



Behaviour Policy

Date adopted:

Signed by Chair of Governors:

Signed by Headteacher:

Date of review








“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

Horsley and Mapperley CE Primary Schools are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The schools have 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.





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

Aim of the policy

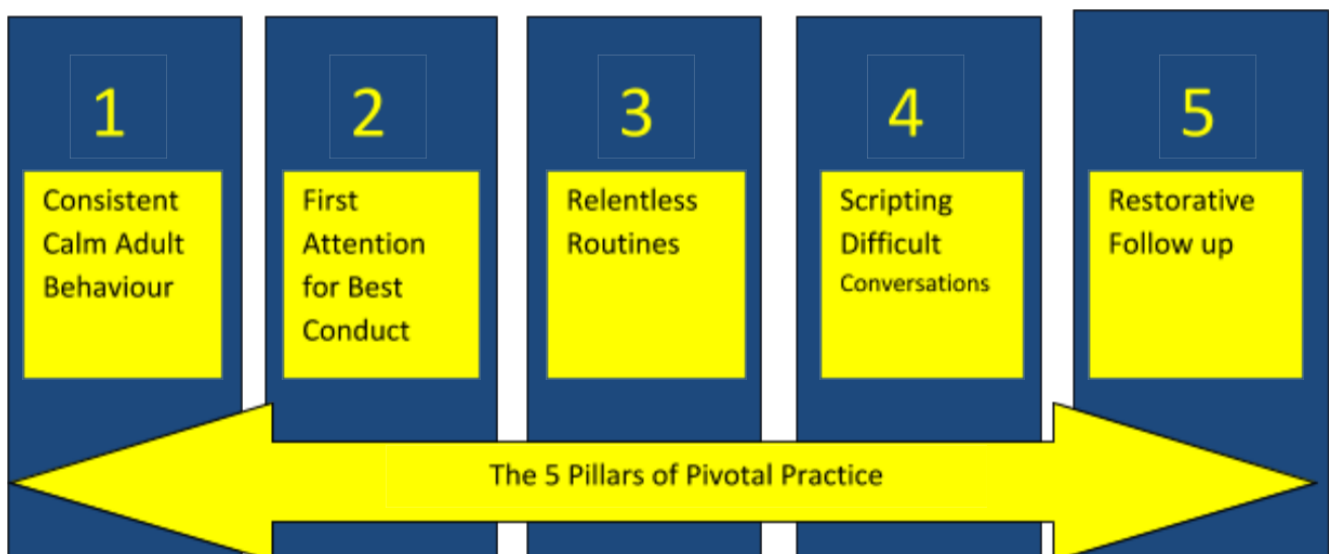
-  To create a culture of exceptionally good behaviour: for learning, for community, for life.
-  To ensure that all learners are treated fairly, shown respect and to promote good relationships.
-  To refuse to give learners attention and importance for poor conduct.
-  To help learners take control over their behaviour and be responsible for the consequences of it.
-  To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
-  To promote community cohesion through improved relationships.
-  To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

-  Recognise behavioural norms
-  Positively reinforces behavioural norms
-  Promote self-esteem and self-discipline
-  Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours “*When the adults change, everything changes*” (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to ‘**Be Ready, Be Respectful, Be Safe**’.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards- see example right)
6. Be **calm** and give ‘take up time’ when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.







To support our Rules, the following class management approaches will be used across the school:

- The phrase ‘magnet eyes’ is to be used to indicate to children that they need to look at and listen to the adult speaking.
 - Clapping rhythm and hand in the air: all children to repeat the clapping and copy by putting their hand in the air.(Children to put pencils down and give ‘magnet eyes’).
 - The ‘stop’ signal (adult hand up) is to be used in a more intimate setting to immediately stop the children talking and to capture their attention. Children are to stop and give the adult their ‘magnet eyes’ (the children do not copy this hand gesture)
 - 1,2,3 (silently holding up the correct number of fingers to indicate 1- stand, 2- walk, 3 sit) Children perform this in silence.
 - **My Turn, Your Turn** (mtyt) –Adult’s hand pointed to their chest indicates the adult’s turn to speak; adult’s open palm pointed towards children indicates it is their turn to speak.
 - Turn to your partner (ttyp) – begin with palms open, facing each other and pivot hands towards chest, so that finger tips touch.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.







Middle leaders will:

-  **Meet and greet** learners at the beginning of the day when possible.
-  Be a visible presence around school to encourage appropriate conduct.
-  **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
-  Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
-  Encourage use of Class Dojo, Positive Notes/postcards and Positive Phone Calls.
-  Ensure staff training needs are identified and targeted.






Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

-  Take time to welcome learners at the start of the day where possible.
-  Be a visible presence around the site and especially at transition times.
-  **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
-  Regularly share good practice.
-  Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
-  Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

-  Give them a 'fresh start' every lesson
-  Help them learn and feel confident
-  Be just and fair
-  Have a sense of humour
-  This forms our classroom '**Pupil/Teacher Agreement**'- displayed in every class.

Recognition and rewards for effort

We recognise and reward learners who go '**above and beyond**' our standards. Our staff understand that at Horsley and Mapperley CE Primary Schools we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Once a term, teachers will choose 2 children from their class to attend "**Hot Chocolate Friday**" which is sharing a hot chocolate, biscuit and a chat with a Senior Leader.

Positive rewards include positive messages home for behaviour that is 'above and beyond'. This may take the form of a Class Dojo message, a 'shout out' note, a positive note home, a phone call or a face to face chat. Other rewards and recognition of achievement include, stickers, receiving star class of the week, Headteacher's Awards and certificates.

Celebration Worship (Student of the Week)

Our celebration worship is on a Friday at Horsley and Monday at Mapperley, where one child from each class will be chosen for **student of the week**. The child will have consistently gone "**above & beyond**" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate and badge from the Headteacher. They then take their seat pride of place on "**the best seats in the house**" for the duration of the Collective Worship. Parents and family members are invited to the Celebration Worship.






Managing Behaviour











Engagement with learning is always our primary aim at Horsley and Mapperley CE Primary Schools. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.







Sanctions steps

Steps	Actions
1) Redirection /Reminder	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>"stop, think,make the right choice" "think carefully about your next step"</p>
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <ul style="list-style-type: none">  I have noticed that you are...(having trouble getting started, wandering around etc.) right now.  At Horsley/Mapperley, we... (refer to the 3 school rules – ready, respectful and safe)  Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)  See me for 5 minutes after class/during break  Do you remember yesterday/last week when you... (refer to previous positive behaviour)?

	<ul style="list-style-type: none">  That is who I need to see today...  Thank you for listening... then give the child some 'take up' time. <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time.</p> <p>Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4) Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5) Repair Restorative Conversation	<p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none">  What happened?  What were you thinking at the time?  What have you thought since?  How did this make people feel?  Who has been affected?  How have they been affected?  What should we do to put things right?  How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A formal meeting with SLT & parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

Serious incidents Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

-  Fighting
-  All forms of bullying
-  Racist, sexist or homophobic comments
-  Inappropriate name calling
-  Using abusive/offensive language
-  Physically striking adults.

Exclusions

Fixed Term Exclusions

Horsley and Mapperley CE Primary Schools believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of The Horsley and Mapperley Federation of CE Primary Schools agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Horsley and Mapperley CE Primary Schools use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (*Appendix 1-Horsley and Mapperley CE Primary Behaviour Blueprint*). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (*Appendix 3 – Restorative Practice approach at Horsley and Mapperley CE Primary*)

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

Positive Handling and Reasonable force Horsley and Mapperley CE Primary Schools makes use of the DfE guidance: Use of Reasonable Force in Schools (2013). Any force used should always be the minimum needed to achieve the desired result. Key staff at the schools have had the appropriate training to use

positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children, which staff are informed of. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Searching, Screening and Confiscation

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possession, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect. The list of prohibited items is:

- 🚫 knives and weapons;
- 🚫 alcohol;
- 🚫 illegal drugs;
- 🚫 stolen items;
- 🚫 any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- 🚫 an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. The schools follow the guidance [Searching, Screening and Confiscation: Advice for Schools](#)

Unacceptable Behaviour Outside School

Horsley and Mapperley CE Primary Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- 🚫 when taking part in any school-organised or school-related activity;
- 🚫 when travelling to or from school;
- 🚫 when wearing school uniform;
- 🚫 when in some other way identifiable as a pupil at the school;
- 🚫 that could have repercussions for the orderly running of the school;
- 🚫 that poses a threat to another pupil; or
- 🚫 that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from

our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

Support agencies

If behavioural difficulties continue the Head, SLT, SENDCos or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

The role of the parent

At Horsley and Mapperley, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1 – Our Horsley and Mapperley CE Primary School Behaviour Blueprint

Our Relentless Routines
 1.Wonderful Walking 2. Legendary Lines 3. Mapperley Marvels/Horsley Heroes 4.Arm signal for stop 5.Eyes on me 6.Tremendous Transitions



Adult Behaviour	Above & Beyond Behaviour	School Rules
<ul style="list-style-type: none"> Calm, consistent and fair Give first attention to best conduct High expectations Recognise “Above * Beyond Behaviour” 	<ul style="list-style-type: none"> Praise Notes home “Shout outs” Above & Beyond Awards Hot Chocolate Friday 	<ul style="list-style-type: none"> Be Ready Be Respectful Be Safe

Stepped Sanctions- In private	Micro Script
<ol style="list-style-type: none"> 1. Reminder of Rule- repeat as necessary 2. Caution- “Think carefully about your next step.” 3. Last chance- use micro script and a two minute inconvenience at next break/lunch 4. Time out- in class, or on chair in corridor. 5 minutes 5. Restorative conversation- 5 minutes with key adult (more than 1 in a day= yellow card Parenthub sent home or parents phoned 	<p><i>I've noticed that...You know the school rules, be ready, be respectful, be safe. Can you remember when you...(time they did this really well)...and how that made you feel? I expect you to...Thank you for listening.</i></p>

Serious Incidents	Restorative Questions
<p>Physical violence, racism, homophobia, swearing</p> <p>Straight to Step 4 & 5, with an additional restorative conversation with SLT, and a phone call/conversation with parents.</p>	<ol style="list-style-type: none"> 1.What has happened? 2. What were you feeling at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5.What needs to be done to make things right? 6. How can we do things differently in the future? <p>The number of questions asked MUST depend on the age of the child. 3 and 5 should be used with the youngest children.</p>

Appendix 2 – Rights and Responsibilities



Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> ● To be able to learn to the best of their ability. ● To be treated with consideration and respect. ● To be listened to by the adults in the school. ● To know what is expected of them. ● To feel safe. ● To be treated fairly. 	<ul style="list-style-type: none"> ● To treat others with consideration and respect. ● To do their best and let others learn. ● To follow instructions from teachers and other staff. ● To support and encourage each other. ● To take responsibility for their own actions. ● To care for and take pride in the environment of the school. ● To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> ● To be treated with respect by pupils, parents and colleagues. ● To be able to teach without unnecessary interruption. ● To work in a supportive and understanding environment. ● To feel safe. 	<ul style="list-style-type: none"> ● To create a safe and stimulating environment in which all children can learn. ● To treat pupils with consistency and respect at all times. ● To foster good relationships, leading by example. ● To involve parents when children are consistently finding it difficult to meet expectations of behaviour. ● To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> ● To be sure their children are treated fairly and with respect. ● To know their children are safe. ● To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> ● Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. ● Ensure children attend regularly and on time. ● Be aware of the strategies of the school and reinforce these at home. ● Promote good behaviour, politeness, courtesy and consideration for others. ● Inform the school of any concerns that may affect the behaviour of their child.

Appendix 3 - Restorative Practice at Horsley and Mapperley CE Primary Schools

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- 🗣️ building safer schools
- 🗣️ changing behaviour not punishing
- 🗣️ adults modelling restorative approaches
- 🗣️ finding ways to repair harm
- 🗣️ supporting staff, children and families to use Restorative Practice to build community

Why use a restorative approach?

- 🗣️ Punishment doesn't meet needs of those who suffered
- 🗣️ There might be kudos or 'street cred' attached to the punishment
- 🗣️ Offenders don't have to face full effects of actions
- 🗣️ Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- 🗣️ If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- 🗣️ What happened?
- 🗣️ What were you thinking about at the time?
- 🗣️ What have your thoughts been since?
- 🗣️ Who has been affected by what you did?
- 🗣️ In what way have they been affected?
- 🗣️ What do you think you need to do to make things right?

Restorative Questions 2

- 🗣️ To help those harmed by others' actions:
- 🗣️ What did you think when you realised what had happened?
- 🗣️ What have your thoughts been since?
- 🗣️ How has this affected you and others?
- 🗣️ What had been the hardest thing for you?
- 🗣️ What do you need to do to make things right?








Appendix 4 - A model of positivity at Horsley and Mapperley- tweaking teaching to transform trouble

- 🌟 Smile!
- 🌟 Convince your class that there is no place that you would rather be.
- 🌟 Find out what makes a learner feel important, valued, like they belong.
- 🌟 Reward learners for going 'above and beyond' expectations, not simply meeting them.
- 🌟 Let children lead learning, share responsibility, delegate jobs.
- 🌟 Mark moments with sincere, private verbal praise.
- 🌟 Send positive notes – approximately 1/2 per day.
- 🌟 Show learners their ideas and experiences have real value.
- 🌟 Catch learners doing the right thing, don't let sleeping dogs lie.
- 🌟 Use subtle, private praise and reinforcement.
- 🌟 Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- 🌟 Class displays and classroom environments that scream high expectations.
- 🌟 Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
- 🌟 Habits of adults who manage behaviour well:
 - They meet and greet.
 - They persistently catch individuals doing the right thing.
 - They teach the behaviours that they want to see.
 - They teach learners how they would like to be treated.
 - They reinforce conduct/attitudes that are appropriate to context.
 - They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
 - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
 - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
 - They keep their emotion for when it is most appreciated by the learners.

Appendix 5 - A model of positivity – Effective 30 Second Interventions


1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:


-  Remind the learner of their previous good behaviour.
-  Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
-  Thank the child for listening.
-  Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
-  Use a soft, disappointed tone.
-  Remind yourself that the sanction is a consequence not personal retribution.
-  Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

-  Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

-  Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Student says...	Adult response...
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?






Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."*

Appendix 5 - Restorative Practice at Horsley and Mapperley CE Primary Schools

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

-  building safer schools
-  changing behaviour not punishing
-  adults modelling restorative approaches
-  finding ways to repair harm
-  supporting staff, children and families to use RP to build community

Why use a restorative approach?

- 🌍 Punishment doesn't meet needs of those who suffered
- 🌍 May be kudos or 'street cred' attached to the punishment
- 🌍 Offenders don't have to face full effects of actions
- 🌍 Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- 🌍 If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?