Relationships and Behaviour Policy

Document Control Page

Revision History

Date	Type of change	Initials	Purpose of Revision
October 2023	Major	LW	Recent training lead to a rethink of approaches and language used to repair and preventing reoccurring behaviours
October 2024	Minor	LW/JP	Pg 5 charter pieces changed to pieces/points Pg 6 carrot to celebration certificate Pg 6 smileys to dojo Pg 17 removed smileys and changed carrot to celebration
January 2026	Minor	LW	Pg 4 timing added to meet and greet at the door Pg 6 information of Year R celebration assembly added Pg 9 change to uncompleted work to include the start of lunchtime

Date to be reviewed by Governing Body: September 2027

Hatch Warren Infant School's Relationships and Behaviour Policy

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

The Hatch Warren Infant School way
This is how we do it here . . .

At Hatch Warren Infant school, we have high expectations of learning, behaviour and respect for each other that underpins everything we do. Our staff strive to create independent, articulate thinkers who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.

Our Mission

At Hatch Warren Infant School, we strive to instil a love of learning, where we are the starting place on a lifelong journey of discovery. We aim to:

- provide children with a happy, healthy, safe and challenging learning environment;
- encourage independence, individuality and self-esteem whilst offering them exciting and awe inspiring experiences;
- nurture all children by valuing and celebrating their individual efforts and perseverance;
- maintain high expectations of learning, teaching and behaviour;
- encourage respect, responsibility and tolerance;
- promote a positive partnership between home, school and the wider community.

Our Core Values

Perseverance	Independence	Kindness
Respect	Teamwork	Creativity
	Focus	

Hatch Warren Infant School is 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 school has 6 simple rules. *We want our school to be a safe and happy place so we will:*

- *be kind to each other.*
- *take care of everything.*
- *use listening ears.*
- *keep ourselves and everyone safe.*
- *have good manners and respect each other.*
- *always try our best.*

These rules can be applied to a variety of situations and are taught and modelled explicitly.

We also have 2 non-negotiable behaviours. These are:

- Choosing to hurt someone physically or emotionally
- Purposefully putting themselves at risk

We understand that for some children following our behaviour expectations are beyond their cognitive or emotional developmental level. In this case, these children will have bespoke individual behaviour management plans (IBMP) which may include rewards to reinforce positive behaviour.

Aim of the policy

- To promote a culture of exceptionally good behaviour: for learning, for friendship, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To promote good relationships.
- To catch the positive behaviour rather than to focus on the negative behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a caring community which values kindness and empathy for others.
- To promote community cohesion through improved relationships.
- To have high behaviour expectations for all.

We recognise that most children self-regulate their behaviour. We want to encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively by teaching them effective strategies.

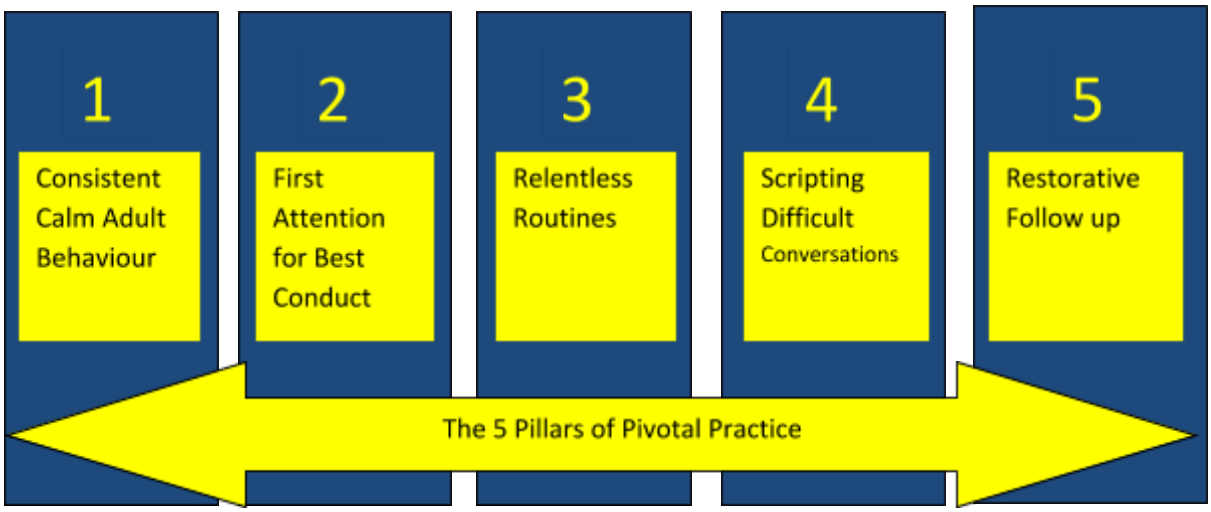
(See Appendix 1 – Rights and Responsibilities which supports our aims and outlines the rights and responsibilities of the child, staff and parents within the policy)

Purpose of the policy

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

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions

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 should lead to pupils consistently conforming to our expectations. We expect every adult to:

1. **Meet and greet** at the door until 8.50am.
2. Create a **calm and safe** learning environment.
3. Set **clear boundaries** and refer to the school rules and values regularly.
4. **Model** positive behaviours and build relationships.
5. **Plan** lessons that engage, challenge and meet the needs of all learners.
6. Use a **visible recognition** mechanism throughout every lesson (e.g., stickers, Dojos and charter pieces/points)
7. Be **calm** and give children time to process what has been said and act upon it when going through the steps. **Prevent** before sanctions.

8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
9. Adults are responsible for all leaners behaviour across the school community, never ignore poor behaviour.

(Additional recommended strategies seen in Appendix 2 - A model of positivity)

Senior Leaders - DHT/HT

The role of the senior leaders is to support colleagues by standing alongside to support, guide, model and show a unified consistency to the learners. As part of the sanctions it may be appropriate for senior leaders to step in or take over as the situation escalates. Please see more information about this later in the policy.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners
- Regularly share good practice.
- Use behaviour data (recorded on Incident Forms or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall outside the range of written policies and ensure that this is explicit in behaviour plans.
- Step in when appropriate.

Children want teachers to:

- Give them a 'fresh start' at every opportunity
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Teach them how to feel positive about themselves

Recognition and rewards for effort

We recognise and reward learners who consistently strive to achieve our standards and follow our school values. Our staff understand that at Hatch Warren Infant School 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.

Positive rewards include positive messages home for behaviour that is consistently in line with our expectations. This may take the form of a positive comment/note home or even a celebration certificate from the class teacher. Children who demonstrate the school's values will be acknowledged with Dojo points. Other rewards and recognition of achievement include, stickers, visiting other staff members for praise, being celebrated in assembly and attending 'Super Six Parties' and/or receiving the Headteacher Award.

Celebration Assembly

Our celebration assembly is on a Friday, where two children from each class will be chosen to receive one of the celebration certificates. The child will have consistently demonstrated our values during the week. The children selected are announced by the class teacher and will receive a certificate and stand at the front of assembly for a clap at the end. Year R have their own separate celebration assembly until summer one when they join in the whole school assembly.

Managing Behaviour

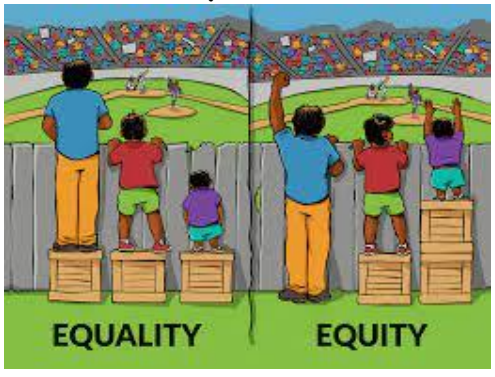
Engagement with learning is always our primary aim at Hatch Warren Infant School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time because of their behaviour, steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not draw attention to the negative behaviours. All learners must be given time to process what has been said and act upon it when going through the steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the behaviours we expect to see in school. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At Hatch Warren Infant School, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs positivity and motivation we will make it part of their day or week. This will lead to positive feelings which lead to positive behaviour which means a change in behaviour. This can be mistakenly seen as a 'reward'. It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.

Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.



Practical steps in managing and modifying negative and distressed behaviours
Learners are held responsible for their behaviour. Staff will use the steps in behaviour for dealing with behaviours that do not meet our expectations. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Stepped Sanctions
Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child time to process what has been said and act upon it. Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

For repeated low level behaviours that cause constant disruption to learning or upset others, such as calling out, tapping, deliberately touching other children, not listening, silliness or clowning around, rough play, refusal to complete work or avoiding work, not sharing, being disrespectful or rude, using abusive language or saying unkind things, not being truthful, the following steps will be put in place during lesson times and break times.

Steps	***Actions***
1) Redirection /Reminder	Gentle encouragement, a 'prompt' in the right direction. Praise others for displaying the desired behaviour. A reminder of our school rules - delivered privately wherever possible. 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.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. 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. "Stop, think, make the right choice," "think carefully about your next step."
3) Last Chance	Speak to the pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention**

(restorative conversation / reflection time)	• **I have noticed that** you are…(having trouble getting started, wandering around etc.) right now. • **At Hatch Warren Infant School, we**… (refer to the school rules) • **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • **That is who I need to see today...** • **Thank you for listening...** then give the child some processing time. If the warning is not heeded another warning will be given. If the behaviour continues this must be recorded on CPOMs. At this point the learner will be informed that they will have to have a Cool Off (EYFS) or lose Dojo points (KS1). Children will be expected to have some reflection time. The reflection time is **5 minutes** long.
4) Time in/Cool Off	Cool Off might be a short time away from the classroom with another class/TA/calm space/Time in bench at playtime/Time in at playtime. It is time allowed to calm down, breathe, look at the situation from a different perspective, compose themselves and reflect on what they may do differently next time.
5) Repair Restorative Conversation	After reflection time, an adult will ask the child 5 questions from the following: • 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 next time? • How did it make you feel?
Consequences Communication with parent/carer A formal meeting with parents/carers and SMT. Suspension	If a child has two incidents in a week requiring reflection due to low level behaviours, the class teacher must inform parents. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with parents/carers will be arranged. The staff member can request a member from SMT to attend (Head of Year, DHT, HT). This must be recorded on CPOMS. A serious breach may lead to a fixed term suspension.

(Further advice and strategies are found in Appendix 3 – A model of Positivity)

(A summary of these steps are outlined in Appendix 4 – Behaviour Blueprint at Hatch Warren Infant School)

Restorative Practice

Hatch Warren Infant School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. **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.

(Further information about Restorative practice can be found in Appendix 5 – Restorative Practice approach at Hatch Warren Infant School)

Persistent Challenging Behaviour

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, the class teacher's will work in conjunction with parents/carers and SMT or SENDCo to devise an IBMP.

Uncompleted Work

Any work which is not completed due to being off task, will be completed at the start of lunchtime or during Golden Time on a Friday in Year 1 and Year 2, in Year R the children will have an opportunity to complete it later in the day.

Serious incidents (Displaying a non-negotiable behaviour)

If a non-negotiable behaviour is displayed by a child (either choosing to hurt someone physically or emotionally, or purposefully putting themselves at risk) then the adult will ignore steps 1-3 and a clear warning will be given. They will raise their hand and say 'Stop, that is a non-negotiable'. If the child chooses to continue, it will be an instant move to reflection time.

A member of SMT will be called to assist if the child is still refusing to stop. All SMT members are Team Teach trained and are able to safe hold. Children will only be safe held if they are being a risk to themselves or others. If a member of staff is not Team Teach trained but clearly assesses the risk of harm for the child or others being great, they are able to safe hold. More explanation for this is given later in the policy under 'Safe Handling'.

The child will then receive a letter home to the parents / carer explaining that a non-negotiable behaviour has been displayed by their child. Depending on the severity of the incident, the adult can write on the back of the letter an outline of the incident. The incident will be recorded on a log in the classroom or a playground incident form.

If the incident is more serious, it will result in either a phone call home from the class teacher, or a face-to-face conversation between the parent / carer and class teacher at the end of the day (Depending on the severity, this may be from the Headteacher, Deputy Headteacher or a member of SMT). All serious incidents should be recorded on CPOMs.

Serious behaviour matters that are a non-negotiable behaviour may include:

- Fighting
- All forms of bullying- see Anti Bullying Policy
- Using abusive/offensive language targeted at another person
- Physically striking adults or children with intent to harm
- Refusing to come in from playtime
- Leaving the classroom without adult consent

Suspension

Fixed Term Suspension-check against Hampshire documents

Hatch Warren Infant School believes that, in general, suspensions 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 relationship and 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 SLT may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term suspension the pupil and parents meet the Headteacher or DHT 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 or bias 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 Hatch Warren Infant School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when a 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.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural challenges will need to have a behavioural management support programme put in place an IBMP. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A SEND assessment and support may also be appropriate.

In these cases, the Headteacher/Deputy Headteacher/SENCo/SMT 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 such as Primary Behaviour Support Team, and according to advice from the educational psychology service.

Safe Handling

Safe Handling and Reasonable force Hatch Warren Infant School makes use of the DfE guidance: Use of Reasonable Force in Schools (2013). Any safe handling used should always be the minimum needed to achieve the desired result. Key staff at Hatch Warren Infant School have had the appropriate Team Teach training to use safe handling 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. All incidents which require the use of safe handling 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 safe handling has been used on their child.

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural challenges or has behavioural challenges 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 IBMP.

Support agencies

If behavioural difficulties continue the school may seek the advice and input of outside agencies such as PBS (Primary Behaviour Support Team).

As a school we work closely with PBS. They offer us consultations which can lead to tailored advice if required. A large number of our staff have completed training with the team and as a result we have put in place a range of strategies that can be used with individual children. This could include:

- Pen Portaits
- Individual visual timetables
- Social stories
- Reflection boards
- Thrive Activities
- Sensory breaks
- Catch it good ladders
- Turn it around ladders

The role of the parent

At Hatch Warren Infant School, 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 appropriate behaviour. However, staff will not routinely contact or inform parents of minor digressions as once they are dealt with we want the child to move on not worry about what has happened.

If as a parent you have concerns regarding your child, we ask that you speak directly with the class teacher and generate a plan. If the issue remains unresolved, the next step is to speak with class teacher and the Year Group Team Leader. After this it is the Deputy Headteacher then Headteacher.

Application and scope of this policy

This Relationship and 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 annually and report back to the Full 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.

Related Policies / Guidance

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Exclusions Policy
- Hampshire County Council Restrictive Policy
- Home/School Agreement
- DfE Guidance including:
    - Behaviour In Schools: Advice provided for Headteachers and School Staff

- Searching, Screening and Confiscation: Advice for Schools
- Use of Reasonable Force in Schools (2013)

Appendix 1 – Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
• 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.	• 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**
• 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.	• 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**
• 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.	• 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 2 - A model of positivity - 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 home.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, be relentlessly bothered.
- 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 3 - 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.

Learner	Adult
'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

As an adult, we must remain in control and avoid the fight with children. 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."*

Behaviour Blueprint

Adult Behaviour	**Over & Above Behaviour**	**The Hatch Warren Infant Way**
• Calm, consistent and fair • Give first attention to best conduct • High expectations • Recognise "Over & Above Behaviour" • Relentlessly bothered	• Praise • Note home • Celebration certificate • Dojo points • Super 6 • Headteacher Award	We want our school to be a safe and happy place so we will: • *be kind to each other.* • *take care of everything.* • *use listening ears.* • *keep ourselves and everyone safe.* • *have good manners and respect each other.* • *always try our best.*

Our Core Values
Independence, Perseverance, Respect, Kindness, Teamwork, Creativity

Stepped Sanctions In private	Micro Script
1. **Reminder of Rule**-repeat as necessary. 2. **Caution**-"Think carefully about your next step." 3. **Last chance**-use micro script, and a 2 minute inconvience at next break/lunch. 4. **Time in**-in class at break or time in bench. 5 mins. 5. **Restorative conversation and a letter home** - with key adult.	I've noticed that…You know the school rules… (*list rule not being followed*). Can you remember when … (*time they did this really well*)…and how it made you feel? I expect you to … Thank you for listening.
Uncompleted Work	Restorative Questions
Any work which is not completed due to poor behaviour choices, will be completed during Golden Time on a Friday in KS1.	1. **What has happened?** 2. **What were you feeling at the time?** 3. **<u>Who has been affected by the actions?</u>** 4. **How have they been affected?** 5. **<u>What needs to be done to make things right?</u>** 6. **How can we do things differently in the future?** The number of questions to be used MUST depend on the age of the child. <u>Those underlined</u> shouldn't be used with the youngest children.
Serious Incidents	
Physical violence, swearing, racism, homophobia. Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a letter home.	

Appendix 5 - Restorative Practice at Hatch Warren Infant School

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?