



Winford School- where children flourish

'I have come that they may have life and have it to the full.' John 10:10

Behaviour Policy, including rewards and sanctions and routines

So **all** members of this Christian school community feel safe to develop in a respectful environment and be prepared for adult responsibility and citizenship.

Aims:

We aim to enable pupils to experience challenge, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. We would like pupils to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Learning to be skilful in relationships and ready for challenges requires experience, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Our aims for pupils:

- To be friendly, considerate and trustworthy
- To follow our whole school rule;
- To take responsibility for themselves and their actions;
- To make choices that have positive outcomes;
- To be able to understand and manage their emotions;
- To learn how to, and live the school values.
- To show expected learning behaviours to enable all children to achieve their potential



To promote good behaviour choices, adults in school will aim to:

- create a calm, positive climate with realistic expectations;
- promote our school values through positive role modelling;
- comment on the behaviour shown (positive and negative), not the child;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair and consistent treatment for all regardless of age, gender, race, ability and disability;
- create an environment which feels safe, caring, plus recognises and celebrates difference;
- keep parents involved and encourage cooperation and involvement;
- not embarrass, shame or humiliate purposefully;
- offer appropriate and stimulating work suited to the pupils needs.
- create a consistent approach across the school



Whole school Rule for anyone on school property:

Respecting yourself: *Being positive about yourself, treating yourself how you would like others to treat you. Knowing yourself and keeping healthy, both physically and mentally*

Respecting others: *Being kind and caring to others, encouraging others, listening to others, treat others how you want to be treated yourself*

Respect the building: *Keep it tidy, shut doors carefully, put your rubbish in the bin*

Respect property: *Look after all equipment in school, like laptops, rulers and pencils. Keep it tidy, don't take other people's things*

Behaviour Practices & Procedures

"Classroom management is not about having the right rules, it's about having the right relationships."

WINFORD INTENT

We strive to be an emotionally literate school. We place relationships and young person's sense of safety and security at the heart of classroom management and encourage nurture, warmth and empathy, even when a student is presenting with behaviours that feel challenging. The sense of community and belonging is all important and we take individual circumstances into account. We understand behaviour is a communication of an emotional need (whether conscious or unconscious), and it is our job to respond accordingly.

Our approach to developing positive behaviours:-

- High quality, differentiated education which involves pupils, builds on success, offers choice, ensures progression, involves and informs parents;
- Social, emotional and academic learning catered for with explicit feedback (kind, specific, helpful) across the day;
- Programmes of PSHE, (Personal, Social, Health Education) are used to provide rich opportunities which are part of all areas of school life and learning;
- Encourage children to recognise their feelings and then manage them in a positive way;
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Pupils need to know explicitly what behaviour is expected in different circumstances.

Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all.

Although behaviourist approaches can work for some pupils, they are not successful for all. This is especially true for those who have experienced adverse adult experiences (ACES) - traumatic life experiences that occur before the age of 18. For these children, behaviourist approaches can often re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. The table below outlines differences between behaviourist and trauma informed approaches within settings.

Behaviourist approaches	Trauma informed approaches
<ul style="list-style-type: none"> - Focus on using rewards and sanctions to increase or decrease the frequency of a behaviour - See behaviour as being related to an immediate trigger (eg- the pupil started distracting others because he was bored) - Focus on treating all children equally, regardless of need or circumstances - Be used repetitively and consistently until the behaviour is changed 	<ul style="list-style-type: none"> - Place relationships and a child's sense of safety and security at the heart of classroom management - Encourage nurture, warmth and empathy even when a child is presenting with behaviours that feel challenging - Promote a sense of community and belonging - Take individual circumstances into account (there is a need for differentiation in behaviour)
<ul style="list-style-type: none"> - Research on attachment and trauma strongly indicates that a relational rather than behavioural framework is more effective in supporting children and young people's behaviour. 	

- Children who can regulate their own emotions and responses are more popular, have fewer behavioural problems, are more emotionally stable, have fewer infectious illnesses and achieve more academically in schools (Gottman et al 2007)
- Attachment influences students school success. Secure attachment is associated with higher grades and test scores (Bergin and Bergin 2009)
- When teachers think empathetically and not punitively about misbehaving students, they cultivate better relationships and help reduce discipline problems (Okonofua et al 2015)

WINFORD IMPLEMENTATION

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour choices as well as recognising effort in work. Criticism should always be constructive and a private matter between teacher and child.

Classroom Practice

All staff will aim to:

- demonstrate kindness and respect at all times
- demonstrate consistency in expectation at all times
- be calm and model and build positive behaviours and relationships (no put-downs, shouting or shaming)
- meet and greet pupils every morning
- establish the classroom rules and expectations in conjunction with the class at the start of each year. These class contract rules should be kept to a necessary minimum; be positively stated, telling the children what to do rather than what not to do; have a clear rationale, made explicit to all; and be consistently applied
- Not shame misbehaviour publicly by putting names on boards
- Use reward systems throughout the day (see consequences below)
- Consistently reinforce routines for behaviour and learning: i.e Ready to Learn and Being Brilliant

Our main focus for school behaviours are:

Respect

Respect yourself
Respect others
Respect the building
Respect property

Ready to learn at Winford

Respect

Respect yourself
Respect others
Respect the building
Respect property

Enter and exit the room quickly, sensibly and prepared for the lesson.



Body is calm and facing forward



Think 'I will give this my best effort, even if it is a challenge'



Ready to learn

My desk is tidy



Ears are listening and voices are OFF



Eyes are watching the board at the right times



Being BRILLIANT around school

Walk around school sensibly



Line up beautifully



Being BRILLIANT around school

Respect

Respect yourself
Respect others
Respect the building
Respect property

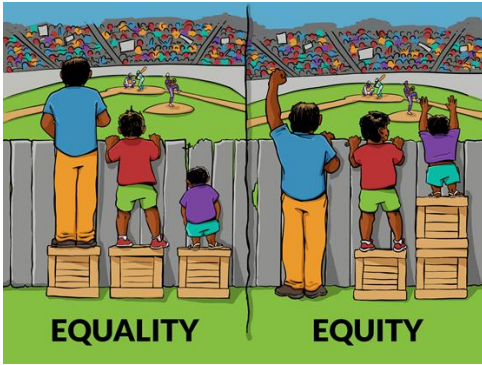
Showing good manners



Use indoor voices



Differentiation



We will differentiate our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some pupils, this will involve an individualised emotional regulation approach. Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Consequences of behaviours

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour choices are valued. The commonest reward is praise, informal and formal, public and private. It is earned by the maintenance of consistent effort as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for effort in behaviour should be as high as for effort in work.

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Below is a table showing our graduated approach for rewards and sanctions, along with typical behaviours that may trigger a response (both positive and negative).

	Example consequence		Example behaviour
	Witts cup Harvey's star		Showing exceptional effort in all lessons consistently. Being a kind and considerate citizen consistently and providing an excellent model for others
	House points (awarded never removed) Bronze / silver / gold and beyond		Any 'Over and above' behaviours. Such as over and above the expected effort in class work. Helping an adult or child in school in a really notable way.
	Recognition and certificate in Friday Celebration assembly		Consistent application of <i>Ready to Learn</i> behaviours
	Dojo Points (awarded but never removed)		<i>Ready to Learn behaviours (see separate poster)</i>
	Class-specific smiley face / table points / marbles /		<i>Ready to learn behaviours (see separate poster)</i>
	Well done / verbal praise / suitable praise gesture		Expected behaviours of sitting beautifully, listening attentively, responding to adult requests first time. Showing notable kindness to others. Holding a door open for someone
	Reminder of the expected behaviour		Chatting at the wrong time. Not getting down to tasks quickly enough. Low level silliness. Running in the building. Ignoring signal/pause from teacher
	Warning(i) to improve to the expected behaviour	Yellow card	Continuing to show the behaviours above with no attempt to stop
	Join the teacher to pause for thought (ii) and discuss behaviour choices at playtime		Little or no attempt to stop behaviours that disrupt learning (themselves or others) OR rudeness towards adults. Low level unkindness or annoyance on purpose to others
	Spend time working in another class / with a member of SLT (iii)	Red card- Report on CPOMS	Serious hurting of others Swearing Serious rudeness to adults / answering back / ignoring requests
	Parents contacted to discuss behaviour choices (iii)		Continued yellow card behaviours or any red card behaviours. Use of racial or homophobic hate language Aggression to adults
	Fixed term suspension		Weapons brought into school Serious aggressive incident Continued refusal to cooperate
	Permanent exclusion		A serious incident or persistent incidents where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
Underpinning values to this: -Rewards and sanctions are offered whilst maintaining a relationship- grudges are not held. -We deliver all with respect -We maintain emotional safety for pupils -Immediacy of reward / sanction is more important than severity			-We exercise deliberate calm (you must be in charge of your emotions before you can help others with theirs) -We connect before correct -We sanction in private where possible -We do not write names on the board or publicly shame -Consistency is paramount

In some cases the pupil may be emotionally disregulated and may not be able to be reflective of their behaviour or may not be able to remove themselves from a place of safety to discuss behaviours. They may need time to calm and re-regulate themselves or need co-regulation.

YELLOW CARD BEHAVIOURS

*** (i) The warning**

A clear verbal caution delivered **privately** to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a *choice* to do the right thing. Pupils will be reminded of their previous good conduct to remind them that they can make good choices.

(Gentle approach, personal, non-threatening, side on, eye level, state the behaviour that was observed and which rule/expectation/routine it breaks. Tell the pupil what the consequences of their action is. Walk away from the pupil; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We aim to resist endless discussions around behaviour and instead spend our energy returning pupils to their learning.)

(ii) Pause for thought in the classroom

The pupil is asked to speak to the teacher away from others. Pupil is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning. Pupil is given a final opportunity to re-engage with the learning / follow instructions. If the step above is unsuccessful or if a pupil refuses to go take a pause for thought, then the pupil will be asked to leave the room. Staff will always deliver consequences calmly and with care.

RED CARD BEHAVIOURS- THESE SHOULD BE RECORDED ON CPOMS

(ii) Spend time in another class

At this point the pupil will be referred internally to another class for a set period of the lesson. All internal referrals must be recorded on CPOMS and the learning missed must be completed. If the child refuses to leave the room and have time out in another class, a "red card" will be taken by another child which will signal to the Pastoral Lead or a member of SLT. At this stage families will be informed.

Restore

A Restorative conversation should occur to repair damage to trust between staff and pupils.

Restorative conversations are structured in 5 steps:

- What happened?
- What were you thinking ...what have you thought since?
- Who has been affected?
- What could we do to put this right?
- How can we do this differently in the future?

The conversation should finish with reaffirming our commitment to building a trusting relationship and a fresh start. Staff will take responsibility for leading restorative conversations and our Pastoral Lead or Headteacher may support if requested during breaktimes/ lunchtimes. If the learner does not respond appropriately or the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process. (see yellow / red card proformas below for conversation structure)

Partnership stage (Individual Behaviour Plan/Pastoral Support Plan)

The partnership stage will be implemented where there is a major cause for concern and the other strategies above are not successful. The pupil will be given time with our Pastoral Lead or other identified adult who will:

- Support as necessary
- Develop an appropriate action plan with the pupil and parent
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the pupil, if not meeting the required action, and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a meeting will be arranged with the Headteacher or Deputy Headteacher

Suspension and permanent exclusions

Winford C of E Primary School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

We are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child

Pupils with SEND (see appendix ii)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

Conclusion

It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the whole school. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and increasingly independent members of the school community.

“Thinking of a child as behaving badly disposes you to think of punishment.

Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

To be read in conjunction with the Home School Agreement, Winford Vision and Values, anti-bullying guidelines and positive handling / physical restraint policy.

The following groups were consulted in the process prior to writing the original policy:

- School staff including teachers and support staff
- Governors
- Pupils

January 2020

Updated March 2023

Updated November 2023

Updated January 2024

This policy acknowledges the school's legal duties under the equality act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within the legal guidelines as follows:

-Education act 1996

-School standards and Framework Act 1998

-Education act 2002

-Education and Inspections Act 2006

-School information Regulations 2008

-Equality Act 2010

-Education Act 2011

Appendix i

SERIOUS AND CONTINUED POOR BEHAVIOUR CHOICES

If the normal school sanctions don't work and your child's behaviour gives increasing cause for concern, the Head teacher can use formal exclusion procedures as well as involving external agencies to offer specialist support if necessary. Fixed term and Permanent Exclusions are governed by statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

The following legislation outlines schools' powers to exclude pupils:

Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
Sections 64-68 of the [School Standards and Framework Act 1998](#).

Additionally, part 7, chapter 2 of the [Education and Inspections Act 2006](#), sets out parental responsibility for excluded pupils and section 579 of the [Education Act 1996](#), defines 'school day'.

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term.

However, the school recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce a behaviour)
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future.

There are two types of school exclusion:

Fixed Term Exclusion

The Headteacher can decide to exclude a pupil from school for up to 45 days in a school year for serious breaches of the school's Discipline Policy. If the Headteacher is absent from school the person deputising for the Headteacher can make the decision.

Permanent Exclusion

This represents the ultimate sanction. It is recommended by the Headteacher and authorised by a panel of Governors from the Governing Body. The decision to permanently exclude a pupil is a serious one. It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. It may also be used in one-off cases when the offence is deemed serious enough to warrant its use.

- However we will try to work with you and your child in avoiding a school exclusion and a [Pastoral Support Programme](#) or similar intervention will be drawn up. This is a time-limited action plan to support your child in school;
- We may also use the expertise of our school learning mentor to help prepare strategies and offer time out to review behaviour.

The Headteacher may decide to convene a Governors' Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. The Panel will:

- thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour;
- review SEND support, where appropriate;
- ensure that all parties are clear about the risk of Permanent Exclusion;
- set a date for a review of progress.

Appendix ii

Defining SEND

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Recognising the impact of SEND on behaviour

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, St Andrew's will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Use of our sensory space where pupils can regulate their emotions during a moment of sensory overload
- Support from our Pastoral lead
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Where necessary, support and advice

will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. The provisions set out in the EHC plan must be secured and we will co-operate with the local authority and other bodies. If we have a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. Confirmation will be given to North Somerset via the Inclusion Panel.

Appendix iii

Physical Restraint:

- Very occasionally it may be necessary to use reasonable force to restrain a child, unless by doing so the person restraining is placed at greater risk of injury.
Such restraint should only be used to prevent a pupil from:
 - a) Injuring themselves or others
 - b) Causing damage to property (including the pupil's own property)
 - c) Engaging in any behaviour prejudicial to maintaining good order and discipline in school or during an activity out of school
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result
- Staff should always try to deal with a situation through other strategies first before using any force. The use of force should stop immediately it ceases to be necessary, children should not be carried by staff
- Teachers, Classroom and Learning Support Assistants and School Meals Supervisory Assistants are authorised to restrain children if necessary
- When a child is known to present particular management difficulties that may require physical control or restraint, staff should be briefed in advance and clear procedures established. Parents should be involved in this process
- All incidents must be reported to the Head Teacher immediately and a detailed written report should be made
- Parents will be informed of any such incident as soon as possible and given the opportunity to discuss it.

Zero-tolerance approach to sexual harassment and sexual violence

Winford C of E Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has 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

YELLOW CARD-pause for reflection during playtime

(continued ignorance of misbehaviour after a warning)

E.g rudeness to adults, low level silliness, ignoring requests, non-completion of work

Restorative conversations are structured in 5 steps:

- *What happened?*
- *What were you thinking ...what have you thought since?*
- *Who has been affected?*
- *What could we do to put this right?*
- *How can we do this differently in the future?*

Name of Pupil	Year group
What happened?	
How was the situation put right?	
Sanction?	
Recorded on CPOMS? (not mandatory) Yes / No	Parents informed? (not mandatory but may be appropriate) Yes / No
This form completed by (Print name)	Date:

RED CARD-

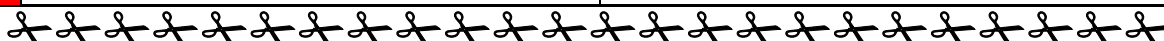
(continued ignorance of misbehaviour after a yellow card or a serious incident)

E.g continued rudeness to adults, in-class disruption, refusal to engage, non-completion of work, verbal or physical aggression towards others

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Name of Pupil	Year group
What happened?	
How was the situation put right?	
Sanction? (Work in another class (how long for?) plus it may be appropriate to lose playtime dependent on the incident)	
Recorded on CPOMS? Yes / No	Parents informed? Yes / No
This form completed by (Print name)	Date:



Dear Teacher of year

**Please can come and work in your class until
They have brought work to complete. Thankyou**



Winford restorative conversation log

Name:

Class

Date:

Adult dealing with:

What happened?



What were you thinking? What have you thought since?



Who has been affected?



What could you do to put it right?



How could we do things differently next time?



Child's signature:

YELLOW CARD - pause for reflection during playtime

(continued ignorance of misbehaviour after a warning)

E.g. rudeness to adults, low level silliness, ignoring requests, non-completion of work

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This form completed by (Print name)	Date:

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RED CARD-

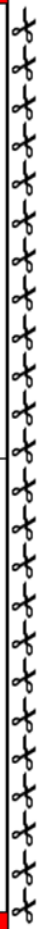
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Recorded on CPOMS? Yes / No	Parents informed? Yes / No
This form completed by (Print name)	Date:



Dear Teacher of year

Please can come and work in your class until
They have brought work to complete. Thankyou

RED CARD-

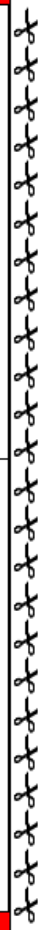
(continued ignorance of misbehaviour after a yellow card or a serious incident)

E.g. continued rudeness to adults, in-class disruption, refusal to engage, non-completion of work, verbal or physical aggression towards others

Restorative conversations are structured in 5 steps:

- *What happened?*
- *What were you thinking ... what have you thought since?*
- *Who has been affected?*
- *What could we do to put this right?*
- *How can we do this differently in the future?*

Name of Pupil	Year group
What happened?	
How was the situation put right?	
Sanction? (Work in another class (how long for?) plus it may be appropriate to lose playtime dependent on the incident)	
Recorded on CPOMS? Yes / No	Parents informed? Yes / No
This form completed by (Print name)	Date:



Dear Teacher of year

Please can come and work in your class until
They have brought work to complete. Thankyou

