

Selwyn Primary School: Behaviour Policy

Last updated: November 2023

Approved by: Executive Leader, Primary (November 2023) and to go to the Local Governing Body for ratification in spring 2024

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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

Date	Document title	Version
November 2021	<p>Reviewed in light of updates to Keeping Children Safe in Education - September 2021</p> <ul style="list-style-type: none"> - Added section on relevant legislation and statutory guidance - Section 2.8 - added an explicit section on safeguarding for additional clarity - Section 2.12 - reworked slightly in line with DfE guidance - Section 2.13 - added a new section re malicious allegations - both against staff and against peers (references to managing allegations against adults policy included) - Section 2.20 - added appendix 4 with list of inappropriate behaviours as per KCSiE - Section 2.21 - added appendix 5 which describes our zero tolerance approach to sexual harassment and sexual violence (this appendix is replicated in our updated anti-bullying policy) <p>Note that the provisions of KCSiE have also been reflected in the Trust's anti-bullying policy, updated at the same time.</p> <p>Section 2.5 - Promoting Positive Behaviour</p> <ul style="list-style-type: none"> - Updated to incorporate both Trust wide and school-specific (the latter specifically referenced as examples) arrangements and practices 	1.0

Date	Document title	Version
Nov 23	<p>Updated by the Deputy Headteacher and approved by the Executive Leader, Primary and published on the school website.</p> <p>Will be ratified by the local governing body in the spring term 2024.</p>	

1.2. Review and approval

The Behaviour Policy applies to Selwyn Primary School. It is reviewed by the School Leadership Team and is then presented to the Local Governing Body for approval. School leaders are responsible for the review and updating of this policy.

2. THE POLICY

2.1. Introduction

At Selwyn Primary School, we aim to deliver a Behaviour Policy that is simple, highly effective and utterly consistent. This document will outline how our adults react to and acknowledge outstanding behaviour; intervene and correct poor behaviour; and structure restorative conversations when dealing with conflict. This will create a consistency that will empower our adults as well make our children feel happy, safe and secure.

We work in caring communities, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed so that every member of the school community will feel valued and respected, and each person will be treated fairly. At our school, we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others, including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

2.2. Relevant legislation and statutory guidance

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

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

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children. Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. At the Newham Community Learning, we have a separate written anti-bullying policy: as per statutory guidance, both are published on our school websites.

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This policy complies with our funding agreement with the DfE and with our Articles of Association.

2.3. Aims

- Outline visible consistencies in adult behaviours and interactions.
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers.
- Ensure pupils, staff and parents have a shared sense of direction and a feeling of common purpose.
- Create simple and effective ways to promote positive behaviour.
- Create a calm, purposeful and happy atmosphere within the school.
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.
- Establish clear boundaries around appropriate and inappropriate behaviour and ensure that safety is paramount at all times.

2.4. How we promote good behaviour

At our school, our primary focus is always on supporting and encouraging good behaviour to ensure that the learning our staff have planned can be successfully delivered.

- We outline a series of visible adult consistencies (Appendix 1).
- Our Trust Agreement and '5Cs' (**Care, Courtesy, Co-operation, Commitment & Consideration**) will be visibly displayed across the school.
- We then make clear our expectations of good behaviour through referring to the 5Cs'. We ensure that these behaviours are recognised and celebrated - for example, by the use of an 'Above and Beyond' display board in classrooms on which to display children's achievements; the use of a pinboard outside the Head teacher's office to similarly celebrate children's achievements.
- We use certificates to acknowledge when a child regularly displays positive behaviour and learning attitudes over the course of a term. Staff will monitor certificates to ensure all children are aware that their efforts are being rewarded. Parents and carers are also made aware of the awards via our school newsletters.
- We promote mutual respect through our school virtues each week

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during assembly.

- We encourage children to take responsibility for their own actions and behaviour.
- We actively attempt to praise and reward good behaviour publicly. We ensure that positive behaviour is recognised beyond the child's immediate classes - for example, by the use of 'Child of the Term' awards to recognise and reward positive behaviour, and our 'Wonder Wall' to celebrate positive behaviour.
- We use an objective and consistent house point system where children can earn points for their house with a weekly winner announced.
- The Head/Deputy will be made aware of exemplary behaviour or achievements in order to celebrate and give recognition.
- Adults will always use calm discussion and aim to encourage positive behaviours and constructive conversations.

2.5. How we manage inappropriate behaviour

- Inappropriate behaviour will be dealt with quietly and where possible privately in an emotionless and if necessary scripted way.
- Our focus will be on immediacy of consequence rather than weight of punishment.
- Punishments and sanctions will be clear and consistent across the school.
- Structure conversations will be used when managing and resolving conflict.
- If there is inappropriate behaviour, a 'Steps' warning system will be used. This is progressive and children can move back down if behaviour improves or up to the next step if it deteriorates.
- A clear, progressive and restorative system will be used, to deal with children who regularly display inappropriate behaviour.
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises.
- We have a Behaviour Team who focus on behaviour support. The Behaviour Team can work with a child, parents and class teacher when necessary.

2.6. Our Code of Conduct

For a code of conduct to be effective it needs to be consistent and carried through by every member of the school community.

2.6.1. We expect our children to:

- Follow the 5Cs at all times.
- Know, understand and follow the School Agreement.

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- Work to the best of their abilities and allow other children to do the same.
- Treat all adults and children with respect and politeness.
- Look after equipment and the environment as well as keeping the school tidy.
- Take responsibility for their own learning and actions.

2.6.2. We expect our staff to:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's agreement, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and help them to develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Establish classroom routines and procedures to prevent negative behaviours.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

2.6.3. We expect our parents and carers to:

- Support children to realise the importance of learning and to praise them for their efforts and achievements.
- Show respect for all members of the school community.
- Be aware of the School Agreement, rewards and consequences which are displayed in the school entrance and classrooms, and to refer to these at home.
- Ensure children attend regularly and punctually.
- Support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

2.6.4. We expect our Governors to:

- To ensure that Selwyn Primary School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance and Government guidance.
- Promote and monitor the implementation of this policy.

- Promote whole school adherence to the practices within this policy.
- To ensure that staff undertake appropriate behaviour management training.
- To ensure that our schools have procedures for dealing with allegations of abuse

against staff and volunteers that comply with guidance from the local authority and Government guidance. Our Trust has a separate managing allegations against adults policy in place.

- Ensure equality of delivery to individuals and groups through monitoring exclusions.
- To nominate a Governor to be responsible for liaising with the LA and in the event of allegations of abuse being made against the Head teacher.

2.6.5. How do we ensure that all SEND children are included in our approach?

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand, in order to have a positive approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan for individuals where a child needs extra support.
- The Learning Mentor and Teaching Assistants will work closely with teachers to monitor and support, through individual or group work.

2.7. Safeguarding

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow the guidance in our Trust wide child protection and safeguarding policy (available on the [Policies Page](#) of the Trust website).

2.8. Exclusion (consequences of serious unacceptable behaviour)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify his/her behaviour. We see exclusion as a last resort, but there are incidents or circumstances where it will be the only appropriate step. For example: in line with Local Authority Guidance, there will be a minimum of a 5-day Fixed Term External Exclusion for bringing an offensive weapon to school.

2.8.1. Internal exclusion

An Internal Exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership Team for at least half a day. The duration will be dependent on the circumstances and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated Internal Exclusions could result in a Fixed Term External Exclusion.

2.8.2. Suspensions

When suspension is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the Local Authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If an incident is deemed to be serious enough to consider a suspension, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a RIET placement has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not recur.

2.8.3. Pastoral Support Plans (PSPs)

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In such circumstances, the school will put a PSP into place in order to support the child and try to prevent the behaviour recurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS)

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will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

2.9. Health and Safety

- Undertake a risk assessment of any children who display disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Train staff who may need to work with children who require positive handling (see our Positive Handling Policy).
- Ensure all staff are aware of the policy on positive handling of children.

2.9.1. 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 child from:

- assaulting or injuring another person;
- injuring themselves;
- putting himself/herself into danger (e.g. attempting to run away), or
- damaging property.

Further details are provided in our Positive Handling Policy.

2.10. Confiscating items

Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

2.11. Incidents outside of school

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

Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Selwyn.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

2.12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The school will follow the detailed procedures outlined in our Trust managing allegations against adults policy. Additional detail is provided in our Trust child protection and safeguarding policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, our schools (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Our schools will also consider the pastoral needs of staff and pupils accused of misconduct.

2.13. Appendix 1 - Visible consistencies

Visible consistencies are a set of tangible guidelines for all members of staff and children to follow. They are presented below and where possible, shared with all visitors to the school who are dealing directly with the children.

Here at Selwyn ...

When speaking with children and dealing with behaviour

- We praise first, loud and proud
- We correct quietly and calmly
- We listen to everyone's point of view
- We support each other and ask for help if needed

Here at Selwyn ...

Selwyn

Routines and expectations

- Adults will **meet and greet** children at the door in the morning.
- When moving around the school as a group, children form a straight line - **eyes forward, hands to ourselves and mouths closed.**
- When collecting children from the playground, an adult will walk the line **praising loudly** and **correcting quietly.**
- Adults will practice routines with their class that include **quiet and efficient** transitions to the carpet, tables and cloakrooms.
- Unless instructed otherwise, children **will raise their hands** if they want to contribute to the lesson.
- When speaking to the whole class, adults will ensure that **all children are quiet,** before continuing.
- Adults **will stop what they are doing** to correct behaviour, pause and offer reminders if necessary

If you need support developing the specifics of these routines, please contact the behaviour team

Here at Selwyn ...

Selwyn

At break and lunch times

Outside

- Adults to wear **high visibility jackets** and engage with children's activities where possible
- Children to follow the [playground 5Cs](#)
- When collecting children from playground, **two bell system** to be used. All adults to make sure that children **have stopped moving and are listening** to instructions on the first bell. Lead adult to wait patiently until everyone is ready. Once instructions are delivered, second bell is rung.
- **Sports leaders** to tidy up equipment ready for next group.

Inside lunch:

- When children enter the hall, they **sensibly find a seat and wait patiently** for an adult to ask their table to collect their lunch.
- Children to **remain seated** until they have finished eating. They must have their legs underneath the table and talk quietly to the people on their table. If they need assistance, they must **raise their hand** and wait for an adult.
- When finished children put their **plate and cutlery away** and return outside.

Here at Selwyn ...

In other areas

During weekly assemblies


- Support each other by taking an **active part** in reinforcing behaviour expectations.
- Correct any inappropriate behaviour quietly by moving towards a child and **speaking to them privately.**
- Take part in talk partner activities with the children and ensure they are **ready to listen when it has finished.**

In singing assemblies:

- Stand near the front / at the sides so you can see the children, **not** at the back
- Be aware of behaviour and **loudly praise / correct quietly** throughout
- Use **house points** to reinforce behaviour
- Sing along and use the signs, your **good modelling** really encourages the children

When supporting in PE, Music and Mandarin:


- Support the children in their learning and **join in the activities**
- Be aware** of behaviour and loudly praise / quietly correct
- Use house points **as you would in class**



2.14. Appendix 2 - House Point systems

Behaviour	Amount of House Points
Outstanding effort sticker in workbooks	1 house point
Name on the "Above and Beyond" board	1 house point
Outstanding Homework effort	1 house point
Demonstrating one of the 5Cs	1 house point

These are the **only ways** a child can earn a house point.



2.15. Appendix 3 - Inappropriate behaviour and steps systems

Step 1 - *Low level inappropriate behaviour* - (calling out, not listening to simple instructions, not focussing on work, disrupting others)

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Step 2 - *Repetition of low level inappropriate behaviour*

Step 3 - Time out in class (5mins approx) - Restorative discussion with CT in break or lunch about behaviour.

Step 4 - *Time out in partner class with work.* Parents notified and spoke to after school that day. Restorative discussion had with CT at break, lunch or after school.

Step 5 - *Time out with Phase Leader with work.* Parents contacted immediately by BL. Restorative discussion had with CT and PL at break, lunch or after school.

Step 6 - *Meeting with Head Teacher.* Parents contacted immediately and BL informed Phase 4 triggered automatically.

Selwyn's list of inappropriate behaviors and their consequences

Behaviour	Sanction
<i>Rude, disruptive or inappropriate behaviour in class</i>	Steps system
<i>Unfinished work from lack of effort</i>	Stay in class with support until finished if not CT not on duty.
<i>Inadequate class routines (Lining up, transitions etc)</i>	Rehearsal of routines during break or lunch time - Not blanket
<i>Swearing</i>	Discussion with CT about the use of swear words - Parents notified at the end of the day.
<i>Break time conflict</i>	Restorative discussion with first contact adult. CT notified. If incidents are consistent CT to begin phase 2.
<i>Physical violence and/or Extreme Verbal abuse (Racism, homophobia etc)</i>	Straight to BL and PL. Trigger phase 4.

2.16. Appendix 4 - Examples of inappropriate behaviour

2.16.1. Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

2.16.2. Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see our separate anti-bullying policy, also published on the website)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

2.17. Appendix 5 - Zero tolerance approach to sexual harassment and sexual violence

Cognisant of our primary setting, our school will, nevertheless, ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please also refer to our Trust child protection and safeguarding policy (published on the Policies Page of our Trust website) where abuse, sexual violence and sexual harassment are all covered. Sexual abuse is one of the types of abuse referred to in the Department for Education's Keeping Children Safe in Education document.

Our child protection and safeguarding policy has been updated to include a separate section which addresses peer on peer abuse. The section addressing sexual violence and harassment has also been updated to state that '*sexual violence and harassment can occur between children of any age individually or in groups*'.

A copy of this appendix can also be found in our anti-bullying policy.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be managed the same way as other behaviours.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Trust child protection and safeguarding policy for more information.

2.18. Appendix 6 - Restorative approaches and strategies

With our restorative approaches and strategies, we aim to work with the children in order to help them develop their ability to validate their own emotions, understand how their behaviour impacts others and identify what they could have done differently next time so that they are able to independently make appropriate decisions in the future.

The Restorative Five


What happened?

What were you thinking at the time?



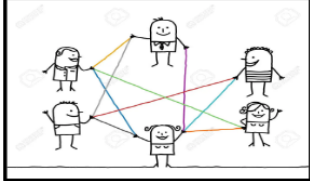
How do you think the other person feels?

What could you do differently next time?

How could you do to make this better?

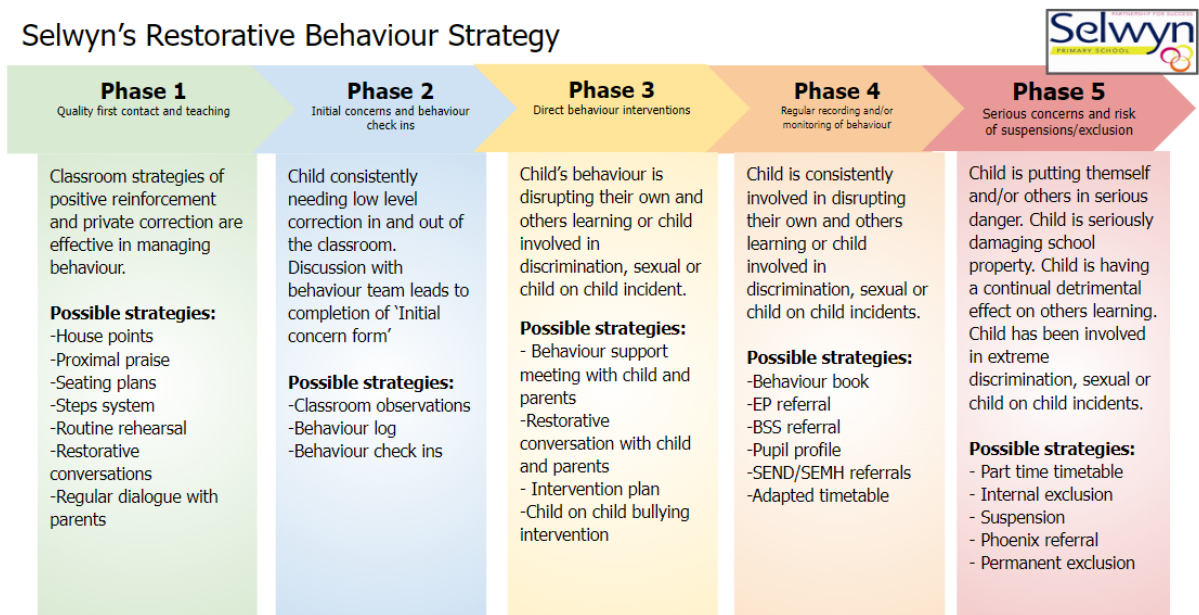


Address each question and answer honestly.

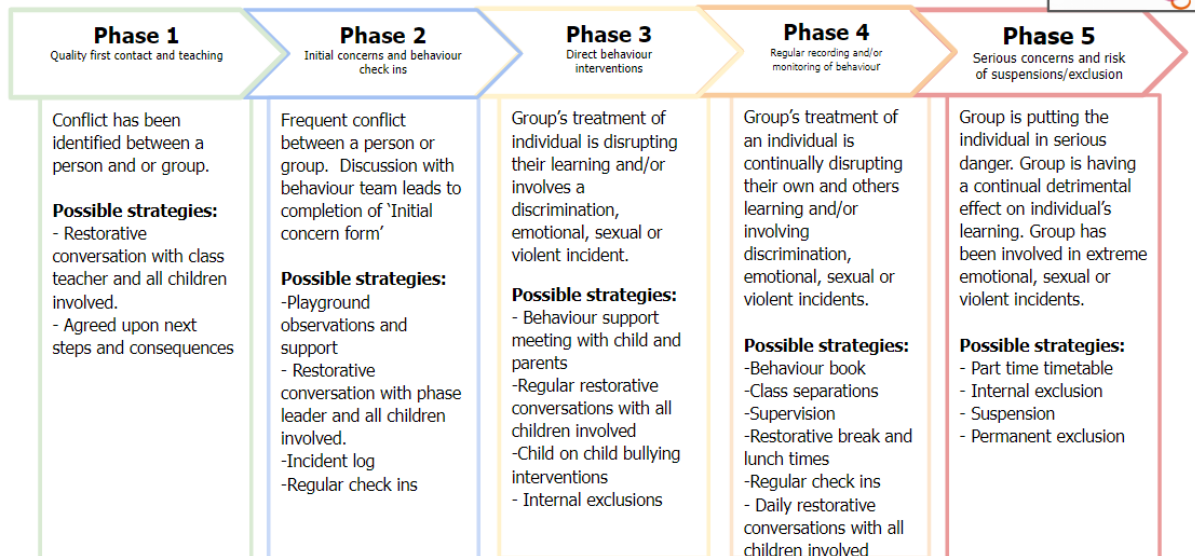
<p>Relationship Trust is needed to be honest</p> <p>Respect Adult needs to listen without prejudice then validate the child's emotion.</p> <p>Responsibility Child acknowledges bad decision and shows some form of remorse.</p> <p>Repair Discussion focuses on learning lessons from the mistake and how to make things better.</p> <p>Reintegrate The apology enables acceptance amongst peers</p>	<p>Max has hurt Sam in the playground. They sit down together with a teacher, who helps Max think through the following questions:</p> <p>What happened? <i>'I tripped Sam up in the playground.'</i></p> <p>What were you thinking and feeling at the time? <i>'I was angry because he laughed when I fell over playing football.'</i></p> <p>It's ok to feel angry. I understand. However, just because you are angry doesn't mean you can trip somebody up.</p> <p>What have you thought about it since?/What do you think about it now that we have talked about it? <i>'I'm still cross that he laughed but I feel bad that he got hurt.'</i></p> <p>Who has been affected and in what way? <i>'Sam grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'</i></p> <p>Yes, and he's now probably a bit scared and frightened they you might do it again.</p> <p>How could things have been done differently? <i>'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'</i></p> <p>What do you think needs to happen to make things right? <i>'I need to say sorry to Sam and try not to lose my temper next time.'</i></p> <p>Sam is also asked the same set of questions. This helps him identify his part in what happened, and communicate how Max's actions affected him.</p>	<p>Example</p> <p>If you ask them why they did something, they will find it hard to answer</p> <p>They may need help labelling the emotion or identifying the mistake.</p> <p>To develop their empathy, the adult/leader can help develop their answer.</p> <p>Restorative consequence</p>
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Selwyn's Restorative Behaviour Strategy



Parent's **must** be informed at every stage

Selwyn's Restorative Bullying Strategy



Parent's **must** be informed at every stage

