



Behaviour & Relationships Policy (including anti-bullying)

Date Created:

Approved:

Next review:

Summer

Behaviour & Relationships Policy

1. Aims and expectations

- 1.1 It is the primary aim at Pennine Way Primary School that every member of the school community feels valued and respected and that each person is treated fairly according to the values of the school.
- 1.2 We are a caring community whose values are based on mutual trust and respect for all.
- 1.3 Our three rules are simply: be READY; be RESPECTFUL; be SAFE.
- 1.4 The school behaviour and relationship policy and blueprint are therefore designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times. **OUR BEHAVIOUR BLUEPRINT IS THE KEY DOCUMENT FOR THIS** (refer to appendix e).
- 1.5 We aim to provide an environment where everyone feels happy, safe and secure and where positive relationships are at the centre of all that we do. Our aim is for all children to grow into positive, responsible and increasingly independent members of the school community.
- 1.6 The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.
- 1.7 We treat everybody fairly and apply the behaviour blueprint in a consistent way.
- 1.8 The one-page blueprint is at the centre of all that we do. Every member of our community should follow the five pillars of behaviour practice (Paul Dix) and consistency with ADULT BEHAVIOURS is expected of everyone.
- 1.9 The five pillars are:
 - Consistent, calm adult behaviour
 - First attention for best conduct
 - Relentless routines
 - Scripting difficult interventions
 - Restorative follow up

Our Values Message

At Pennine Way Primary School we expect everybody to model our core values of cooperation, aspirations, respect and equity. We believe that through every adult modelling our values consistently the children will do the same and all will feel valued and safe.

School Values	C. A. R. E.
COOPERATION	We encourage and strive for a cooperative school community where everyone works together. We listen to each other; share how we are feeling and work closely as a community.
ASPIRATION	We will aspire to do our very best for every member of the school community so, they have the ambition and skills to reach their goal in all areas of learning
RESPECT	We instill a respectful environment by interacting with each other in a way that demonstrates our respect for all individual's beliefs and values, we are all are unique.
EQUITY	We treat others as we would like to be treated, include everyone and understand fairness can look different for different people.

Adult behaviour (also see code of conduct)

- Calm, controlled and non-emotional
- Respectful and positive – care about all pupils and be relentlessly positive
- Body language and facial expression should be neutral
- Use 30 second micro-scripts delivered quietly and maintaining pupil dignity
- Restorative conversations to repair relationships

First attention for best conduct – reward those doing it right!

- Publicly praise those children doing the right thing
- Reward time 'Hot chocolate' with leaders for those showing exceptional CARE values (1 from each year group).
- Postcards home for those who have gone above and beyond 'The Pennine Way.'
- Let parents know when their children are always doing the right thing, whether through a discussion face to face or a phone call (The Friday phone call).

Relentless routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate (for example all teaching staff to welcome children into the classroom at all transitional periods). Underpinning this we also have our Behaviour Curriculum (available on the website). The curriculum is taught at key points in the academic year.

Legendary lining up – one behind the other, facing the front, no talking. Classes will not be walked anywhere until they are ready. Children will be picked up from the playground at playtime and lunchtime.

Fantastic walking – quiet walking around the school, into the building and to the sports hall.
Using 'The Pennine Way' to gain attention. (Hand up – 1 – Thank you (Name child for...))

Our expectations should be clear and calm and repeated again and again. Find what works for you and relentlessly overlearn it so children get it right and get positive feedback straight away!

Stepped behaviour progression and scripting difficult conversations (see 30 second micro-script on blueprint)

Step 1 – Reminder/Nudge of the three rules to the whole class with a positive example (protect pupil dignity at all times)

Step 2 – Next step – speak privately, offer good choices and previous positive examples.

Step 3 - Caution delivered privately to make pupil aware. Outline consequence and remind to 'think carefully'

Step 4 – Calm – thinking time for a few minutes (maximum of 5) to calm down. Table to be at the back of the classroom.

Step 5 – Repair – more formal restorative conversation 30 second micro-script outside the classroom.

Deliver quietly and maintain pupil dignity - repeat if needed

You have had some time because... (specify behaviour)

You weren't following the rule about... (one of the three)

Do you remember last week when you.... (positive behaviour)

That is who/what? I need to see today. Thank you for listening.

You can now go back into the classroom and make positive choices otherwise there will be a consequence.

If the child is showing emotional dis-regulation try using the PACE model.

PACE – when dealing with difficult behaviours or to prevent escalation

PLAY – use a positive, playful tone of voice – this triggers positive hormones in the child and can diffuse a situation

ACCEPT – actively accept the emotions underneath the behaviour 'I accept that you are feeling angry but you cannot...so I need you to stop. I want to help you make sense of this.... but I have to set limits'.

CURIOSITY – trying to find out about the behaviour without judgement – **CORRECTION WITH CONNECTION**. ‘Will you help me to understand what it was like for you when...?’ This forms part of ‘walk and talk’ or a restorative conversation and gives the child a narrative for their behaviour.

EMPATHY – empathise with the child to help them express ‘I wonder if it was like this when you did...’

Restorative Conversations – to repair relationships or address incidents these might be useful

What happened?

What were you thinking at the time? Will you help me to understand?

What have you thought since?

How did this make people feel?

Who has been affected? (list)

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

On the playground

- Be observant of where children are and what they are doing – relentlessly aware.
- Be aware of those children who may not be in a positive frame of mind that day – all staff will be made aware of who they are through conversation with leaders or information CPOMs.
- Apply positive praise for best conduct – catch them doing it right
- Be visible as the adult on duty
- Be punctual to collect classes – staff to be out before the end of break and lunchtime to collect the children from the playground.
- Routines for lining up and walking into school
- Follow the stepped behaviour progression if needed – **remind/next step/caution/calm/repair**
- Use PACE and remind of when they were doing things well
- Use the micro-scripts
- At lunchtimes a member of SLT is available to support and will also be visible.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Preventative Measures:

- Regular PSHE lessons using the Jigsaw scheme of work.
- Assemblies linked to themes associated with Ready, Respectful, Safe
- Whole school participation in National Anti-Bullying Week
- Engagement 'Real Love Rocks' Programme in Year 6
- Lessons on E-safety and Cyber Bullying as part of the Computing Curriculum and day-to-day use of technology

Identifying bullying:

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school. Adults should be aware of possible signs that a child may be the victim of bullying and investigate further if they have concerns. When an adult finds evidence of bullying it must be reported to a member of SLT immediately.

Any investigations should be completed fully, with an outcome recorded on CPOMS. An addition to CPOMS regarding the pupil who may be the victim of bullying should also be made, even if this is not substantiated (found to not be bullying) for further monitoring. In any case where a pupil discloses that they are the victim of bullying, or that this is alerted to a staff member by observing possible signs or through a disclosure by another individual, the parents/carers of the identified pupil will be informed immediately and invited to a meeting to discuss further.

Reporting concerns:

Children at Pennine Way are taught to understand that they should always report bullying if they are a bystander and witness it happening. Ignoring bullying is unfair to the victim. Staff will ensure that children who report bullying are provided with the appropriate reassurance and support should they require it.

Bullying is considered Serious Misbehaviour and must be reported to a member of SLT immediately who will investigate.

Parents and Carers are encouraged to alert the school immediately if they have any concerns about bullying.

Dealing with bullying:

If bullying is identified, a member of SLT will listen and speak to all children involved separately.

Staff will reinforce to the bully/bullies that their behaviour is unacceptable. Pennine Way considers all bullying as Serious Misbehaviour and appropriate sanctions will be applied according to this policy.

If possible, pupils will be reconciled. The Pastoral Team will provide support to the victim of the bullying. Support will also be given, to help the bully/bullies understand and change their behaviour.

Parents will be informed and invited to come into school for a meeting to discuss the problem and the support that the school has put in place as a result. Cases of bullying will be monitored to ensure that repeated incidents do not occur. Bullying incidents will be discussed at SLT meetings. The Headteacher will present termly reports on serious bullying incidents to the Governors. If necessary

and appropriate, the Designated Safeguarding Lead in school, Social Services or The Police will be consulted.

Services/help organisations that can help:

Childline - 0800 11 11

Bullying online www.bullying.co.uk

Anti-bullying Network www.antibullying.net

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Serious incidents and behaviour

- The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically or verbally) then any activity should be stopped and the child will be prevented from taking part until they are calm and able to.
- A senior member of staff should be sent for if necessary. **Do not shout at the child- raised voices should only be used at a distance for an immediate threat.**
- Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime (Dingley Dell or a calm space) so that supportive work can be done with an adult in order to understand and address the behaviour. It might be that there is a need for a behaviour support plan to be written together with the parents and will be made available to all adults.
- Further support is available for the child to help them with behaviour needs.
- Other examples of serious behaviours include bullying, racist, sexist or homophobic comments; swearing; assaulting another person and any other forms of verbal or physical aggression; wilful damage to property etc. (please refer to appendix b for examples of low, medium and
- Any incident of this kind will be investigated immediately by the SLT or other senior member of staff who will log the incident, speak to any witnesses and contact parents.
- Extremely serious behaviour or a series of incidents could result in a suspension.
- Pupils whose behaviour is dangerous may not be allowed to attend events or visits where their behaviour may be a risk to others or themselves (but only after a risk assessment is carried out and the head teacher consulted).
- In extreme cases it may be necessary to permanently exclude a pupil.

Supporting pupils with specific behavioural needs

As a school we recognise that certain behaviours are often a sign of an underlying issue or problem with children and should be further investigated. This is crucial as part of our safeguarding role.

Staff should consider:

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to or SEMH (Social, Emotional or Mental Health need) intervention/support/toolkit?
- Could there be a specific need that hasn't been addressed?

It is our responsibility to support pupils wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. ***This is why relationships with our children and families are so crucial to everything we do at Pennine Way Primary School.***

If we have a concern about a pupil's behaviour and what it may indicate, we should:

- Talk to the child to see if they are worried about anything
- Talk to their parents – are they concerned about any behaviours at home? Are there similar triggers or responses at home? What supports the child at home?
- Raise concerns with a phase leader or other senior member of staff and using our recording system CPOMS to identify patterns and underlying behaviour incidents.

Pennine Way Primary School can offer support in various ways:

- Children identified with behavioral or emotional need will access appropriate SEMH intervention.
- Access to our wellbeing team who is trained in mental health first aid, trauma training and lego therapy
- Specific support and advice from outside agencies through the school SENCo or Wellbeing team (e.g. behaviour support/EHA/CAMHs)
- Advice for parents and families with help from the Early Help Team at Cumberland Council and other support networks.

Our main aim is to always provide families and children with positive strategies in order to strengthen resilience and lessen negative behaviours

Behaviour Support Plans

If a child is finding it difficult to manage their behaviour then a support plan will be written with the child and parent, this will be reviewed when necessary or at the least termly and saved on Provision Map. This will focus on what the key issues are, what helps the child and whether more targeted interventions are necessary. This should be shared with all adults who come into contact with the child.

Suspension, permanent exclusion and managed moves

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy and the DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

Behaviour Outside of School

The Education and Inspections Act 2006 gives head teachers the power to regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour policy which may result in an exclusion.

Subject to the school's behaviour policy, the teacher may investigate a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the head teacher has the right to investigate these issues in school and put in place appropriate sanctions. (See safeguarding and social media policies). We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a record of incidents on CPOMS. There are weekly discussions of behaviour and well-being in staff meetings in order to share information and good practice.

Any serious incidents in which the SLT or Head Teacher are involved/have been investigated, are recorded on CPOMS. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Local Authority.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy every year.

_____(Headteacher) September 2024

_____(Chair of Governors) September 2024

Other Policies linked to Behaviour and Relationships

Safeguarding Statement

- Staff safer code of conduct
- General code of conduct
- E-safety policy
- Equal opportunities
- SEN policy
- Low level concerns policy
- Health and Safety
- Equality Act 2018

Appendix A

Rights and responsibilities agreed after consultation with all parties

Pupils rights	Pupils responsibilities
<ul style="list-style-type: none"> ○ To be treated with respect ○ To be safe ○ To learn ○ To be listened to ○ To be happy in school 	<ul style="list-style-type: none"> ○ To show respect and courtesy towards everyone ○ To take responsibility for their behaviour. ○ To work hard and be willing to learn ○ To allow others to learn ○ To cooperate with adults and children and follow instructions ○ To do their best
School and staff rights	School and staff responsibilities
<ul style="list-style-type: none"> ○ To enforce the school behaviour policy ○ To be treated with respect and courtesy ○ To teach without disruption or intrusion ○ To be happy ○ To be safe ○ To be supported by parents in maintaining an orderly climate for learning ○ Not to tolerate violence, threatening behaviour or abuse ○ To ask parents to sign the Home School Agreement 	<ul style="list-style-type: none"> ○ To promote school values in accordance with the school vision ○ To communicate clearly measures to ensure good order, respect and discipline ○ To treat children and adults with respect ○ To be a positive role model ○ To let every pupil achieve their potential ○ To be prepared for work ○ To create a safe and secure environment for learning ○ To foster positive relationships with parents and carers
Parents rights	Parents responsibilities
<ul style="list-style-type: none"> ● That children are treated fairly and with consistency ● To expect children are safe, secure and respected ● To have any complaint about behaviour or bullying taken seriously by the school and investigated/resolved as necessary ● To be kept informed about their child's progress including behaviour 	<ul style="list-style-type: none"> ● To encourage their children to show respect and support the school's authority to discipline its pupils ● To ensure their child is well- behaved in school by following reasonable instructions and adhering to the school rules ● To send their child to school each day punctually, suitably clothed, fed, rested and equipped ready to learn ● To ensure staff are aware of any SEN-related or other factors which may affect their child's behaviour ● To support children at home ● To support the home-school agreement

Appendix B

Low-level, medium and major incidents

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably. The following is a guide.

Low-level incidents	Medium-level incidents	Serious incidents
<ul style="list-style-type: none">○ pushing in○ interrupting the teacher○ attention seeking○ clowning around○ spoiling games○ avoiding work○ time wasting○ teasing○ being noisy○ running inside○ arguing○ swearing (accidentally)○ cheekiness○ wearing jewellery or inappropriate hairstyles○ carrying unauthorised items such as toys, sweets or money○ throwing small things in class or outside○ Carrying other children or picking up younger children	<ul style="list-style-type: none">○ repeated low-level incidents○ interfering with other pupils' work○ arguing back○ rudeness○ name calling○ telling lies○ graffiti○ spitting○ refusal to follow instructions○ swearing (with intent)○ leaving the room without permission○ Play fighting○ Rough or aggressive play e.g. wrestling○ deliberately upsetting others or excluding from games	<ul style="list-style-type: none">○ fighting○ vicious kicking○ hitting back○ throwing dangerous objects○ persistent lying○ vandalism○ swearing at staff○ verbal abuse of staff○ physical abuse of staff○ stealing○ running out of school○ bullying○ racist incidents○ bringing dangerous items onto school premises

Appendix C

Dealing with incidents during playtimes/lunchtimes

Minor, intermediate and major incidents

The following is a guide to incidents which may occur in the outdoor environment. The list is not exhaustive and there may be other behaviour adults will use their professional judgment

Low-level incidents	Medium-level incidents	Serious incidents
<ul style="list-style-type: none">○ pushing in○ attention seeking○ clowning around○ spoiling games○ teasing○ being noisy○ arguing○ swearing (accidentally)○ cheekiness○ carrying unauthorised items such as toys, sweets or money○ Carrying other children or picking up younger children	<ul style="list-style-type: none">○ repeated minor incidents○ Play fighting○ Rough or aggressive play e.g. wrestling○ deliberately upsetting others or excluding from games○ Throwing objects dangerously○ arguing back○ rudeness○ name calling○ telling lies○ spitting○ refusal to follow instructions○ swearing (with intent)	<ul style="list-style-type: none">○ fighting○ vicious kicking○ hitting back○ throwing dangerous objects○ persistent lying○ extortion○ vandalism○ swearing at staff○ verbal abuse of staff○ physical abuse of staff○ stealing○ running out of school○ bullying○ racist incidents○ bringing dangerous items onto school premises.

Appendix D
EYFS/KS1 Praise/Consequences to be

<p>First attention for best conduct</p> <p>Remember that we want to ensure children are <i>intrinsically motivated</i> e.g. not over-recognising children who are working hard. Verbal praise, phone calls home and Above and Beyond Postcards.</p>	<p>CARE Awards and stickers will be used for Children demonstrating something <i>exceptional</i> and not just simply demonstrating a learning habit</p> <p>Children with further need, who may require additional praise, should be given personal targets. Please liaise with the SENCO for further advice.</p>
<p>Remind</p>	<p>A look or signal to the student who is not on task</p> <ul style="list-style-type: none"> ○ Minor incidents
<p>Caution</p>	<p>Child spoken privately to and outline consequences and remind to ‘think carefully’</p> <ul style="list-style-type: none"> ○ Minor incidents
<p>Next Steps</p>	<p>Children spoken to privately using 30 second script</p> <ul style="list-style-type: none"> ○ Minor incidents
<p>Time Out</p>	<p>All EYFS and KS1 classes will have a Time Out. This is the main sanction for a student not responding to a verbal warning. This can occur inside the child’s classroom in the first instance.</p> <ul style="list-style-type: none"> ○ Post Incident in Learning Conversation with class teacher must be completed ○ More serious incidents
<p>Repair</p>	<p>If the student does not return to their natural state after a Time Out, Walk and talk or more formal restorative conversation with an adult. This may be with SLT or adult in the room</p> <ul style="list-style-type: none"> ○ More serious incidents
<p>Phonecall</p>	<p>Class teacher to inform parents of behaviour via a telephone call or conversation with the teacher</p> <ul style="list-style-type: none"> ○ Showing repeated more serious incidents (could be sanctions)
<p>Red Line</p>	<p>SLT member to inform parents of behaviour and arrange a meeting</p> <ul style="list-style-type: none"> ○ Major incidents

KS2 Praise/Sanctions

<p>First attention for best conduct-</p> <p>Remember that we want to ensure children are <i>intrinsically motivated</i> e.g. not over-recognising children who are working hard. Shout outs and Friday calls home</p>	<p>CARE Award and stickers will be used for Children demonstrating something <i>exceptional</i> and not just simply demonstrating a learning habit</p> <p>Children with further need, who may require additional praise, should be given personal targets. Please liaise with the SENCO for further advice.</p>
<p>Reminder</p>	<p>A look or signal to the student who is not on task</p> <ul style="list-style-type: none"> ○ minor incidents
<p>Warning</p>	<p>Child spoken privately to and outline consequences and remind to 'think carefully'</p> <ul style="list-style-type: none"> ○ minor incidents
<p>Last Chance</p>	<p>Children spoken to privately using 30 second script</p> <ul style="list-style-type: none"> ○ minor incidents
<p>Time Out</p>	<p>If a student does something to warrant a Time Out they will go to another classroom</p> <ul style="list-style-type: none"> ○ more serious incidents
<p>Repair</p>	<p>If the student does not return to their natural state after a Time Out, Walk and talk or more formal restorative conversation with an adult. This may be with SLT or adult in the room.</p> <ul style="list-style-type: none"> ○ more serious incidents <p>If negative behaviour is shown again in that lesson, after the student has returned, a consequence is issued.</p> <p>If the student's behaviour warrants an immediate consequence then SLT must be called.</p>
<p>Phonecall</p>	<p>Class teacher to inform parents of behaviour via a telephone call or conversation with the teacher</p> <ul style="list-style-type: none"> ○ Showing repeated more serious incidents (could be a consequence with a phase leader)
<p>Red Line</p>	<p>SLT member to inform parents of behaviour and arrange a meeting</p> <ul style="list-style-type: none"> ○ Major incidents

Appendix E – The Pennine Way – Behaviour Blue Print

Appendix F – Repair: Behaviour Reflection Sheet

Pennine Way Primary 2024-25



Repair: Behaviour Reflection Sheet

Name:	Date:	Class:
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1. Draw or write about what happened. Tick the box that explains why this behaviour is not allowed at our school.

	This behaviour is not okay because:	
	it is not being ready	<input type="checkbox"/>
	it is not respectful	<input type="checkbox"/>
	it is not safe	<input type="checkbox"/>








2. How were you feeling when this happened?

					
sad	worried	angry	frustrated	confused	scared

3. How can I repair what has been done? (Tick)

Apologise	<input type="checkbox"/>	Fix what is broken	<input type="checkbox"/>
Clean up	<input type="checkbox"/>	Other	<input type="checkbox"/>

4. Circle some strategies that you could use if this happens again.

						
Three deep breaths	walk away	talk to a teacher	think before acting	count to ten slowly	choose kindness	Stop. I don't like it.

Restorative conversation:

Breaktime	<input type="checkbox"/>	Lunchtime	<input type="checkbox"/>
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Time:	<input type="checkbox"/> 15mins	<input type="checkbox"/> 30 mins	<input type="checkbox"/> 45mins	<input type="checkbox"/> 1hrs
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