
- Additionally, we seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met.
- We allocate additional provision and resources to ensure they are able to learn in the School context and achieve success.
- Recording of serious incidents or persistent poor behaviour is expected on the School CPOMs system. This is monitored by the SENDCo, Safeguarding Lead and Deputy Headteacher.

- It is sometimes appropriate to create a written Individual Positive Behaviour Plan which is agreed by Staff, child, Parent/Carer and includes desired outcomes, rewards, an agreed period of time until review.
- Referral to School based Staff, ie Learning Mentor.
- Referral to an outside agency for help, ie: Educational Psychology Service, CAMHs, BASS.

7. Teacher Responsibility & Support

- Should children continue to find it difficult to follow the classroom rules and School expectations for learning behaviour, then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations. Conversations with the year group team and/or SENDCo will help check in on the following; Are we successfully sharing expectations re behaviour. What opportunities are we taking to teach behaviour? Are we making time to build a positive relationship with the pupil?
- When children continue to be unable to follow these expectations then there can be a consequence to help support the children in being accountable for their actions linking it to learning wherever possible.
- Adults need to ensure that they are giving children the opportunity to turn their behaviour around and 'try again' and this success is explicitly acknowledged.

The purpose of teaching accountability is to:

- Help children learn that consequences follow actions.
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better / try again.
- Show that a School, like our society, has rules and collective responsibilities.

A range of responses broadly follow our Whole School approach and can be used alongside the behaviour steps above:

- Acknowledgement from the adult that the child is struggling, and some choices offered such as a 'sensory snack' or 'sensory/movement break to support the child to regulate their behaviour.
- Anchoring a conversation in positive behaviours previously seen e.g.'I know you can focus / care /are good at communicating (etc) because I remember seeing you yesterday when you….'.
- If the challenging behaviour continues then the consequence would involve missing part of play to make up for lost learning in 'Learning Catch Up'. This is agreed and supervised by SLT.
- The pupil may also be moved within the classroom, occasionally it may be necessary for the pupil to work in another class within the year group for a short period of time.
- Private restorative conversations between the pupil and the member of Staff to discuss together what has happened and talk through the consequences and how to make things better. These conversations are also necessary to plan follow ups, make it clear the opportunities the adult has to see the child be successful – no matter how small; During

lining up time, a specific lesson, a specific time of day, a specific conversation with a child or adult.

- With more extreme and persistent behaviour a Think it Through sheet (THITH) is necessary. It is expected that this is completed with an adult who is able to talk through the questions and make the process meaningful e.g. class teacher, or member of SLT. The adult can write them as the emphasis needs to be on the thought and reflection of the pupil.
- We always aim to inform Parents/Carers at the end of the day. We consider this of paramount importance when supporting excellent behaviour for learning and our policy of working in partnership with Parents/Carers.

8. Communicating With Parents/Carers

- Informing a Parent/Carer when we are concerned about a child's behaviour or emotional well-being is essential but the way in which it is done, often influences the way in which it is received.
- Mentioning to a Parent/Carer at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- Be mindful that some Parents/Carers feel embarrassed to have a conversation about their child's behaviour in front of other Parents/Carers.
- The next step is to organise a meeting with the family. The meeting should take place in School. A member of SLT might accompany the teacher in the meeting. There should be a written record of the meeting including notes of the discussion and actions.
- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress. It is at that point that the SENDCo or Deputy Headteacher will be involved in relation to adding the meeting notes to the child's SEN+D record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan.

9. Lunchtimes

- The dining hall and playground provide all Staff with further opportunities to teach positive behaviours.
- Midday Meal Supervisors and Sports Coaches amongst the Staff responsible for the safety and behaviour of the children at lunchtime.
- It is expected that all Staff follow this Policy and raise issues at team meetings.
- If the behaviour of a child or a group of children causes concern, then it is the responsibility of the Staff member to talk to the Senior MDMS and Inclusion Lead who will support the next steps to help that pupil be successful during lunchtime.
- Lunchtime is also an opportunity to recognise positive behaviours and verbalise these.

10. Record Keeping

- It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour

and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.

- A set of Reflection Sheets are useful to keep the conversation grounded and more objective. It also helps the family to get an accurate view of the child in School and helps to take away 'personal' or 'emotive' comments about the child's behaviour. Further Positive Behaviour Plans are necessary for referrals to outside agencies, the Local Authority and as part of a statutory assessment process.
- Communication with Parents/Carers is key in building Home-School cooperation and every effort will be made to ensure positive parental participation.
- Throughout the term regular conversations between the SENDCo and Deputy Headteacher's means behaviour is sometimes continually being noticed and worked on.
- It is expected that the SENDCo keeps and records Think it Through sheets. This information is collected cumulatively and analysed in depth, looking specifically at particular groups of pupils.
- This information is shared with SLT and formally discussed during the year as part of the SLT meetings. The Governing Body will then be able to requests a report detailing the analysis and the findings, and details of any further refinements which need to be made to our provision.

11. Exclusions

As an inclusive School, we will make every effort to avoid exclusion.

The decision to exclude a child will only be taken in the following circumstances:

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the child to remain in School would seriously harm the education or welfare of the child or of others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the member of SLT who is acting in that role.) Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations, taking into account the School Policies.
- Allow the student to give her/his versions of events.
- Check whether the incident may have been provoked.

Suspensions or permanent exclusions are reported to the local authority, without delay. After a fixed term exclusion pupils supported to reintegrate successfully into School life and full-time education. The reintegration strategy is clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to School. During the reintegration meeting a restorative approach is taken and pupils are assured that their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's Parents/Carers.

Exclusion Procedure:

Most exclusions are fixed term and are of short duration. The DfE regulations allow the Headteacher to exclude a child for one or more fixed periods not exceeding 45 School days in any one School year. Parents/Carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Body and the local authority as directed in the letter. The Governors have arrangements to promptly review fixed term exclusions which would lead to a child being excluded for over five days but not over 15 days in a School term where a Parent/Carer has expressed a wish to make representations.

The Governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a child to being excluded for over 15 days in a School term or missing a statutory examination.

During the course of a fixed term exclusion where the pupil is to be at home, Parents/Carers are advised that the pupil is not allowed on the School premises and that daytime supervision is their responsibility. Work will be provided by the class teacher. A return to School meeting will be held following the expiry of the fixed term exclusion.

Internal Exclusions:

There may be some occasions where a child's behaviour continues despite the support and sanctions above. When this happens, or in the case of a very serious incident, a child may be excluded internally. This means that the child attends School, but is placed for a fixed or longer period of time in a class or learning space other than their own. They will be given appropriate work to do by the class teacher and will spend playtimes inside under the supervision of an adult. Before the internal exclusion ends, there will be a restorative discussion with the child in which they are supported to understand the consequences of their actions, make amends and agree the expectations of their behaviour on return to their own class.

Permanent Exclusion:

The decision to exclude a child permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.
2. When a serious criminal act has been committed. The School will involve the police in any such offence.

Serious Incidents:

Decisions to exclude pupils are only taken in response to a serious breach, or persistent breaches of the School's Behaviour Policy and where allowing the pupil to remain in School would seriously harm the education or welfare of the pupils or others in the School.

Categories of Behaviour that may result in Permanent Exclusion are:

- Serious assault against a pupil.
- Serious assault against an adult.
- Bullying on the lines of race, gender, religion, sexual orientation.
- Sexual misconduct.
- Drug & Alcohol related incidents.
- Substantial damage to School property.

Searching & Confiscation:

School Staff can search a pupil or their possessions if they suspect the pupil has any item which is listed below, as well as any items banned under the School rules. Parents/Carers of pupils affected will be informed and further steps may be taken if necessary including contacting the police.

- Drugs.
- Alcohol.
- Weapons.
- Any illegal or prohibited items.

Managed Moves:

A managed move to another School can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion as it enables the pupil to have a fresh start in a new School. It is done with the full knowledge and co-operation of all the parties involved, including the Parents/Carers, Governors and the Local Authority, and in circumstances where it is in the best interest of the pupil concerned.

12. Use Of 'Reasonable Force'

- All School Staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves and/or others or damaging property, and to maintain good order and discipline. To ensure this step is only taken at the appropriate time Olga Primary School has a team of Staff who are Team Teach trained. When a Team Teach approach is necessary it is recorded in CPOMs and every effort made to share with Parents/Carers.

13. References

- When the Adult Changes Everything Changes, Paul Dix 2017.
- Suspension and permanent exclusion from Maintained Schools, Academies and pupil referral units in England,including Pupil Movement Guidance for Maintained Schools, Academies, and pupil referral units in England August 2024 (DFE).

Appendix 1 - Governors' Written Statement Of Behaviour Principles

This is a statutory requirement and is on the School Website

Safeguarding Statement	At Olga Primary School we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at Olga Primary School. We recognise our responsibility to safeguard all who access School and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

- Under the Education and Inspection Act, 2006, the Governing Body is charged with the duty to set the framework of the School's Policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.
- This statement and the Behaviour Policy will be reviewed on a two yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing Body of Olga Primary School, believe that all members of our School community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the School which lead to mutual respect and good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The Behaviour Policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The Policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the School ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the Pupil Body as a whole is paramount.

We work with Parents/Carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

Appendix 2 – Restorative Conversation Support

RESTORE - REDRAW - REPAIR

'Punishment doesn't teach better behaviour, restorative conversations do.'

	A Restorative Conversation is more than a process or set of questions. The behaviour of the adult lies at the heart of it. The meeting will be a daunting prospect for any child. The child is likely to be hyper vigilant. Small things matter. Your body language, your tone, inflection and attitude are all read carefully for signs of judgment and negative assumption. Offices are not ideal spaces - it is much better to walk and talk or engage in a collaborative activity to take the pressure off the conversation.

Ways to make a Restorative Conversation work	1. Don't sit behind a desk. 2. Focus on the outcome no matter how irritated you feel. 3. Don't rush the meeting - reserve enough time. 4. Resist the urge to take notes - this doesn't support the pupil to speak freely. 5. Have a glass of water ready. 6. Leave the door open. 7. Answer the questions yourself - with your own reflections. 8. Avoid judgmental language. 9. Resist interrupting. 10. Don't 'nit-pick' things like uniform. 11. End the meeting well.

Pick your Restorative Five. (for some children 2 may be enough). Choose your Restorative 5 from the selection below:	
1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?	If pupils clam up; 1. Ok, imagine if there were… (people affected / a way of putting it right?). 2. 1-10 scales: 'on a scale of 1-10 how angry were you?' 3. Offer a postponement and some support if the pupil isn't ready: 'i can see that you aren't quite ready to talk. Do you need a minute or two?'

Appendix 3 - Reflection Sheet

reflection_sheet.pdf • 209.7 KB • Download file

Appendix 4 - Think It Through Sheet

think_it_through_sheet.pdf • 307.4 KB • Download file