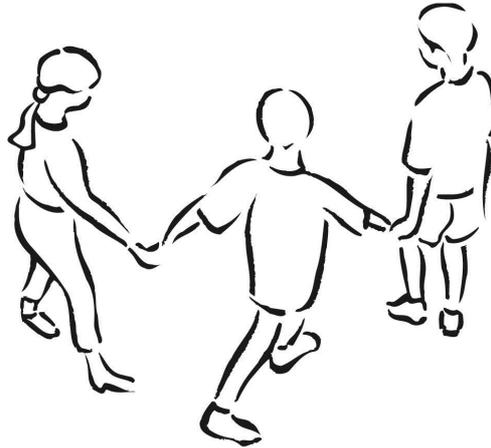


# **Behaviour Regulation Policy (Attachment Aware)**

## **Boothville Primary School**



**BOOTHVILLE  
PRIMARY SCHOOL**

**Approved by:** [Rebecca Payne]

**Date:** [1<sup>st</sup> October 2019]

**Last reviewed on:** 1<sup>st</sup> October 2019

**Next review due by:** 1<sup>st</sup> October 2020

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## Vision Statement

Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole school community. We recognise that understanding our emotions is a key aspect of managing behaviour.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and continue to create a calm and purposeful environment for all. Boothville Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations and the need for rules and boundaries.

Underpinning this policy, is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves and make sense of experiences, hopefully beyond school and into the 'real world'.

## 1. Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- Foster good relationships between all staff, pupils, parents/carers and the wider community
- We hope to achieve these aims through a policy based on **rights, responsibilities** and **respect**. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.
- Recognise and praise good behaviour as well as managing negative behaviours
- Ensure that pupils are aware of the rewards and consequences in place.

## 2. Legislation and statutory requirements

This policy is drawn up in the accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010). Reference has been made to the Use of Reasonable Force in Schools 2013 Guidance and DfE guidance Searching, Screening and confiscation (2014)

Links to Department for Education (DfE) resources :

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles (Appendix ....), and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definition of behaviours

Boothville Primary School has identified varying degrees of observable behaviours under the following categories and an explanation of these is in Appendix 3 & 6.

- Green Behaviours
- Amber Behaviours
- Red Behaviours

The school have adopted 5 major rules around the following areas:

- Readiness for Learning - We will show each other that we are ready to learn
- Talk - We will use kind words, listen carefully and respond in an encouraging, positive and fair way
- Movement - We will walk quietly and safely around the school being considerate of others
- Pupil to Pupil - we will treat each other as we would like to be treated
- Adult to Pupil - As adults, we will be fair, listen, show understanding and help you to learn. As pupils, we will cooperate, work hard and try our best.

### 3.1 Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, either face to face, or through other means (eg. Social media) where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 4. Roles and responsibilities

Maintaining good behaviour is the responsibility of all, including staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

### 4.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## **4.2 The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **4.3 Pupils**

Pupils are expected to follow the school rules that have been identified as important by themselves and staff:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **4.4 Staff**

Staff are responsible for:

- Implementing this Attachment Aware Behaviour Regulation policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

## **4.5 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **5. Approach (Key principles of practice)**

Staff and children at Boothville Primary have worked collaboratively to establish a set of rules and principles that will underpin the expectations of behaviour in school and on school premises with a view to continuing these values outside into the community.

Staff have received training to support understanding of key attachment aware principles such as attunement and empathetic listening to support co-regulation. An essential part of our practice is to give very clear direction of what is and what is not expected, and to re-enforce by rewarding appropriate pupil behaviour and endeavour.

Negative pupil behaviour in the classroom is initially the responsibility of the class teacher and support staff, since it may result due to a variety of reasons; learning difficulties, teaching style,

inappropriate resources, or pupil grouping which can be altered. There is a professional obligation upon teachers to examine their preparation of a lesson, classroom organisation, and classroom performance.

### **5.1 Classroom management**

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative.

### **5.2 Break and lunch times.**

Many of the pupils find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff must ensure that they maximise opportunities to interact with learners and ensure pupils are engaged in appropriate activities. Time should be given for **all** staff to familiarise themselves with individual behaviour plans.

Some children will have a 'pass' to attend the lunchtime nurture club to support their social and emotional development and help them learn strategies that they may use when they feel more confident on the playground.

## **6. Rewards and Consequences**

We praise and reward positive conduct; our approach is designed to promote and acknowledge good conduct rather than to deter inappropriate conduct. Reward schemes are in place to recognise this. Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- always focus on positive conduct and try to spot children who are doing the right thing. "Thank you \_\_\_ for being ready to listen"; "Thank you \_\_\_ for looking this way"; "Thank you \_\_\_ for your maturity" etc.
- give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.
- call home to a parent to give praise, this is far more effective than several negative calls.

### **6.1 Rewards (Appendix 9)**

#### **Green Behaviours (Appendix 3)**

##### **House points**

On admission to the school, each child is allocated a house to which he/she is a member. House names are Pegasus, Griffin, Phoenix and Dragon. House points are issued for good efforts in work and achievements.

Each week house points are collected from across the school. They are added to previous totals for the term. Children visit the House Point shop at least once per half term.

##### **Upcards**

Children may receive an upcard for good behaviour or work. This will result in them moving into silver. The child will receive a sticker from their teacher. If they get another upcard on the same day then they will move into gold and be allowed to take a prize from their teacher's gold drawer.

## **In the stars**

If the child receives three upcards in one day then they will go into the 'stars'. This means that they will be able to take a prize from the headteacher's star box.

Appendix 9 Shows the range of rewards that children will receive

## **6.2 Consequences**

### **Stages of Consequence**

In order that pupils are aware of what may happen if their behaviour is unacceptable and in breach of school rules, within each phase of the school, there is a 'stages of consequence' guide (See Appendix 4 & 5) This outlines the procedures that are followed to set expectations, give warnings, and outlines the escalation of involvement from class teacher through to Senior Leaders.

The following pathway linked to the stages of consequence will be followed should a child deviate from following the rules, however, individual needs and child's developmental stage will always be taken into account.

### **Amber Cards**

Amber cards will be issued to a child after a reminder and warning about their behaviour. The child will report to the teacher at the end of the lesson to discuss and agree what needs to change and how this will happen. This stage includes 3, 5 or 10 minutes (depending on age of child) loss of playtime/lunch (including the conversation). If a child receives an Amber Card they will be monitored by the class teacher.

If a child receives 3 Amber Cards in a day or 5 in a week or 10 in a term child they will be placed on Amber behaviour report card (Appendix 7)

### **Red Cards**

If a child's behaviour is considered serious (Red Card behaviours), consequences for this behaviour will be determined by a member of Senior Leadership Team (SLT) on an individual basis and discussions will involve parents, class teacher and child.

### **Exclusions**

We may use an internal exclusion (where the child is sent to another class or area) in response to serious or persistent breaches of this policy. This may happen during lessons if they are disruptive and they will be expected to complete the same work as they would in class.

If a child's behaviour continues to prove extremely disruptive, following a ½ and full day internal exclusion, a fixed term exclusion will be considered.

### **6.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7. Behaviour management**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the behaviour expectation/classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **7.2 Restorative Approach**

Our PHSE (Personal Health Social Emotional) curriculum aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever-changing world. Boothville Primary endeavours to adopt a 'restorative approach' to behaviour to help children understand the impact that their negative actions/behaviours may have on others. This approach endeavours to create a more respectful climate, a relational approach, honesty and willingness to accept responsibility and understand others' feelings.

**To facilitate such a process it requires staff to have the ability to:**

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

**Children are invited to discuss the following: (Appendix 10)**

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
- What needs to happen to put things right or to make things better in the future

## **7.3 Physical restraint**

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a pupil from.

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and in line with Team Teach guidelines
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

If there is felt the need for the above, a risk assessment using a Positive Handling Plan (in addition to a Behaviour Plan) will be completed to outline strategies and procedures that are put in place to ensure the safety of all concerned.

#### **7.4 Confiscation**

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **7.5 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs (including special educational needs and disability) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will liaise with staff and parents and evaluate a pupil who exhibits challenging behaviour to determine whether there could be any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8. Pupil transition**

To ensure a smooth transition to the next year, pupils will be supported to ensure that they can begin their new year group on a positive note. They will have a one page profile that helps inform staff of their strengths and difficulties and any strategies that may have been used to support the child. All staff should ensure that they are familiar with the child's profile and additional needs.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **9. Training**

Our staff are provided with training on managing behaviour. The school accesses outside professionals to support with CPD. Staff have received Attachment Awareness training and also Restorative practice training. Some support staff are provided with regular updates on using assessment materials for measuring social, emotional development. The Special Educational Needs Co-ordinator delivers training on various aspects to support teaching and learning.

### **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Governing body every year. At each review, the policy will be approved by the headteacher.

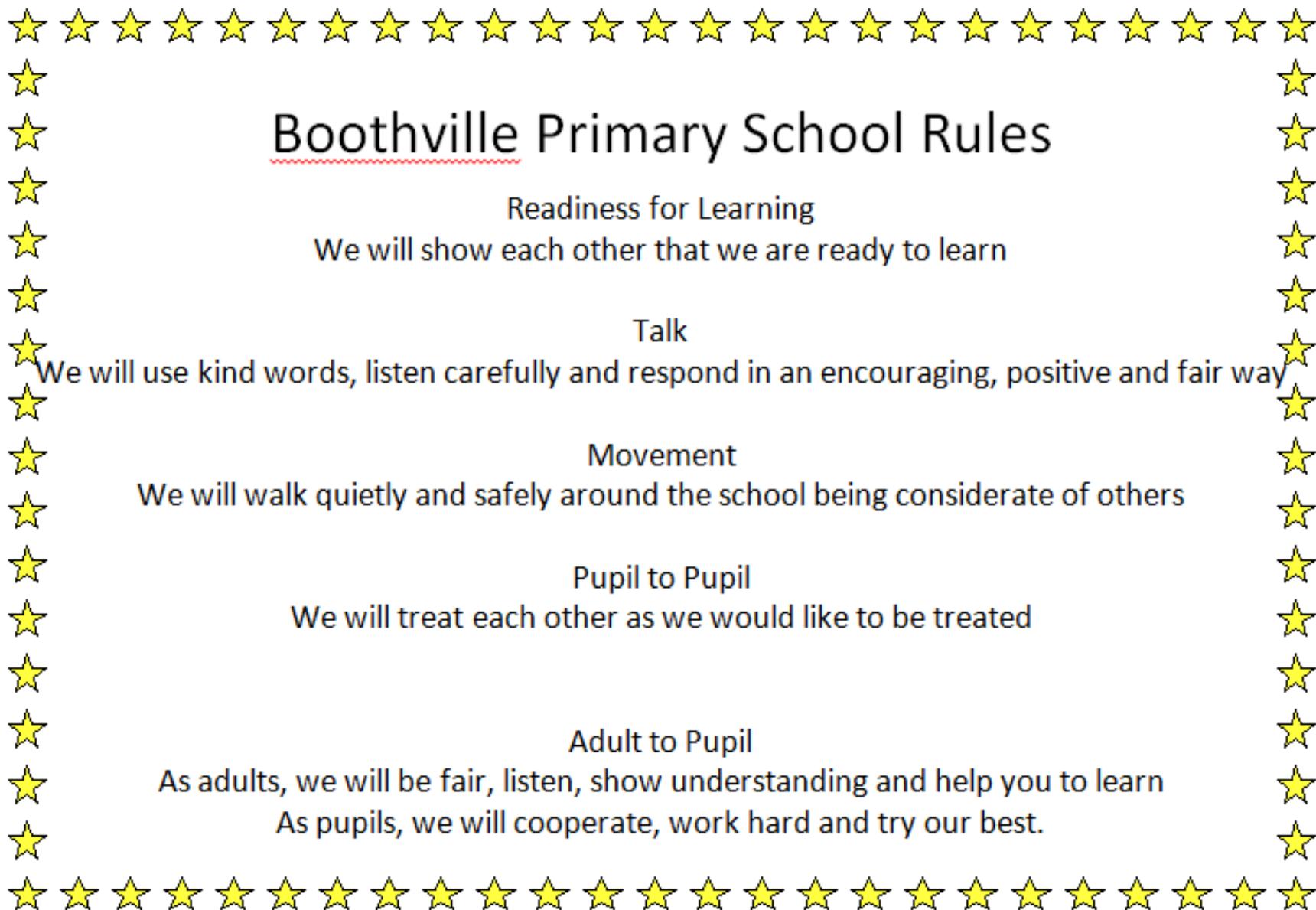
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB every year.

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour regulation policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through restorative approach
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

**The Governing Body also emphasises that violence or threatening behaviour by anyone will not be tolerated in any circumstances.**

This written statement of behaviour principles is reviewed and approved by the full governing board every year.



Boothville Primary School Rules

Readiness for Learning  
We will show each other that we are ready to learn

Talk  
We will use kind words, listen carefully and respond in an encouraging, positive and fair way

Movement  
We will walk quietly and safely around the school being considerate of others

Pupil to Pupil  
We will treat each other as we would like to be treated

Adult to Pupil  
As adults, we will be fair, listen, show understanding and help you to learn  
As pupils, we will cooperate, work hard and try our best.

### Appendix 3: Green & Amber Behaviours



**Amber Behaviours**

List of Amber Behaviours

- Answering back
- Pushing and shoving
- Refusal to follow instructions
- Disrupting learning
- Being dishonest
- Repeated lack of co-operation with peers
- Unkind comments

A number of Amber Behaviours will result in going onto report card

Children on Amber report card are not allowed to represent the school on activities

The graphic features a large orange arrow pointing to the right, with the text 'Amber Behaviours' inside it. Below the arrow is a rectangular box containing a list of behaviours and two explanatory sentences. The entire graphic is framed by a border of yellow stars.



**Green Behaviours**

List of Green Behaviours

- Listening to each other
- Telling the truth
- Using your manners and being polite
- Using kind hands, kind feet and kind words
- Playing safely
- Taking turns and sharing
- Understanding the differences of others
- Celebrating our success
- Walking around school safely

The graphic features a large green arrow pointing upwards, with the text 'Green Behaviours' inside it. Below the arrow is a rectangular box containing a list of behaviours. The entire graphic is framed by a border of yellow stars.

## Appendix 4: Early Years and Key Stage 1 Stages of Consequence

### Early Years & Key Stage 1 – Stages of Consequence – Good



#### Stage 1 – Reminder (Low level behaviour)

Reminder of rules and that if behaviour continues they will have one more warning and then an Amber card (professional judgement made around child's level of development)

##### Suggested script

"This is a reminder....."  
 "our rule is....."  
 "you need to....."  
 "If you don't follow the rules, you will need a warning"

Be mindful of child's SEN/IB plans and use professional judgement for consequences

#### Stage 2 Warning (Not following rules after reminder)

Teacher to lead a 'good choices' conversation explaining a reminder has been given and this is a warning. Remind them of expectations. If behaviour continues Amber card given (professional judgement of teacher around child's level of development)

**Script:** (calmly check child understands expectations)  
 "You need to sit here and start your work"  
 "You need to think about your choices"  
 "Do you need help?"  
 "Do you need time out to refocus?"

#### Stage 3 – (Amber Card given)

Child is now on Amber

Consequence: Child will report to the Teacher at the end of the lesson  
 Discussion held around what needs to change and how this will happen. Agree changes with the child, and strategies to use in the lesson.

This stage includes 3 or 5 minutes (depending on age of child) loss of playtime/lunch (including the conversation).  
 Child recorded on Amber Card

If child receives 3 Amber cards in a day or 5 in a week or 10 in a term child will be placed on Amber behaviour report card.

Teacher to consider One Page Profile and developmental needs

#### Stage 4 – Child on Report Card

If child receives 3 Amber cards in a day or 5 in a week or 10 in a term child will be placed on Amber behaviour report card.

Children on report to visit their Phase Leader on a Friday during enrichment time to discuss the child's progress and the colour of the following week's card.

Phase Leader to monitor progress for those children remaining on Amber

SLT to monitor progress for those children moving to Red report card.

Parents need to be informed by Phase Leader if a child is put on Red report card

If child is still continuing to not follow the rules whilst on Red report – parents will be invited in to discuss concerns.

Next steps to support change will be documented and agreed.

## Appendix 5: Key Stage 2 Stages of Consequence

### Key Stage 2 – Stages of Consequence – Good to be Green



#### Stage 1 – Reminder (Low level behaviour)

Reminder of rules and that if behaviour continues they will have one more warning and then an Amber card

##### Suggested script

"This is a reminder....."  
"our rule is...."  
"you need to....."  
"If you don't follow the rules, you will need a warning"

Be mindful of child's SEN/IBP plans and use professional judgement for consequences

#### Stage 2 Warning (Not following rules after reminder)

Teacher to lead a 'good choices' conversation, explaining a reminder has been given, and this is a warning. Remind them of expectations.

If behaviour continues Amber card given.

**Script:** (calmly check child understands expectations)

"You need to sit here and start your work"  
"You need to think about your choices"  
"Do you need help?"  
"Do you need time out to refocus?"

#### Stage 3 – (Amber Card given)

##### Child is now on Amber

Consequence: Child will report to the Teacher at the end of the lesson

Discussion held around what needs to change and how this will happen. Agree changes with the child, and strategies to use in the lesson.

This stage includes **loss of 10 min playtime/lunch** (including the conversation). Child recorded on Amber Card

If child receives 3 Amber cards in a day or 5 in a week or 10 in a term child will be placed on Amber behaviour report card.

Teacher to consider One Page Profile and developmental needs

#### Stage 4 – Child on Report Card

If child receives 3 Amber cards in a day or 5 in a week or 10 in a term child will be placed on Amber behaviour report card.

Children on report to visit their Phase Leader on a Friday during enrichment time to discuss the child's progress and the colour of the following week's card.

Phase Leader to monitor progress for those children remaining on Amber

SLT to monitor progress for those children moving to Red report card.

Parents need to be informed by Phase Leader if a child is put on Red report card

If child is still continuing to not follow the rules whilst on Red report – parents will be invited in to discuss concerns.

Next steps to support change will be documented and agreed.



**Red  
Behaviours**

**List of Red Behaviours**

- Swearing
- Physical acts of violence e.g. punching, kicking
- Shouting at an adult
- Bullying
- Leaving class without permission (unless part of an agreed plan)
- Intentional damage to property
- Stealing
- Racist language and inappropriate/offensive comments

## Appendix 7: Amber Report Card

### Amber Report Card - Teacher Weekly Behaviour -

Student Name..... Date Commenced .....

Teacher..... Class.....



The pupil will be monitored each day by the class teacher and at the end of the week will report to Phase Leader or SLT

	Morning – Lesson 1	B	Morning – Lesson 2	L	Afternoon	Initialed at end of week by Phase Leader/SLT
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

## Appendix 8: Letter to Parent

Dear Parents

This report card has been issued to your child because of their behaviour in school.

It is a positive incentive for them to improve their behaviour throughout the week, to know that they are being monitored daily by their teachers and yourself.

The colour of the report is significant;

A red report means the negative behaviour has been significant, or there has been continual disruption in lessons.

An amber report means the behaviour has been of concern and is being monitored.

A green report means behaviour has been of concern and is now improving.

After a good week on a report (ie. no amber cards), the card will change from red to amber, and then to green card.

If the behaviour continues to be of concern, the colour of the card will change from green to amber to red, red being of most concern.

While children are on red or amber report cards, they WILL NOT be allowed to represent the school on extra-curricular trips and teams.

Thank you for your support, for without you and your encouragement for good behaviour, the system could not work.

## Appendix 9: Rewards

**Green Behaviour Rewards**

Rewards	Personal	Class/Group	House/Year
Immediate	Up Cards House Points Stickers	In Class – Teacher to decide	House Points
Week	HP shop Star of the week Star Box	In Class – Teacher to decide	House Points
Term	Green reward activity	In Class – Teacher to decide	House Trophy



End of term Rewards KS2

Autumn 1	Sunny Sports on Field Cold/Wet Film & Nibbles
Autumn 2	Xmas Film & Nibbles
Spring 1	Film & Nibbles
Spring 2	Sunny Sports on Field Cold/Wet Film & Nibbles
Summer 1	Sunny Picnic@Eastfield Cold/Wet Film & Nibbles
Summer 2	Sunny Water Fun Cold/Wet Film & Nibbles

## Appendix 10: Restorative Approach questions

**Restorative practice in school**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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