Behaviour and Anti-Bullying Policy

Date of ratification	January 2024
Date for review	January 2025

At Gunthorpe Primary School, we are passionate about having a therapeutic approach to behaviour. This approach to behaviour management has been inspired by the Step On training we received from Cambridgeshire Steps. This policy outlines the purpose, nature and management of behaviour in our school in line with Cambridgeshire Steps. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mind-set and incorporating our curriculum drivers: communication, ambition, curiosity, creativity, resilience and growth. At Gunthorpe Primary School we firmly believe that; positive experiences create positive feelings. Positive feelings create positive behaviour.

When we use a therapeutic approach;

- We analyse behaviour rather than moralise about it
- We look for the root causes from feelings and experiences
- We model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

GOLDEN RULES

At Gunthorpe Primary School, we follow three simple principles:

- Ready - Children will arrive at school on time ensuring they have the correct equipment they need and the correct uniform. Children will also have a positive attitude and show determination, always trying their best.
- Respectful - Children will listen to others when they are speaking and treat others with respect. They will use good manners and be kind to each other at all times. Children will be positive role models for each other. Children will respect the school environment and the resources.
- Safe - Children will follow the safer corridor rules and the four S's (safe, straight, sensible and silent) when moving around school and on the playground.

These rules are designed to make it clear to the children how they can achieve acceptable standards of behaviour in all aspects of their school and home life. The rules should be displayed within the classroom and should be consistently applied and reinforced. To ensure that children are taught and learn the rules, they will be embedded into the curriculum. The golden rules will also be discussed during assemblies with the children.

HOW WE TEACH BEHAVIOUR

· **Relationships** (invest at the start – children should want to do something because of the quality of their relationship with staff. The more staff get to know about the child, the more therapeutic we can be)

· **Role modelling** (this is essential – for e.g. we have to show children how to 'play nicely' by playing with them)

· **Consistency**

· **Routines** (but with flexible thinking referring to individual circumstances and quick wins)

· **Prioritising prosocial behaviour** (really valued in every child – thanking them, praise, recognising good behaviour)

· **Planning alternatives to antisocial behaviour**

· **Reward and positive reinforcement** (should be given freely, unexpectedly and retrospectively for independent pro social choices, not as a form of bribery)

· **Feedback and recognition** (give feedback when something has not been asked for – don't just celebrate the things that are expected)

· **Comfort and forgiveness** (understanding and know that we will do it differently tomorrow)

· **Ignoring** (low-level behaviours, giving time for disruptive behaviour to stop – do not give attention to these behaviours)

· **Positive language** (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)

· **Restorative Practice – The three R's (Reflect, Repair, Restore).** Follow up the behaviour, its impact and consequences at the appropriate time, after reflection has taken place, provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.
We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

ROLES AND RESPONSIBILITIES
Everyone is responsible for:

· Being positive role models

· Following the golden rules

· Ensuring that they are fully aware of the therapeutic behaviour approach that is expected.

· Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.

· Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.

· Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

· Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

· Consistently promoting pro-social behaviour: "treat others as we would like to be treated".

· Facilitating learning about relationships and behaviour.

· Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors are responsible for:

· Monitoring and evaluating the impact of the Policy termly.

The SLT are responsible for:

• A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.

• Setting high expectations for behaviour at all times.

• Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.

• Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.

• Effective monitoring and review of therapeutic behaviours throughout the school.

• Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re- occur.

• Ensuring that staff log incidents appropriately.

• Supporting staff and responding to behaviour when support is required over the radio.

• Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

• Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.

• Setting high expectations for behaviour at all times.

• Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.

• Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.

• Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.

• Radioing for SLT when support is required.

• Enabling pupils to take an increasing responsibility for their own learning and conduct.

• Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.

• Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).

• Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

• Planning a programme of PSHE (including Circle Time) to promote pro- social behaviour.

• Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.

· Ensuring that new pupils understand the procedures and guidelines that are in place.

· Recording incidents on My Concern, where a child's behaviour is deemed to have an effect on themselves and others.

Parents are responsible for:

· Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.

· Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate.

· Agreeing to and signing the Home School Agreement when their child joins the school and when updated.

· Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

· Following school rules and guidelines.

· Becoming increasingly responsible for the school environment and for their own learning and behaviour.

· Taking responsibility for their own actions and knowing the consequences they will have.

· Showing respect for each other and for each other's property and resources as well as for school property.

· Taking a pride in their learning, actions and appearance.

· Valuing each other's opinions.

PRO-SOCIAL BEHAVIOUR
Pro-social behaviours are any actions which benefit the individual and others around them. We value the prosocial behaviours described within the golden rules.
Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.
When children feel safe, liked, praised, rewarded, included, involved, consulted, motivated, heard, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Positive Reinforcement Ideas;
- Non-verbal examples are good for not interrupting the learning e.g. Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, prosocial behaviours) 'I have noticed….'
- Peers encouraging each other
- Dojo / House Points
- Certificates (including Star of the Week, recognising where children have shown evidence of our school values).
- Inform parents – verbally at pick up time, phone call, dojo messages, post-cards and notes home

- Send to another teacher in the team or their previous supporting adults
- Send to Deputy / Assistant Headteachers to show good work
- Send to Headteacher to show good work
- Time with the Headteacher to celebrate showing our values, following the golden rules and having a positive attitude to learning.

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our schools' vision:

Growing together, Positive attitudes, Success in all we do.

LOW LEVEL BEHAVIOUR
Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
Not doing as instructed, but not to the detriment of others.
Leaving their desk without permission
Leaving the carpet during input/story without permission
Refusing to complete the work set
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
Calling out/talking to a friend
Not listening to instructions
Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No low level behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

ANTISOCIAL BEHAVIOUR (some are referred to as 'dangerous' or 'problematic')
Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous / Problematic Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building Leaving the premises
Continued interruptions	Spitting (directly at another) Pushing aggressively
Swearing	Scratching
Answering back, mimicking	Pinching
Name calling	Hair pulling
Lying	Hitting
Sexualised incidents	Kicking
Refusal to carry out an adult's request	Fighting
Distracting and/or disrupting others' learning by shouting, banging, making noises	Biting
	Punching
Throwing small equipment	Throwing furniture
Leaving the classroom without permission	Sexualised incidents
Damage to property/pushing over furniture	Physical or verbal bullying (see Anti-Bullying Policy
Stealing	for definition)

It is important not to group low level behaviour with antisocial behaviour.
The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.
It is often adults responding to low level behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

CLASS DOJO

Class dojo will be used in school to communicate with parents and share learning on the class page, so parents can discuss this with their child/ren. Points will be available for children to receive throughout the week. Class dojo points will be accumulated over the course of the year and convert into house points for the children. The house with the most house points will be rewarded half termly. Classes will collectively decide on whole class dojo rewards to work towards and these will be shared on the class page. Parents will be able to monitor the progress of their child/ren and the points they have been awarded. Class dojo pages will be reset at the start of each half term.

CONSEQUENCES

A consequence is not a punishment, but rather a logical, explainable response to pro-social or anti-social behaviour. Consequences are solution focused and designed to help children learn and develop pro-social behaviour transferable to all contexts. At Gunthorpe Primary, consequences can be protective or educational. A protective consequence is a short term removal of a freedom to manage the risk of harm that results from dangerous behaviours. An educational consequence goes alongside the protective consequence and is the learning, rehearsing or teaching so that the freedom can be returned. Behaviours will be categorised into three stages, where an appropriate consequence can then be applied. Support staff and teaching staff can apply protective and educational consequences at stages 1 and 2. SLT will support with consequences at stage 3.

Category of behaviour	Protective Consequence	Educational Consequence
Stage 1: Low-level behaviours Classroom disruption Refusal	Staff deployment Adaptation to teaching space and provision Loss of free time	Meaningful conversations Restorative practice Completion of learning tasks missed
Stage 2: Persistent refusal / disruption Physical hurting Antisocial and difficult behaviour Verbal abuse Sexualised incidents	Staff deployment Adaptation to teaching space and provision Break time restrictions and provision	Learning tasks completed Restorative practice Intervention and support Parent communication Social stories
Stage 3: Bullying Sexualised incidents Antisocial and dangerous behaviour (inc language) Damage Prejudice Fighting (causing injury) Dangerous conduct	Restricted activity (including trips) Break time restrictions and provision Alternative provision (on and off site) Internal exclusion External suspension (see exclusions policy).	Assisting with repairs Restorative practice Parent communication including reintegration meetings Social stories

REFLECTIVE CONVERSATIONS

Children themselves aren't 'difficult' and don't need to be punished to 'learn a lesson'. Gunthorpe supports a restorative and reflective approach where staff and pupils work together to rebuild relationships and repair any harm done.

The adult may ask the child questions to:
- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Further guidance on reflective conversations can be found in appendix 6.

SUSPENSION AND EXCLUSION

DfE Guidance on Suspension and Permanent Exclusions states that, 'Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.' (DfE, September 2022)

For further information, please refer to our Trust Exclusions Policy.

DEFINITION OF BULLYING

This part of the policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2016.

At Gunthorpe we define bullying as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (Antibullying Alliance).

FORMS OF BULLYING

Bullying behaviour across all types of bullying can represent itself in a number of different forms.
Children can be bullied in ways that are:

- Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- Verbal – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways; having offensive comments directed at them.
- Indirect – by having nasty stories told about then; being left out, ignored or excluded from groups.
- Electronic / 'Cyberbullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.
- Direct – by taking, hiding or destroying people's possessions; frightening someone into doing things they don't want to do; inciting others to engage in any form of the above behaviours.

It is important to note that not all aggressive behaviour is bullying.

RECOGNISING SIGNS AND SYMPTOMS

Gunthorpe Primary School recognises that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems.

RECOGNISING REASONS FOR WHY CHILDREN MAY BULLY

At Gunthorpe Primary School we recognise that children may bully for a variety of reasons. We take several steps to eradicate bullying before it starts e.g. the use of our Learning Mentors, Behaviour Mentor and Family worker who children and families can speak to. Children are allocated trusted adults amongst the staff team, who they can talk to if they need further support.

PREVENTING BULLYING

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling prosocial behaviour
- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Supporting and promoting our school values of compassion, acceptance of others and forgiveness
- Adopting positive behaviour management strategies
- PSHE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others *(this is not an exhaustive list)*
- Participation in National 'Anti-bullying Week'
- Protective behaviours where deemed necessary
- The broader taught curriculum
- Regularly raise and discuss the topic in whole school assemblies or class circle/reflection time
- Provide 'Worry Monsters' to use if children are unable to speak directly with the teacher about another child or group of children.
- Encourage and empower children to voice dislike of bullying and to report incidents, making it clear to an adult that they feel they have been the victim of bullying.
- Encourage children who witness incidents of bullying to intervene, if appropriate, or to tell an adult. Standing by can be as harmful as bullying. If a child feels too intimidated to speak up, they can also feel like a victim.
- Providing training on behaviour management and anti-bullying for all relevant staff including playground staff
- Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying.
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Praise children for appropriate behaviour.
- Providing confidential communication systems such as the Learning Mentor, Family Worker and trusted adults.

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:

• the Peterborough City Council Behaviour Support Team

• an Educational Psychologist

• YMCA Mental Health Advisor

• ELSA support

• Circle of Friends approach

• a member of the Child and Adult Mental Health Team (CAMHS)

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. conscious and subconscious behaviours checklist, Therapeutic Tree, anxiety mapping – see appendices).

RECORDING AND MONITORING OF BEHAVIOUR AND BULLYING INCIDENTS
Staff are required to log antisocial behaviour onto the school system My Concern (where it can be considered alongside wider pupil information including safeguarding) in non-teaching time, following the guidance for logging (see appendices). The class teacher or teaching assistant should communicate behaviour incidents via dojo or at the end of the school day in person or over the phone on the same day. This communication with parents needs to be recorded as action taken within My Concern. Tasks may be allocated to staff to ensure that full details and the logging of incidents is correctly managed.

In order to monitor the success of the policy, the Assistant Headteacher will monitor behaviour via My Concern weekly, alongside the Headteacher and Deputy Headteacher. High profile behaviour will be discussed during inclusion team meetings held weekly and fed back to Phase Leaders and the SENDCo for further discussion.

The Assistant Headteacher or SENDCo (if there is a SEND need) will meet with the class teacher and / or teaching assistant for children that need support to suggest strategies for the children that need additional support outside of the policy. Any documents relating to the Risk Reduction Plan will be available for all staff members on the school server. If a meeting is needed with parents following on from a number of incidents occurring the Assistant Headteacher or SENDCo should facilitate this between class teacher and / or teaching assistant and parent. Notes from all meetings should be recorded on My Concern.

The Assistant Headteacher reports incident monitoring and recording to the Headteacher, who shares this information with Governors twice per term in Full Governor Body meetings.

Our strong school ethos and value system underpins everything we do at Gunthorpe Primary School where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe by following the therapeutic approach to behaviour, this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

Appendix 1: Early Prognosis

The behaviour
An unemotional, non-judgemental, accurate description, including the severity and frequency.
What do you see? What do you hear?

Context (home and school)	Diagnosis

Function			Cultural Expectations
Sensory		Action:	
Escape or avoidance		Action:	
Attention		Action:	
Tangible gain		Action:	

Hypothesis

Action

Appendix 2: Subconscious and Conscious behaviours

Subconscious behaviours – behaviours that choose us

Conscious behaviours – behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning
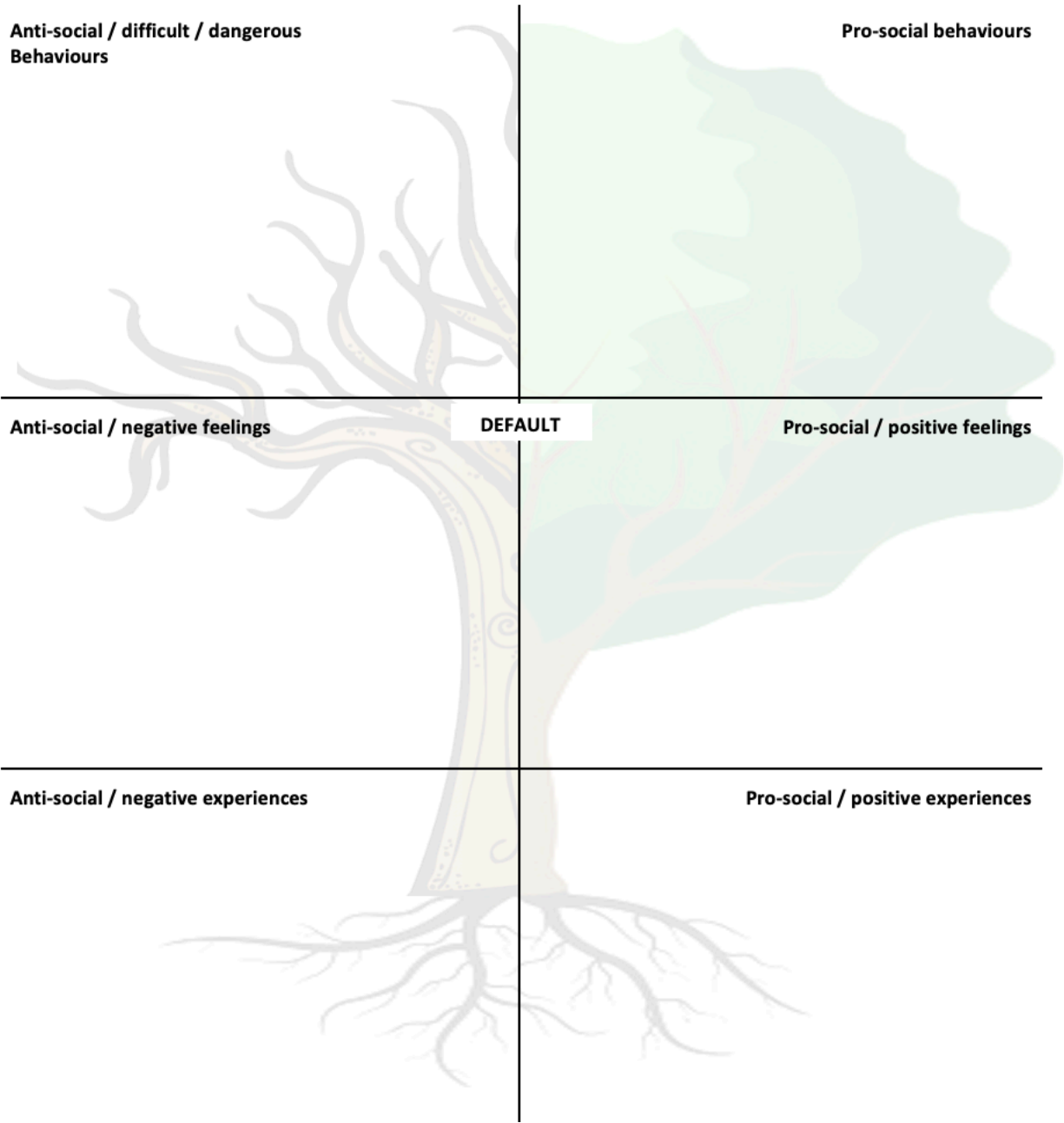
Subconscious behaviour analysis checklist		Conscious behaviour analysis checklist	
Is the behaviour medical or habitual?	Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?	**What is their desired outcome of their behaviour?**	Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc.?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)	Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)	**What is the motivation to behave anti-socially?**	What gains or benefits practically or emotionally are achieved through the behaviour?
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)	How do we **support** them to feel less fearful?	**What is the motivation to behave pro-socially?**	Is there any practical or emotional benefit or incentive to behaving pro-socially?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)	How do we **support** them to feel less angry/manage their anger? (Roots and Fruits)	**What are the expected consequences?**	Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)	How do we **provide support/structure** so they feel less confused?	**How can I impact on the child's beliefs or values?**	What pro-social experiences have you identified on their Roots and Fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)	How do we **support them** to feel less embarrassed/ manage these feelings?		
What is stimulating/overwhelming them?	How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)		

Appendix 3: Roots and Fruits Resource

Cambridgeshire Steps – Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro-social behaviours

Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Appendix 4: Anxiety Mapping Document

Cambridgeshire Steps – Anxiety Mapping

Anxiety / **Dependency** axis: +5, +4, +3, +2, +1, 0, -1, -2, -3, -4, -5
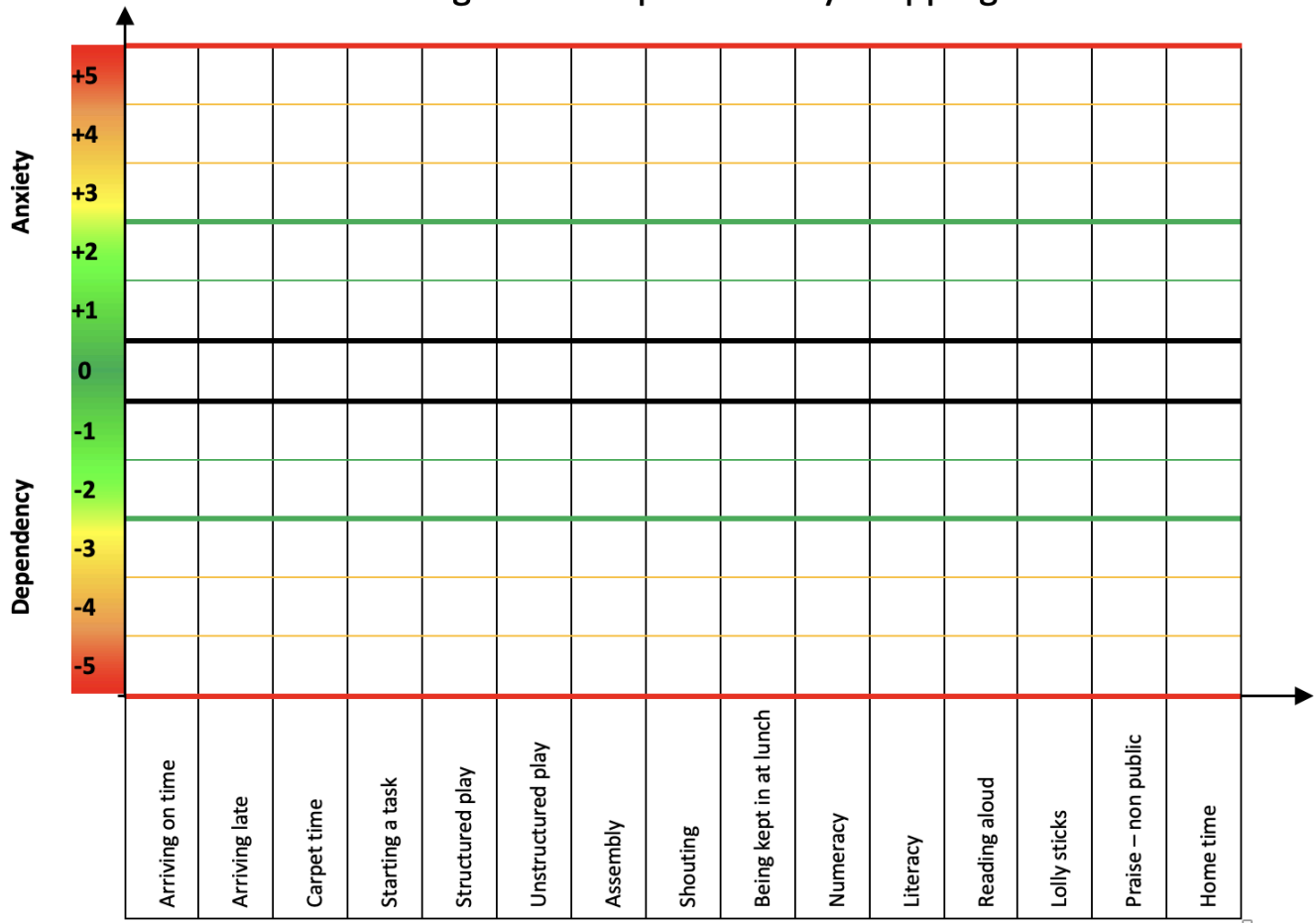
Columns: Arriving on time | Arriving late | Carpet time | Starting a task | Structured play | Unstructured play | Assembly | Shouting | Being kept in at lunch | Numeracy | Literacy | Reading aloud | Lolly sticks | Praise – non public | Home time

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc.

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of Action **Prevent it**
Raised Anxiety	+3 - +5	These areas overwhelm the pupil 1. 2. 3. 4. 5.	Planned differentiation required to reduce anxiety 1. 2. 3. 4.
	+2	These areas run the risk of overwhelming the pupil 1.	Monitoring needed 1.
	0		
Increased dependency	-2	These areas run the risk of developing over reliance 1. 2.	Monitoring needed 1. 2.
	-3 - -5	These areas have developed an over reliance 1.	Differentiation needed to reduce this over reliance 1.

Appendix 5: ScholarPack logging support (ABCC chart)

Date and Time	Antecedence	Behaviour	Consequence	Communication
Always note date. Noting time is when it comes to analysing sheets. It may be a particular time of day which is a problem.	We need to note down what actually triggered a child's behaviour. Note down very briefly: a) What was happening in the group at the time i.e. was it free choice time or was there a particular activity? b) Was it busy or quiet and calm etc? c) Note down exactly what happened before outburst	Describe the behaviour accurately.	Sometimes it is the way we respond which "feeds" a behaviour. What did the adult do and say in response to the behaviour?	Generally children will use their behaviour as an expression of how they feel. Sometimes words take too long or they cannot find the right ones. Displaying a behaviour can be a much more effective way of communication! Adults may need to think how they need to adapt their behaviour, language or routine to avoid triggering the behaviour in the future.
Example: May 21st 2012 10.30am Coming to the end of a free choice time	Adam had been playing since coming in. Adult asked all children to pack away for drink time.	Adam kept on playing, adult asked Adam to pack away. Adam screamed and threw 5 bricks.	Adult (initials only) told him not to throw bricks and pick them up. Had to take him out of the room as he continued to throw.	Perhaps Adam was not ready to pack away….wanted to continue to play because he was enjoying himself ……….did not want his construction to be broken up…….did not want a drink

Appendix 6: Restorative Conversations support guidance

Restorative Conversation Support Guide

Restorative questions to respond to challenging behaviour
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative questions to help those harmed by other's actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

Guidance on the questions

What happened? REFLECT

Listen carefully without interrupting or disagreeing. If the child does not answer, teachers should state what they observed:

- Tell me about why you think this happened …
- What happened first, next, last?
- What role did you play?
- Has this ever happened before?

What were you thinking at the time? / What have you thought about since?

Helps the pupil to consider their actions and replay thought processes. Offer empathy and understanding:

- Tell me about how you were feeling before, during, and after this event …
- What makes you most upset about this?
- Was there something that you needed?
- What did you wish would have happened?
- At what point did you start feeling upset?

Who has been affected by what you have done? In what way?

Makes the child realise that their actions may have impacted on others (they might not have realised at the time). Encourage them to look at the bigger picture: What about Mrs ...., What might your mum say? What about ... who doesn't like loud noises etc

- How might you have handled this differently? What was in your control?
- Who do you think has been affected by what you did?
- How do you think they've been affected?
- What impact did your actions have on the individuals in our classroom?
- Do your actions accurately represent how you feel about that person or how you want to treat others?

What do you think you need to do to make things right? REPAIR / RESTORE

Do not demand an apology if the child does not offer it as a solution – a forced apology is worthless. Suggest how to deal with the situation in a better way next time.

- How could I have helped you be more successful in this interaction?
- If something similar happened in the future, what could we do to improve our outcome?
- How can you repair your relationships?
- What steps could you take to fix the harm you caused? / When and how do you plan to take these steps.