

Puddletown First School



Relational behaviour policy

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LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Violence towards staff policy

ETHOS

At Puddletown First School, we believe that outstanding learning happens in an environment where everyone feels safe and respected. Developing, promoting and maintaining the highest standards of behaviour throughout the school are essential to creating this environment.

We believe that all pupils need to experience a sense of belonging and pride in their school and develop a respect for themselves and others. We endeavour to create a community in which empathy and understanding are paramount and in which everyone is expected to accept responsibility for their own actions and work within our school boundaries.

Our school approach reflects a developmentally appropriate response to behaviour by recognising that behaviour often represents an unmet need and is a form of communication. We recognise that each individual is at a different stage of social learning and may have experienced Adverse Childhood Experiences (ACEs) and/or particular neurocognitive or neurochemical profiles that can impact on their emotional regulation.

Underpinned by our Christian values of responsibility, acceptance, forgiveness and justice and through a consistent approach to behaviour; we develop positive relationships between children, staff, parents and our community to create a relational environment where everyone feels safe and happy to learn.

AIMS

What do we want to achieve with our behaviour policy? We aim to:

- Encourage a positive, calm and purposeful atmosphere, in which all children can reach their full potential
- Enable staff to teach and pupils to learn without unnecessary interruption
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect and develop self-awareness of the state of their own emotional regulation.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents/carers.
- Promote pupils' self-esteem by explicitly recognising expected behaviours and providing an effective system of intrinsic and extrinsic rewards that acknowledges effort that goes 'over and above' in work and behaviour.
- To minimise the attention given for poor conduct.
- Provide a consistent approach to behaviour management in all areas of the school
- To develop considerate and respectful future citizens of the local and global community

WHOLE SCHOOL PRACTICE

We recognise that clear structures of predictable outcomes carried out within strong relational practices have the best impact on behaviour. We have developed our school expectations based on the Paul Dix '5 Pillars of Pivotal Practice' and 'When the adults change, everything changes', Adoption UK attachment training, Trauma Informed Schools UK research and practises and DFE guidance on Mental Health and Behaviour in Schools.

Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies* that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

School and classroom behaviour management techniques are a dynamic part of school life. We endeavour to be aware of recent and relevant research to help support us, to provide the best experience and support for our pupils. Therefore, the specific behaviour management strategies used and our graduated response as well as other supporting documents subject to more frequent updating can be found in the appendices below.

RULES

We have 3 simple rules.

- **READY**
- **RESPECTFUL**
- **SAFE**

These allow everyone to work and play successfully, safely and enjoyably. These Rules are displayed in the classroom and around the school. Examples of what 'ready' might look like for example in learning, or assembly or at the end of the day are explicitly modelled in class, assemblies and PHSE lessons so that everyone has a consistent approach. All adults will refer to behaviour referencing these 3 basic rules.

However, we also understand that for a few children, Consistently, following our behaviour expectations is not always possible and, in this case, these children will have access to bespoke positive behaviour plans.

ROLES AND RESPONSIBILITIES

All staff will:

- Meet and greet children at the beginning of the day
- Refer to '**Ready, Respectful, Safe**' throughout the day, every day
- Model positive behaviours and build relationships with pupils from all groups
- Implementing the behaviour policy consistently and treating all pupils fairly and equally
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give 'take up time' when going through the steps to 'prevent before sanctions'
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Committing to improving their behaviour management skills and pastoral support for pupils by attending training and acting on feedback given.

Senior Leaders

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

Senior leaders will:

- Take time to welcome learners at the start of the day. Encourage use of Positive Notes and Positive Phone Calls.
- Develop positive relationships with pupils, staff and parents.
- Be a visible presence around the site and especially at transition times.
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Celebrate learners whose effort goes **above and beyond** expectations and encourage use of positive notes and positive phone calls.
- Regularly share good practice and cpd.
- Use behaviour data (recorded on myconcern) to monitor school wide behaviour
- Regularly review and update policy and in line with recognised best practice.
- Regularly review individual provision for learners who fall beyond the range of written policies and work with SENCO and external agencies as required to support these learners.

Pupils

Pupils will:

- Do their very best to demonstrate excellent behaviour at all times.
- Know the school's 3 key rules and their part to play in upholding those rules and routines
- Reporting unacceptable behaviour as soon as possible, to a member of staff.
- Know where to get help to support them with their behaviour.
- Take responsibility for their behaviour and following any plans drawn up to help them.

Parents

Parents and carers will:

- Get to know the school's behaviour policy
- Support the school in having excellent behaviour in school as a shared expectation
- Support our 3 rules '**Ready Respectful Safe**'
- Support the school to work with their children to uphold the behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Maintain open lines of communication with the school.
- Model positive behaviours and build relationships

PUPILS WITH SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. While this may involve a more sensitive interpretation of the Behaviour Policy for pupils with additional needs, unacceptable behaviour will not be allowed to remain unchallenged.

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

Adaptations may include (not an exhaustive list):

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of Time In (sensory needs, outside space, quiet space, movement) where pupils can regulate their emotions during a moment of sensory overload
- A more bespoke or reduced timetable

PUPILS' SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Universal offer

- By providing a calm learning environment and Quality First Teaching
- Annual Wellbeing Survey which allows us to identify whole school class and individual needs
- PSHE and Circle Time to allow pupils to express their feelings and worries in a safe environment
- Trusted trained adults to support pupils in a culture of mutual respect

How we provide additional support for pupils' behavioural, social, emotional and mental health needs

- We use quiet places or natural outside spaces to support the social and emotional needs of pupils
- A child may need a short burst of extra support - this could be something as simple as daily check-ins with a trusted adult
- Specific activities eg: Lego Therapy, Social and Communication groups led by our trained TAs
- Individual Behaviour Plan
- Individualised/reduced timetables

- Pastoral Support Plans
 - Signpost parents to family support services/Early Help
 - Referrals to specialist professionals may be made in agreement with parents and carers.
- We enjoy strong partnerships with a range of agencies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

PUPIL TRANSITIONS

Incoming

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. We will liaise with parents and previous schools to assess whether a pupil needs support with their SEMH

- When pupils transfer to us from other schools, we will work with staff, parents and pupils to support pupils with specific needs to ensure a smooth transition. In the case of children identified as having special/additional learning and/or behavioural needs, the school, acting in partnership with the parents/carers of the child concerned, may draw up a *Pastoral Support Plan*. This is in line with the Equality Act of 2010. This plan will be designed to deliver improvements in the child's behaviour over a specified period and is to prevent exclusion.

Outgoing

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and any pupil with additional needs may have extra sessions and bespoke support.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

TRAINING

Behavioural management is a dynamic part of school life. We endeavour to be aware of recent and relevant research to help support us, to provide the best experience and support for our pupils.

- On induction staff are made aware of this policy
- The needs of the pupils at the school and any interventions that are run to improve pupils' behaviour and relationships
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- Our Behaviour policy is written with staff and we refresh this every September, basing our refresher on our analysis of behaviour and pastoral issues in the previous year.

USE OF REASONABLE RESTRAINT

Reasonable force covers the broad range of actions used by teachers at some point in their careers that involve a degree of physical contact with pupils. This right and responsibility applies to any member of staff at the school. Schools do not have to seek parental permission to use force. Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as Preventing a pupil from attacking a member or staff or another pupil. breaking up a fight, or restraining a pupil to prevent violence or injury. Where a child needs swift intervention to prevent themselves from being a danger to themselves or others

However, it may be appropriate in some classes to remove the other children from the room, depending on the incident or on the physical position of the child in relation to others. Staff are required to make a dynamic risk assessment at the time to assess which action will result in the swift safety of the class.

The decision as to whether to use force is down to the professional judgement of the staff member and should always depend on the individual circumstances.

The aim is always to use the least force necessary to return to a safe situation where learning can continue as swiftly as possible.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child.

: Use of reasonable force- Advice for headteachers, staff and governing bodies DfE July 2013

After any restraint used by staff:

- Head teacher must be informed
- Must be recorded in the physical Intervention book,
- A debrief had with all staff members involved and support given to the affected members of staff or pupils.
- Parents informed.
- A restorative debrief with the pupil.
- Following this an Incident Investigation Report must be filled in and a behaviour plan either put in place or adjusted.

EXCLUSIONS

It is rare that our school systems and support do not have a positive impact on pupils' behaviour and regulation.

In exceptional circumstances it may be necessary to exclude a child. This is the most serious sanction a school can apply and the decision to exclude is not taken lightly. Only the Headteacher can apply an exclusion.

Exclusion may be applied to a pupil in response to a single serious breach or persistent breaches of the school's behaviour policy

Exclusion may be internal, fixed or permanent.

The school's Exclusion policy and the latest DfE guidance will be followed.

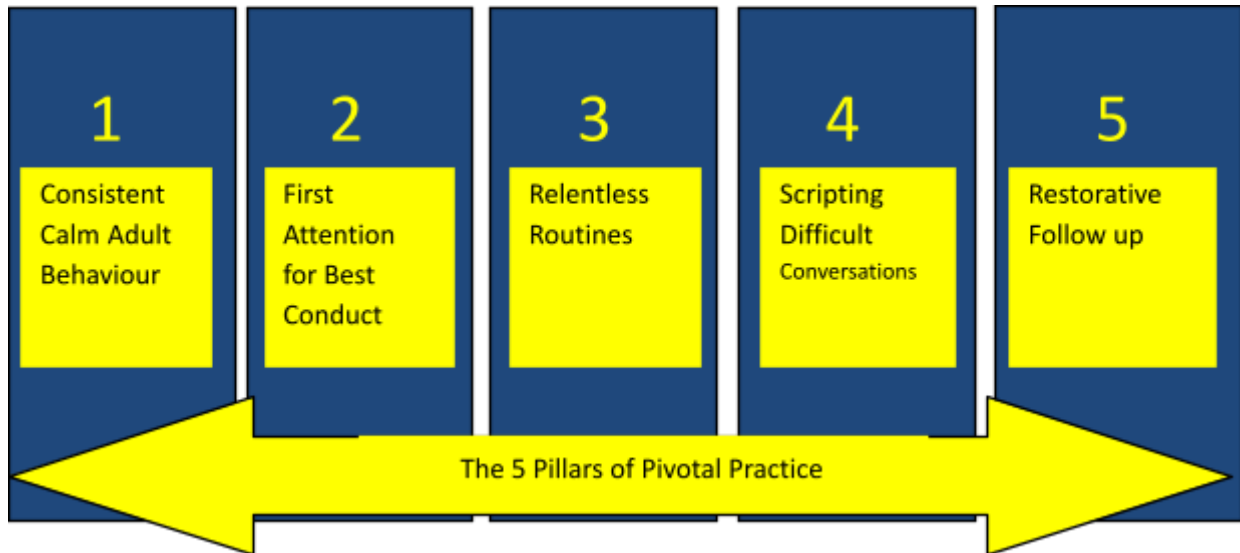
MONITORING AND REVIEW

This policy will be monitored and reviewed annually with regard to any new legislation or changes in school procedure.

APPENDICES

Our school's principles for behaviour sets out the *rules, relentless routines* and *visible consistencies*

APPENDIX 1 VISIBLE CONSISTENCIES



At Puddletown First School, adults apply the following principles in all interactions with pupils:

- **Build relationships** understanding and consciously creating relationships of trust, dignity and support between all students and ourselves.
- **Identify** the behaviour we expect as written in the appendices of this policy constantly referencing '**ready, respectful, safe**'
- **Explicitly teach** these behaviours so that we all know what this looks like in practice.
- **Model** the behaviour we are expecting.
- **Notice** excellent behaviour

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted as they enter the classroom daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the

Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Staff supervise children as they leave to go to the playground and meet with them before bringing them back into school. At playtimes, there must be an adult on duty before children are left.
- All staff notice children who are keeping school rules and praise in public.
- All staff notice children who are not following ready, respectful or safe practices and support them to achieve them. Understanding when and how to react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised. These can involve a repertoire of possible responses such as, body language, reminders, tactical ignoring, sanctions, removals and summoning assistance.
- All staff will follow the graduated behaviour response plan

APPENDIX 2 RELENTLESS ROUTINES

ACTION	EXPECTED BEHAVIOURS
Moving around school	Walking feet
Lining up	Voices away Face the front of the line Hands to yourselves Look at the adult
Showing you are ready for learning	Voices away Hands to yourselves Face the adult Look at the speaker

APPENDIX 3 GRADUATED BEHAVIOUR RESPONSE PLAN

Level	Behaviours	Response	Adults	Support
1	<p>Low level behaviours eg:</p> <ul style="list-style-type: none"> • Interrupting/calling out • Distracting others and interrupting their learning • Rudeness, answering back • Work avoidance • Slow to take adult instruction • Unkindness to others • rough play 	<p>REMIND</p> <p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</p> <p>Repeat reminders if necessary De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. PACE may be used here.</p> <p>REFOCUS</p> <p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>"stop, think, ...make the right choice" "Think carefully about your next step" PACE may be used here.</p>	<p>All adults in school</p>	<p>Universal support for all regardless of behaviour</p> <p>Well planned lessons</p> <p>Adjustments for learning</p> <p>Check any send need</p> <p>Zones of regulation</p> <p>Trick box</p> <p>Nurture</p> <p>Relational practise</p> <p>Processing time</p> <p>Brain breaks</p> <p>Physical break</p> <p>Outdoor experiences</p>

2

Continuing level 1 behaviours despite reminders and refocus.

REINFORCE

Speak to the pupil privately and give them a final opportunity to engage.

Use the 30 second scripted intervention

If the behaviour continues despite this reminder, then at this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time so we can go through what happened and how we can avoid it happening again.

PLAY AND LUNCHTIME

If the behaviour happens at lunchtime; they are to stand with the adult or go to reflection table immediately for 10 mins no discussion needed to begin with to allow the child to reregulate.

Children will be expected to have a reflective dialogue with the adult that witnessed the behaviour near the end of that 10 mins before returning to play.

If the behaviour happens in the afternoon for key stage 2 Restorative and reflective discussions will be had that afternoon but they will work through the consequence of 10 mins out of play the next day. In key stage 1 reflection and restoration and consequence can happen within class.

If there are frequent (more than 5) level 2 behaviours over a week then it will be recorded in the class behaviour log.

All adults in school. Discussed in behaviour meetings.

Time in spent with an adult to discuss behaviours. Child led solutions

		multiple recordings will lead to next level interventions		
3	<ul style="list-style-type: none"> • Continuing the above behaviours • Ignoring adult direction • shouting or other aggressive behaviours • lashing out to objects in the heat of the moment. • disrespectful language/swearing • lashing out in anger to others in the heat of the moment • Deliberately disrupting the learning of others. 	<p>RELOCATE</p> <p>Clear explanation that what has happened is so serious and breaks our school rules that immediate cool down and relocation strategies are needed. This will either be a class quiet place, to partner class (4-2, 3-1, 2-R, 1-2) Or to pastoral support (Head, Senco, other Tas) if available.</p> <p>Removal from communal play until trust is rebuilt and we can be sure everyone is going to be safe and behaviour improves,</p> <p>PLAY AND LUNCHTIMES</p> <p>For serious breaches like these displayed at lunch times, the pupil will be expected to stay with an adult for the remainder of the lunch break or if not possible then go to a designated quiet space to calm down.</p> <p>A behaviour slip will be filled in briefly describing the incident and given to class teacher. The class teacher will record this in the class behaviour log.</p> <p>If the behaviour happens in the afternoon for key stage 2 Restorative and reflective discussions will be had that afternoon but they will work through the consequence of 10 mins out of play the next day. In key stage 1 reflection and restoration and consequence can happen within class.</p>	<p>Class teacher All staff senco parents Head</p>	<p>Social stories Calming strategies Extra group work on zones of regulation 5 point scales Out reach referrals Parental support Trick box nurture</p>

		<p>Behaviour logs will be monitored by pastoral lead and multiple ones will lead to next level interventions</p> <p>Parents informed and meeting with class teacher, Senco or Head as required.</p> <p>Recorded on My concern.</p> <p>Individual behaviour plan drawn up if happens more than once.</p>		
<p>4</p>	<ul style="list-style-type: none"> • Repeating of level 1,2,3 level behaviours despite interventions and support and plan. • Racist or religious abuse • targeted or deliberate assaults on other pupils. • bullying verbal and physical • destruction of school property after support offered to de-escalate. • Assaulting staff 	<p>RESPONSE AT HIGHEST LEVEL</p> <p>Parental meeting with Head</p> <p>External support sought e.g. educational psychologist, behaviour support,</p> <p>Individual behaviour plan revised</p> <p>Removal from communal play until trust is rebuilt and behaviour improves,</p> <p>Removal from some lessons to work elsewhere.</p> <p>Risk reduction plan drawn up</p> <p>Reduced timetable</p> <p>Alternative provision</p> <p>Fixed term exclusion</p> <p>Revisit all the above</p> <p>Permanent exclusion</p>	<p>Head</p> <p>Senco</p> <p>Chair of Governors</p> <p>External agencies</p> <p>County inclusion team</p>	<p>Ed psychologist</p> <p>Play therapists</p> <p>Inclusion team</p> <p>Outreach from inclusion schools</p> <p>Camhs</p> <p>Behaviour support team</p>

APPENDIX 4 - DAN HUGHES' PACE APPROACH

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils at Percy Main Primary School

Situation: Pupil in heightened state of anxiety, attempting to climb the perimeter railings and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling in the red zone because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the railings. They went with an adult to the Sensory Room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the railings. The pupil was able to reflect on their behaviour and think of alternative things they could do next time

APPENDIX 5 RESTORATIVE PRACTICE

Puddletown First School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

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 graduated behaviour response plan

- 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 Conversation:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?

3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

For a reminder...

- 1) *I've noticed that you chose to...*
- 2) *This is a reminder that at Puddletown we*
- 3) *Thank you for listening*

For a caution...

- 1) *I've noticed that you are still ...*
- 2) *If you choose to continue...*
- 3) *I know you can turn it around...*
- 4) *Think carefully about the next step...*

- ***I have noticed that you are...***(having trouble getting started, wandering around etc.) right now.
- ***At Puddletown first we...*** (refer to the 3 school rules – ready, respectful and safe)
- ***Because of that you need to...*** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- ***Do you remember yesterday/last week when you...*** (refer to previous positive behaviour)?
- *That is who I need to see today...*
- ***Thank you for listening...*** then give the child some '**take up' time**. To do 'the next right thing'