



Behaviour for Learning Policy

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Reviewed by:	Headteacher / SLT / Governors
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East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

Rationale

This policy has been written in conjunction with the Governor Statement of Behaviour Principles (see Appendix i).

At East Peckham Primary School we model a standard of considerate behaviour, which respects everyone in the school community. We aim to nurture our children on their journey through life so they grow into safe, caring, democratic, responsible and tolerant adults who are respectful of themselves and of others in our school, our local community and the wider world. The effective teaching of fundamental British values alongside our school values of **Equality, Pride, Success** are a crucial part of the success of enabling our children to succeed in this.

Aims

- We aim to help children develop a clear understanding of right and wrong.
 - We aim to make our children empathetic and to understand that some members of our community will need alternative and additional approaches to aid their understanding of right and wrong.
- We aim to help children appreciate the need for and importance of self-discipline.
 - We aim to make our children empathetic and to understand that some members of our community will need greater support to exercise self-discipline.
- We aim to teach our children the importance of taking responsibility for their actions.
- We aim for our children to recognise that the surrounding community have clear high expectations of their behaviour.

Expectations

- We expect all adults and children to display good manners in all their dealings with each other.
- We expect all relationships to be based around mutual respect, regardless of age or status.
- We expect all staff to provide a consistent approach to behaviour management so that children have a clear understanding of rules and boundaries.
- We expect that all staff and children know that good work and behaviour will be rewarded accordingly. Similarly, poor behaviour will result in an appropriate restorative action.

At East Peckham Primary School there are just two basic rules:

BE KIND and BE SAFE

Behaviour Management Strategies

Consistency in approach among all of the adults that work with our children is key in supporting children to make good behaviour choices. If children understand the boundaries of acceptable behaviour then they can work comfortably and successfully within it. We expect the standard of behaviour from all of our children to be the same, regardless of the adult that they are working with or supervised by.

In-class expectations are promoted by all staff, all of the time. Modelling these high expectations minimises low level disturbances and poor behaviour choices made by pupils. They promote positive wellbeing and encourage pupils to follow school rules and values. Key high expectations which are modelled and promoted in class were inspired by *Teach Like a Champion* literature are listed below:

- **Accept only 100 Percent.** East Peckham teachers don't create unreasonable behavioural expectations, because their final expectation is that everyone conforms all (100%) of the time.
- **What to Do.** Be sure, if adults are asking for compliance, that they have been very explicit in explaining what it is they want the pupils 'to do'.
- **Do It Again.** When students fail to meet our standards, ask them to "Do it again." They model the appropriate behaviour but are eager not to have to do it again.
- **Threshold.** By meeting and greeting students as they enter, staff can set the tone for the class.
- **Positive Framing.** Positive Framing means casting things in a way that is positive and leads to appropriate behaviour.
- **Precise Praise.** Precise praise is valued by pupils because it describes what staff are pleased with.
- **Explain Everything.** Be sure pupils understand why you do what you do, as the why is an important part of instruction.
- **Normalise Error.** If pupils understand that errors are not the end of the world but an opportunity to learn, they will be more willing to take risks and more likely to learn.

A range of strategies are employed to support the children in managing their behaviour and due care should be given to the list below to ensure the needs of the children are met:

- A range of teaching styles are used in class to meet the children's various learning styles.
- Work and resources may be adapted to ensure that the children's individual needs are met.
- Children are informed in advance of changes in routine, whenever possible.
- Staff work closely with parents and carers as much as possible.
- All staff are consistently vigilant and note potential issues to help form patterns.
- Use of Zones of Regulations throughout the day alongside discussions about feelings and how to label them
- Children are given appropriate take up time and encouraged to take 'time out' if needed.
- A range of activities are organised at lunchtime to keep children busy.
- The school has a comprehensive PSHE scheme (Jigsaw).
- Children are encouraged to take responsibility for their own behaviour and opportunities to exercise choice (rather than follow directives) are regularly provided.


Behaviour Management Strategies - Rewards

Promoting and recognising good behaviour is an essential part of our approach to learning and discipline. With these aims in mind, this policy has been devised to promote good behaviour at every opportunity. Children of all ages are motivated when they know there are rewards for good behaviour and work which is above and beyond the high expectations.

Verbal Praise: Verbal praise is given at every opportunity and is offered by adults around the school. Praise can be offered for a variety of reasons, ranging from good effort, progress and behaviour in the classroom, to good manners and kindness in the dining hall. Verbal praise is often given to a child when a nearby child is not making a good decision, therefore providing a role model.

Recognition Board: The Recognition Board system offers more opportunities for every pupil to have their positive actions and behaviour acknowledged in the classroom. In every class, a designated space on the wall will be available for class teachers to identify and praise a child's behaviour, actions and work effort. The Recognition Board allows the children who *consistently meet the school's high expectations* to have their efforts rewarded. It also promotes a positive attitude in the classroom as other children can see their positive actions will also result in their name being on the Recognition Board. The class teacher will put a child's name on the board with a brief description of why it is there. Children will then be able to see what actions are needed to get their name on the board. The board recognises all children's positive actions and once on the board, even if the child then falls below the school's behaviour expectations, the child's name is not taken off the board. We praise the children for their positive actions, we do not take their positive actions away from them. If a child is repeatedly meeting and exceeding the class expectations for behaviour for learning, their name can be referred to by the teacher on the board publicly or privately to continue the positive praise and feedback. Their name does not need to be added for a second time. At the end of the day, the board will be cleared and the process repeated the following day.

Reward Cards: Business cards which have a positive congratulatory message on them from the class teacher will be handed to children who have gone *above and beyond* the high expectations set by the school. When a child meets this criteria, the class teacher hands them a Reward Card and personally praises them for their actions. The class teacher makes it clear to the child why they have received the card and in this action they promote the positive behaviour we expect in our school. The praise can be done publicly or privately. The class teacher will decide this depending on the child who is receiving the card and how they will act upon receiving his reward.

Respect Points: Respect Points can be awarded to whole classes/ groups/individuals moving around the school respectfully and showing good manners and consideration. They can also be given if a class/group/individual are caught behaving calmly and respectfully in the classroom by a visiting adult. Respect points can only be given by adults not currently attached to the receiving class. The number of respect points each class receives will be recorded on the  **Respect Points** shared document and shared with the school in the assembly on Friday. The class with the most respect points each week will receive additional playtime on Fridays, following the announcement of the winner in the Friday assembly.

Star of the Week Certificate: In the Monday assembly, children are introduced to a quality which the staff would like to see exemplified around the school during the week. This could be for a range of reasons, including showing resilience, putting someone's needs above their own or for taking responsibility for their actions. These qualities are often chosen based on key areas identified in previous staff/TA meetings. One child per class who has made a significant positive impact in this area is then chosen and awarded the certificate in the Friday assembly. Parents of the chosen children are alerted to this so that they can join and celebrate in assembly too.

EPS Award: Three times a year, children have the opportunity to achieve the EPS award. This is awarded to the child in each class who has demonstrated the East Peckham Primary School Values. The child and their parents are invited to a special tea party after school, with the Headteacher, Deputy Headteacher and class teachers. Each teacher will explain why the child has won the award and they will be presented with their award and certificate.

Behaviour Management Strategies - Consequences

At East Peckham Primary School we believe in a behaviour management system which models and promotes positive behaviour as opposed to punishing negative behaviour. This is because we believe that punishment does not necessarily result in better behaviour. We believe rehabilitation and reparation is what is required to support a child in their management of their own behaviour.

Restorative Justice: Class teachers will deal with children individually and privately immediately when poor behaviour choices are made and conflict arises. Class teachers will use their time and the teaching assistant's time to talk to the child individually to identify what we can do to support them in making the right behaviour choices. This is a form of the practice of restorative justice, an approach to resolving conflict and preventing harm/disruption. Restorative approaches enable those who have been harmed to convey the impact of the harm/disruption to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. These conversations will take place in time that is not dedicated to learning so that the adult is not taken away from the class group. We do not publicly humiliate a child by punishing them in the class in front of their peers. We take time to identify the cause of the poor behaviour choices and support the child as needed to ensure these poor behaviour choices are not repeated.

Catch up / Reflective Time: Teachers can keep children in at play and break times to complete learning which was missed during any behaviour issues in the classroom. If a child misses large parts of the learning in the allocated class time, the teacher can keep them in at lunch or break time for a period of time. This time will be spent supporting the child in the learning they missed, as well as discussing the behaviour choices that were made.

Calming Time: Conversations about behaviour with children will only be effective if children are ready to listen, and often when emotions are running high this is not the case. This is why the use of Zones of Regulation are so important and must be taught throughout the school. When children are in the red zone they are rarely able to review their behaviour and therefore 'calming time' is necessary to ensure that they can reach a more productive emotional state. In the classroom, this can be at the child's table, and in the playground by standing with the adult for 5 minutes, or until calm. Once the child is ready to talk, then the process of restorative justice can be adopted.

Behaviour Management Strategies - Exceptions

In some instances, normal classroom procedures and adjustments will have been trialled but with limited effect. It is likely that, at this stage, the child in question will be placed on the School SEN register and additional measures to address inappropriate behaviour put in place. This may include:-

- An Inclusion Support Plan (I.S.P.) (Appendix ii)
- Individual reward charts and systems
- Referral to and additional support from outside agencies (Specialist Teaching Service for example)
- A personalised timetable
- Individual arrangements for time out
- Alternative playtimes

A meeting between parents, the SENCO/Parent Support Advisor, class teacher and Headteacher/Deputy Headteacher will take place to agree these approaches. Behaviour tracking will be monitored regularly by the SENCO or Parent Support Advisor in order to identify patterns and triggers. These can then be acted upon swiftly.

At East Peckham we feel it is vitally important that children develop a sense of empathy and realise that children can use behaviour as a form of communication. All children are different, and while this policy may work for the majority of the student body, it is unlikely to work for all. In these cases the school will use its discretion to find a method of support that works, or will seek advice if one cannot be found. Open discussions with children (and parents where required) about different needs can be had, so long as it is to help define understanding and not to betray confidentiality.

Out of Class Procedure

Whenever a child reaches the stage at which they must be sent out of class, the 'Out of Class procedure' (Appendix iii) must be followed. This is only used in extreme cases where the child may need to be removed from the setting to effectively manage the behaviour. Children will only be sent out of class if their behaviour continues to be inappropriate and disruptive to theirs and their peers' learning. Sending a child out of class will not be used as a punishment but as an opportunity to support the child in finding the cause of the behaviour and then remedy it. Should a child be sent out of class the following must happen:

- The class teacher will record the incident on CPOMs as quickly as is practical
- The child in question will be accompanied (either by an adult or appropriate peer) to a designated area outside of the classroom door
- The child sent out of class will have a discussion with an adult where a series of questions will be asked (Appendix iii). Children should not be given work to do during their time out (this can be caught up at break) but should spend the time calming down and reflecting on what went wrong.
- A child should spend a minimum of five minutes and a maximum of 10 minutes out of class. The appropriate time should be judged by the Class Teacher and will depend on the amount of calming

down/reflection time needed.

- If a child has been removed from class, then the time must be made up during their break.

All incidents will also be recorded on CPOMS. Recording the information in this way also enables senior staff to look for patterns of inappropriate behaviour in particular lessons or at particular times of the day. Behaviour across a term can also be monitored closely.

If this behaviour requires removal from playtime, then the child must be sent to a member of the SLT.

Serious Offences

When a child commits a 'serious' offence, a different sanction is needed. 'Serious' offences have been agreed as the following:-

- Abusive language
- Physical aggression with an intent to harm
- Bullying behaviours
- Wilful and repeated refusal to accept adult requests
- Theft or vandalism of property

Should a child commit one of the above offences, they should be referred to a senior member of staff who will record their behaviour on CPOMS. The child in question will then miss part of their lunchtime so as to reflect on their behaviour and spend time with an adult discussing their needs for how best to support them moving forward. and parents will be informed of the offence and consequent action. In some cases, parents may be invited into school to discuss the incident further.

During the time spent missing play, the child should be given time to reflect on their behaviour using the restorative justice questions and plan how to act differently in future.

Reference will be made to the Suspension and Exclusion Policy [Suspension and Exclusion Policy](#) in regards to how to react to serious offences.

In-School Exclusions

On rare occasions where children persistently commit serious misdemeanours or commit an offence that is deemed serious enough, an In-School Exclusion may be arranged by the Headteacher. This requires a child to be isolated from their peers for a set period of time deemed necessary by and under the supervision of the Head or Deputy. During an In-school Exclusion, work may be given by the class teacher to ensure that learning is not disrupted.

All behaviour incidents are recorded on CPOMs.

Fixed-term Exclusions

Exclusion is the ultimate penalty for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. Parents will usually have prior warning that this step is to be taken. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases exclusion could be permanent.

The Chair of Governors is always kept fully informed of all cases of unacceptable behaviour and where the possibility of exclusion is being contemplated.

Incidents Outside of the School

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

At East Peckham this is seen as:

- Any misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school without parental responsibility or
 - wearing school uniform without a parent present or
 - in some other way identifiable as a pupil at the school and not having a suitable adult present.
- In extreme cases (such as cyber bullying) misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.

Bullying

This policy is used in conjunction with the school's Anti-Bullying Policy to deal with instances of bullying. The school does not tolerate bullying of any kind, if we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All bullying incidents will be recorded on CPOMS where we can monitor them and act accordingly. Good communication channels will be established with parents or carers to ensure all parties involved are kept updated with the schools, and the children's actions.

Actions against pupils making malicious allegations

In the event of a pupil making a malicious allegation against a member of staff, this should be referred to a senior member of staff and recorded.

If the allegation is of a serious nature, an investigation will take place in accordance with the procedures in the school complaints procedure and the DfE publication, 'Best Practice Advice for School Complaints Procedures 2019'. Following a thorough investigation, an appropriate course of action will be decided. A Senior Leader has the option to agree an individual strategy with the parents. A meeting with parents will follow at the first available time. Depending on the seriousness of the allegation, the Headteacher may formally exclude a pupil for a fixed short-term or permanent, as a result of serious inappropriate or unacceptable behaviour which contravenes the school's policies.

As a result of the investigation, the current teaching arrangements will be reviewed.

Confiscating Items

Unapproved items brought into school by pupils may be confiscated by a member of staff and returned at a later time to the pupil or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item the police will be informed and the item released only to them. The Headteacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed.

Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger
4. Damaging property

Use of Positive Handling

All school staff have the power to use a positive handling approach to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and around the school. The Headteacher should be informed of any incident that has led to the use of these powers, and the incident must be recorded.

For further details please see our Positive Handling Policy.

Use of seclusion

Isolation may be used as a preventative measure or a short term solution whilst other expertise is being sought. The school may isolate a pupil from other pupils for a limited period. This may be done when it is in the best interests of the pupil or other pupils. The school will determine the period of isolation and what the pupil will do when being isolated. The school will always aim to work in close harmony with parents and pupils.

Equal Opportunities

It is understood that children will be at different stages of their social development and that children who have disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case these children will have an Inclusion Support Plan (I.S.P Appendix ii) which details interventions such as Social Skills groups and social stories. These are drawn up by the Inclusion Manager/ Headteacher/ class teacher in consultation with parents and outside agencies.

Trauma Considerations

When adhering to the Behaviour for Learning policy, considerations into trauma must be taken. When a child's behaviour is not inline with the school's expectations, knowing the background history of the child is key prior to carrying out any reactive actions. Children will need to be managed on a personal level and staff must be aware of the symptoms and impacts of trauma on children. Fight or flight may come into action from the child in question which must be managed carefully. Flight can be seen as the child 'shutting down' and becoming unresponsive to the adult's commands. This must not be seen as ignorance or opposition to the school expectations or the adult's commands but must be seen as a potential case of flight. When a child is more inclined to 'fight', precautions must be taken to ensure the commands from the adult do not worsen the behaviour.

Three key strategies are used in class to support children with symptoms of trauma. Bonding - this is made up of attention, affection and attunement. **Attention** is spending time with the child - eye contact, singing songs, laughter, fun, play and talking in a soothing voice. **Affection** is providing caring body language and gestures as well as unconditionally caring about a child. **Attunement** is being aware and responsive to the cues of a child or the process of getting in tune with the child. It includes empathy, understanding and intuition to tune into what the child needs and providing appropriate response.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Governor Statement of Behaviour Principles (Appendix i)
- Anti-Bullying Policy
- Safeguarding Policy
- Acceptable Use Policy
- Home-school Agreement
- Online safety policy
- PSHE and SRE Policy
- Positive Handling Policy
- Suspension and Exclusion Policy

Appendix i

Governors' Statement of Behaviour Principles

Rationale and purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance [Behaviour and Discipline in Schools 2016].
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour for Learning Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school as well as taking full account of the law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour for Learning Policy, although he/she must take account of these principles for formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication, Behaviour and Discipline in Schools 2016.
4. The Behaviour for Learning Policy is published on the school website.

Principles

1. All children, staff and visitors have the right to feel safe at all times at school.
2. East Peckham Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort.
3. The school rules should be clearly set out in the Behaviour Policy and displayed around the school. Governors expect these rules to be consistently applied by all staff.
4. Governors would expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around the school.
5. Sanctions for unacceptable behaviour should be known and understood by all staff and pupils, and consistently applied.
6. It is recognized that the use of rewards and sanctions must have regard to the individual situation and the individual pupil. The Headteacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
7. The governors feel that exclusions, particularly those that are permanent, must only be used as a last resort.
8. The governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
9. The governors emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself appropriately, the school may ban them from the school premises. If the parent continues to cause disturbance, he or she may be liable to prosecution.

10. Governors will support any disciplinary action that is taken by the school against children who are found to have made malicious accusations against school staff and have the expectation that school staff will receive pastoral support if they are accused of misusing their powers.
11. Governors expect the Headteacher to include in the Behaviour for Learning Policy, details of the schools' power to discipline outside the school gates; disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the schools premises. The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

INCLUSION SUPPORT PROGRAMME

NAME	DOB	SCHOOL	CLASS/TEACHER
START DATE OF ISP	SEN SUPPORT/ CiC/EHCP	CO-ORDINATED BY	

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	Signed.....

PUPIL VIEWS & COMMITMENT	PARENTAL VIEWS & COMMITMENT
<p>Signed.....</p>	<p>Signed.....</p>

My Pastoral Support Plan **Name:** _____

How will adults know that I'm calm, relaxed and ready to learn?	How will adults know that I'm on the edge/ becoming anxious?	How will adults know that I'm ready to explode?	How will adults know that I'm returning to my calm feeling?
o	o o	o	o
What could be the triggers/ causes to these feelings/behaviours	What could be the triggers/ causes to these feelings/behaviours	What could be the triggers/ causes to these feelings/behaviours	What could be the triggers/ causes to these feelings/behaviours
	o	o	o
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?
o	o	o	
What are the consequences of this?	What are the consequences of this?	What are the consequences of this?	What are the consequences of this?
o	o	o	o

ISP Agreed Weekly Plan	How will the pupil know that they are 'on track'? (Ongoing recognition of weekly success)
Set Review Dates and Time Limits	

Review 1 – Date/...../.....	
Evaluation of Progress	Actions
Attendees	

Review 2 – Date/...../.....	
Evaluation of Progress	Actions
Attendees	

Appendix iii

Out of Class Procedure

If children continue to make the wrong choice, disrupting the learning of the class despite discreet reminders, they will be sent out of class to reflect on their behaviour. It will not be as punishment, it will be to identify the cause of the poor behaviour choices and support the child in rectifying them. They will go outside to think about their behaviour choices. They may make up the time spent out of class at break time or lunch time if the teacher feels they will benefit from catching up with missed learning. This time will be spent learning and not as a form of punishment.

The child will sit outside the classroom door on a chair for a period of time as required

An adult will spend time with the child discussing the positive actions the child needs to take to ensure their learning will not be interrupted and disturbed again. The adult will remind the child of the positive behaviours they have shown up to now and what they want to see from the child moving forward. The restorative process will follow a set line of questioning as detailed below:

1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. Give your own account of the situation without judgement. Avoid "then *you* decided it would be clever to hit back..." Remember, if you have already decided on the outcome of the meeting then the questioning is redundant.

2. What were you thinking at the time? (Adult to decide if relevant/accessible for child in question)

This reflection allows the child to reflect on their actions and replay their thought processes. Their thinking at the time may seem irrational to you and others but the child might not see that until they reflect on it here. During this step, the adult will remind the child of previous positive behaviour that they want to see from that child again.

3. What have you thought since? (Adult to decide if relevant/accessible for child in question)

This question may open up many doors that might allow the child a change of attitude, a shift in explanation or even the possibility of an apology. Be cautious that some of their thoughts will have been negative, angry and frustrated. You may need to help ease these emotions.

4. How did this make people feel?

The child may have been unaware of how people reacted to their behaviour. In the moment of crisis for example, they may not have noticed the child getting pushed back onto a coat peg or the child whose work is now damaged as a result of actions taken by child number one. The link to question 5 is now clear and we want to make sure that the child has the opportunity to consider others and think about the impact of their behaviour on classmates. The use of Zones of Regulations, Comic Strip conversations and Social Stories can be used to support the child in answering this question.

5. Who has been affected?

With gentle encouragement, the child will be able to see that it was not only them who has been affected but others too. Use examples of how others have been affected to identify it if the child struggles to see. The more you ask this question, the easier it becomes for the child to answer it. We are encouraging the child to use their conscience to better regulate their behaviour.

The adult will promote positive behaviour and support the child in identifying why they made poor behaviour choices and how to make better ones. The intent is to identify why the poor choices were made and then support the child in making the right choices. It is not punishment.

The adult will talk to the child outside so as to ensure the conversation is private and we protect the child's emotional needs. Once the adult has finished talking, the child will reflect on their behaviour using the reflection sheet (appendix 4) then return to class.

Restorative Language

We at East Peckham use consistent and meaningful language to support our pupils in resolving conflict amongst their peers.

We aim to repair and restore relationships to successfully reintegrate pupils into the school environment

When talking to children, reframe the narrative into a more positive light.

Do not dwell on the negatives.

Promote the positives.

Validation of feelings/moods	Identify the positives
<i>I hear you...</i>	<i>Well done for telling an adult</i>
<i>I understand why you feel that way...</i>	<i>Thank you for sharing</i>
<i>I am not surprised you feel that way...</i>	<i>Thank you for listening...</i>
<i>It is ok to feel...</i>	<i>I/we/they appreciate your honesty</i>
Finish on a positive	AVOID
<i>You both have shown great honesty..</i>	<p style="text-align: center;"><i>Avoid repeating the negatives in the conversation.</i></p> <p style="text-align: center;"><i>Confirm the timeline, confirm the facts then move on.</i></p>
<i>Well done for being supportive to each other during this process</i>	
<i>This has really helped us understand what happened</i>	
<i>Thank you for cooperating</i>	

When speaking informally to children throughout the day, this is a **restorative chat** which is great to check in with children and keep consistency in the behaviour approach at East Peckham.

When an incident occurs which requires adult intervention, this becomes a **restorative conversation**.

Restorative Conversations

When an adult needs to intervene and support children to resolve conflict, use the scripts below.
Be mindful of who you are speaking to and choose the relevant scripts.

KS1 Chat	Guidance
<i>What happened?</i> <i>What were you thinking?</i> <i>What do you think now?</i> <i>What needs to happen to put this right?</i> <i>What will you do differently next time?</i>	<i>Ask each person the same question before moving onto the next one.</i> <i>If they cannot answer, allow more time out or speak to them separately before trying to bring them back together.</i>

KS2 Non-challenging Pupils	Choices
<i>What happened?</i> <i>What were you thinking?</i> <i>What do you think now?</i> <i>Who has been affected by this?</i> <i>What needs to happen to put this right?</i> <i>What will you do differently next time?</i>	<i>What choices did you have?</i> <i>What choice did you make?</i> <i>How did that choice affect you and others?</i> <i>What choice could you make next time so it can be resolved without you being in trouble?</i>

KS2 Challenging Pupils	Guidance
<i>What happened? Create a timeline</i> <i>What were you thinking/feeling?</i> <i>What do you think/feel now?</i> <i>If needed - what other choice did you have?</i> <i>Who has been affected? - unpick</i> <i>How have they been affected? - unpick</i> <i>What do you/is there anything you have to take responsibility for?</i> <i>What's been the hardest thing for you?</i> <i>What needs to happen to put this right?</i> <i>How are you going to show you are sorry?</i> <i>What would you do differently next time?</i> <i>What would you like _____ to do</i>	<i>This script is for more challenging pupils.</i> <i>The most important thing to remember is that this will only work when you recognise that YOU need to meet their needs.</i> <i>Give time to calm down, give reassurance that you are going to help them sort out the problem and try to develop a relationship of trust.</i> <i>If they are unsure if they wish to engage restoratively, it might be useful to ask if they will go through the questions with you and</i>

differently next time? - if appropriate

make up their mind once you have finished.