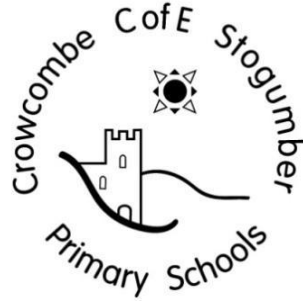




Crowcombe and Stogumber Church of England Primary Schools

Relationship & Behaviour Policy

'In everything do to others what you would have them do to you' - (Matthew 7:12)

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	July 2026	Jodie Carter	August 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	Janis Dean	J.Dean	July 2026
Head Teacher	Kate Lewis	K.Lewis	July 2026

This policy should be read in conjunction with the Governors Statement of Behaviour Principles

Statement of intent:

At Crowcombe and Stogumber C of E Primary Schools we are ambitious for all, everyone belongs: we nurture our children to flourish. This is echoed through our vision:

‘Together, let us love, encourage, achieve and flourish’

We have chosen five Christian values to guide our school ethos, promote positive behaviour and encourage our children to live by. Building on these five Christian values of **Generosity, Optimism, Determination, Courage and Curiosity**, we care for each other and our world. We develop well rounded, children who demonstrate resilience, confidence, creativity and independence through our ambitious and diverse curriculum, inspiring and motivating everyone to thrive. We recognise that the values that we promote play an important part in the spiritual, moral and social development for the children in our schools. Our core Christian values underpin our schools ethos and behaviour: providing the best possible environment for all of our children to thrive and flourish.

Principles:

Crowcombe and Stogumber C of E Primary Schools are committed to creating an environment where every member of the school community feels valued and respected, and that everyone is treated fairly and well. We believe that learning takes place best when children and adults feel safe, happy and relaxed. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationship & behaviour policy guides staff to teach self-discipline and develop children's understanding of their rights and responsibilities. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Relationships with children and their families are key. Respectful communication is vital to these relationships. Our policy is based on a 'relational approach', which is evidence based, driven by research.

Aims of the policy:

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, are shown respect and promote good relationships;
- Help learners take control of their behaviour, and be responsible for the consequences, developing compassion for others;
- Build a community which values respect, friendship, compassion, courage and perseverance;
- Encourage skills of self-discipline in preparation for secondary school and for adulthood;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of justice;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable - using restorative justice to repair and forgive;
- Encourage a culture of respect, inclusivity and belonging;
- Create a positive environment to enable learning to take place successfully;
- Ensure that children, parents, staff and volunteers know the school's rewards and consequences system;
- Promote an understanding whilst 'behaviour is communication', that pupils are also aware that behaviour can be a choice.

This policy and practice is for all pupils in our school and may be adapted according to the age and stage of the pupil's development and to support pupils with SEND as appropriate.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
- › Giving due consideration to the school's statement of behaviour principles
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using our agreed procedures
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils as required on an individual basis.

Our Behaviour Curriculum, Expectations and Response to behaviour incidents:

We are a caring Christian community whose values are built on mutual trust and respect for all. This Relationship & Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn and make excellent academic progress.

We believe that everyone in our schools has:

- The right to learn / teach
- The right to be respected
- The right to feel safe

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We take a robust approach to dealing with any bullying by pupils or adults, with any such incidents dealt with promptly and rigorously.

As a school community we have thought carefully about the behaviour we expect of children and staff in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, at lunchtime, during collective worship, on trips or during enrichment activities and with visitors to our schools.

In collaboration with staff, governors, pupils and parents the following golden rules have been agreed:

Our Golden Rules

We are kind, gentle and caring

We keep ourselves and others safe

We show respect for ourselves, others and our school

We are ready to learn and do our best

These golden rules are interwoven into our curriculum and we recognise the importance of teaching children what these rules mean and teaching them about the behaviours that enable them to be successful through our behaviour curriculum.

We recognise the importance of children taking responsibility for their behaviour and use restorative conversations as part of our approach to teach children about reflecting on the behaviours they have shown. Reasonable and proportionate sanctions are used when a pupil's behaviour falls below the standard expected, alongside support to prevent recurring misbehavior.

We recognise the importance of consistency in our approach to dealing with behaviour that falls below the expected standard. In collaboration with staff, governors, pupils and parents we have developed a 'Behaviour Support Flow Chart' which explains the stepped approach that will be used by all staff when managing behaviour incidents.

Our stepped approach to behaviour incidents is:

Steps	Actions	
1	Reminder	A reminder of the relevant golden rules that needs to followed to the whole class using examples of when these behaviour have been seen.
2	Warning	A clear verbal caution delivered privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue Use the phrase: 'Think carefully about making the right choice.' Staff will consider what support a pupil might need such as moving seats or help with an aspect of their work.
3	Last chance	Speak to the pupil privately – give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour Use the 30 second scripted intervention. Tell the pupil they will need to 'stay behind for two minutes after the lesson'. These two minutes are owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted. Staff will monitor these incidents and if a child has 3 or more last chances within a short period of time then this will be recorded on CPOMs for leadership monitoring and the class teacher will be responsible for informing parent carers.
4	Thinking time	Thinking time in another class or in a quiet place in the school This is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Children will need to complete their work in another class for 10 – 12 minutes. This will be recorded on our online system CPOMs and the class teacher will be responsible for informing parent carers.
5	Repair	This will often be a restorative conversation for a few minutes with a senior member of staff at break time or could be a more formal meeting with parents depending on the severity / frequency of the behaviour.

Supporting pupils' wellbeing and mental health:

The schools acknowledge that behavior can sometime be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised, graduated response, whilst still maintaining acceptable behaviour boundaries.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health need (SEMH), the schools will maintain a safe and calm environment in which positive relationships, mental health and wellbeing are promoted and pupils are taught to be resilient. Our schools will promote the importance of mental health and wellbeing by:

- Having a designated member of the senior leadership team qualified as a Senior Mental Health Lead
- Delivering a curriculum that develops pupils' knowledge about health and wellbeing

- Promoting health and wellbeing of pupils and staff through informal curriculum opportunities, leadership roles, enrichment opportunities and whole school learning outside the classroom days and through our values and attitudes within social and physical environments

Staff training:

We value staff training and ensure that all of our staff receive specific training to ensure they are aware of how potentially traumatic adverse childhood experiences, including abuse or neglect, can impact on pupil's mental health, behaviour and education. When vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health, led out the schools SENDCO and Senior Mental Health Lead.

Our staff know that positive relationships do not just 'happen' and that they require the investment of time, patience and persistence on the part of the adult. At Crowcombe and Stogumber, we believe that, if we get relationships right in our school, there is no limit to what our pupils can achieve.

Promotion of good behaviour:

A school ethos of encouragement is central to the promotion of good behaviour. Pupils know that if they give their best effort this will be recognised and celebrated. Adults are looking for pupils whose behaviour goes 'over and above'. We are committed to ensuring that the hard work of pupils who are quiet and well behaved in the classroom, does not go unnoticed.

Calm, consistent adult behaviour:

All members of staff model the highest possible standards of behaviour in line with our whole school values. Through our conduct, we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise. We do not shout at pupils as we know that this undermines relationships and can make children feel unsafe. Shouting may be a usual occurrence for some children and so it can be particularly triggering. They may find a quieter approach equally distressing making them wonder 'what's coming next?' This highlights the importance of adults knowing our children well and responding to their needs. In challenging situations where pupils may be heightened, adults remain calm, rational and seek the support of colleagues when necessary.

Classroom routines:

At Crowcombe and Stogumber, we recognise that classroom routines, when used consistently by all, deeply affect the behaviour of a class. Core routines are 'touch points' for the lesson that all pupils recognise and expect. They help to create a calm and focused ethos in the classroom. We use positive reinforcement and correction to help embed routines within lessons and across the school. We are relentless in our pursuit of excellent classroom routines as we know the difference they make to the smooth running of the day. Some routines will be specific to a class, whilst others have been agreed as a whole school.

Support strategies:

Emotion Coaching: This is a communication strategy, which supports young people to self-regulate and manage their stress responses. Adults can use emotion coaching scripts to help pupils who have become dysregulated to calm and solve problems themselves.

30 second intervention: This is used when a pupil is displaying disruptive behaviour in the classroom. It is a carefully planned, predictable and safe way to send a clear message to the child. The adult anchors the child's behaviour with an example of their previous good behaviour, and then immediately withdraws from the conversation to give the child time to make the right choice.

Restorative discussions: 'Restorative Practice' is an approach used to develop community and managing conflict and tensions by building relationships and repairing harm. Through PSHRE lessons, collective worship and day to day routines, all members of staff aim to promote positive relationships between the children, and encourage understanding and empathy.

Assertiveness: To support staff in being assertive and communicating clear expectations to pupils, we have identified key sentence stems that we will use.

Staff understand that scripts are not the 'magic answer' to managing behaviour and that every situation and child is different (Staff are to refer to individual's Positive Behaviour Support Plans) However, the application of key scripts can support a calm, consistent and kind approach to managing behaviour that challenges.

For the use of scripts to be effective, there needs to be a positive culture and climate alive in the classroom that is based on positive relationships and respect between adults and pupils.

Having a difficult conversation with a child is a private matter between the adult and the child concerned. We avoid any form of 'public shaming' as this undermines relationships (e.g. talking critically about the child in front of the class; telling a senior leader the things a child has done wrong in front of others; or the use of strategies such as writing the child's name on the board).

Partnership with Parents:

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's well-being or behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with the problem and encouraging positive behaviour. We ask that pupils and parents sign our 'Home School Agreement' every year to remind them of our expectations and partnership.

Support Strategies for pupils with additional need and recurring behaviour incidents:

For pupils who frequently display distressed behaviour:

- talk to child/parents to try and understand possible reasons for the behaviour
- record all incident and interventions on CPOMS
- complete appropriate ABCC charts over time to identify patterns and triggers
- analyse evidence with the SENDCo/Head Teacher to determine triggers
- staff should consider if the behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm. (In this event follow the Safeguarding Policy)

Where funding and capacity allow, it may be appropriate to consider:

- more specific and individualised approaches identified through discussion with pupil, parents and school personnel including the provision of effective teaching and coaching of the necessary skills to access learning
- using a flexible curriculum and personalised learning, including the appropriate use of rewards
- targeted support in lessons and where appropriate, unsupervised time, including clearly defined alternative provision
- the use of specific interventions such as: ELSA, Zones of Regulation, 5 point scale etc

Support in the event of escalating behavioural difficulties may include:

- Following our graduated response for children with SEMH needs

- Individual Positive Behaviour Support Plan
- Individual Pupil Risk Assessment
- Escalation of the graduated response through referral to external service for advice, guidance and support.

Behaviour Outside of School:

The DfE advice states 'Teachers have the power to discipline for mis-behaviour which occurs in school, and in some circumstances, outside of school'.

The school uses a number of sanctions to enforce the school rules and expectations, and to ensure a safe and positive learning environment. We use sanctions appropriate to each individual situation. The school can discipline pupils for unacceptable behaviours which occur outside of school premises, which will adversely affect the reputation of the school, have repercussions for the running of the school or pose a threat to another pupil, member of staff or a member of public. This will be discussed with parents.

Bullying:

Crowcombe and Stogumber Primary Schools do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See separate Anti-Bullying Policy).

Use of reasonable force:

Specific members of staff are trained in de-escalation and in physical intervention. We take a proactive approach to anticipating and minimising potential triggers of distressed behaviour and provide support at the earliest opportunity. We acknowledge however, that situations may arise where physical intervention and the use of reasonable force is necessary, such circumstances may include: to prevent a pupil from hurting themselves or others, from damaging property, or from causing serious disruption. Staff will always consider a range of alternative strategies before considering physical intervention. Reasonable force is not used as a method of behaviour management or discipline, only as a last resort in situations that require de-escalation to prevent harm. (See Restrictive Interventions Policy for further information.)

Suspensions and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. On occasion when there is a major breach of discipline such as: physical assault, deliberate damage to property, stealing, leaving the school premises without permission, the use of threatening, racist or abusive language, persistent refusal to work / follow adult instructions, persistent disruptive behaviour in class; suspension or permanent exclusion may be necessary. See Suspension and Exclusion Policy for further information.

Screening, searching and confiscating:

Legal provisions enable school staff to confiscate items from pupils and to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Monitoring and Evaluation:

This policy will be reviewed annually by the Headteacher in conjunction with staff and governors, and in-line with the Governors Statement of Behaviour Principles.

The Headteacher will report an overview and analysis of behaviour records to the governing board six times per year at all Full Governing Board Meetings.

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Restrictive Interventions Policy
- Anti-bullying Policy
- Exclusion and Suspensions Policy
- Online Safety Policy
- Staff Code of Conduct
- Religious Education Policy
- PSHRE Policy
- RSE Policy

Our Golden Rules



**We are kind,
gentle and caring.**



**We keep ourselves
and others safe**

**We show respect for
ourselves, others and
our school**



**We are ready to
learn and do our best**

Behaviour support Flow Chart



Reminder

A reminder of the relevant golden rule that needs to be followed – to the whole class. Give examples of when we have seen these behaviours in class and refer to visual how to guides.

Warning

A clear verbal caution delivered privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about making the right choice.'

Last Chance

Speak to the pupil privately – give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Tell the pupil they will need to 'stay behind for two minutes after the lesson'. These two minutes are owed when the child reaches this step. It is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Thinking Time

Thinking time in another class or in a quiet place in the school. This is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Children will need to complete their work in another class for 10 to 12 minutes.

Repair

This will often be a restorative conversation for a few minutes with a senior member of staff at break time or could be a more formal meeting with parents depending on the severity / frequency of the behaviour.

Our Golden Rules

We are kind, gentle and caring.
We keep ourselves and others safe.
We show respect for ourselves, others and our school.
We are ready to learn and do our best.

Consider what support the pupil may need e.g. moving seats in the class, help with a piece of work, an element of choice about how they record their learning, a movement break, change of activity etc.

3 Times or more

In the instance that a child has had thinking time 3 or more times in a short period of time. The class teacher needs to inform parents/guardians and a record needs to be made on Cpm. There will also be a restorative conversation with a senior member of staff.

Appendix 3: Support strategy communication cards for all staff members:

Emotion Coaching

1. Empathise with child (I understand how you feel, you are not alone, I'm guessing..., I'm wondering if...')
2. Recognise, validate and label child's emotions (I can see you are..., If it were me, I'd be feeling...)
3. Setting limits on behaviour (One of our school rules is about..., I accept that you.....but in school we...)
4. Problem solving with the child (What strategies might help you to feel calmer? How could you do that differently next time?)

30 second intervention

1. I notice you are....(wandering around the classroom dabbing)
2. One of our school rules is about....(...being ready to learn).
3. You have chosen to.....(miss two minutes to reflect).
4. Do you remember last week when you....? (wrote that amazing poem?)
5. That is who I need to see today...

Golden Rules

We are kind, gentle and caring.

We keep ourselves and others safe.

**We show respect for ourselves,
others and our school.**

**We are ready to learn and do our
best.**

Restorative follow ups

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected? How?
6. What should we do to put things right?
7. How can we do things differently in the future
8. Thank you for listening (give the child 'take up' time)

Consistent steps - (talk privately to the child wherever possible)

1. Reminder - refer to value & behaviour needed. Take initiative to keep it at this stage
2. Warning - clear verbal caution delivered privately making pupil aware of their behaviour. Clearly outlining the consequences if they continue. 'Think carefully about making the right choice'.
3. Last chance - Use 30 second scripted intervention. Tell them they will need to 'stay behind for two minutes after the lesson'
4. Thinking time - in another classroom or quiet space (keep this short if possible)
5. Repair - This will often be a chat for a few minutes at break time or could be a more formal meeting with

Appendix 4: Behaviour incidents record logs:

Behaviour record

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Warning					
Last chance (2 minutes out)					
Thinking time (Go inside) Record incident on cpoms					

Comments and phrases that support a child

Talking empathically to a child has two advantages. It helps him know you understand his difficulties in managing his own behaviour. Secondly, it can help a child understand his own difficulties, thus improving his self-monitoring skills. Most probably the child you are worried about started life without a 'good enough' parental model to validate his thoughts and actions. He needed to make judgements on how to act at a time when he was ill equipped to do so, possibly to ensure his survival. In early-year classes, the pupil-adult ratio supports children in developing their executive functioning skills, with adults acting as external modulators. This child may not have been ready emotionally to take advantage of this and may now be in a setting in which adult support is not so easily forthcoming. In his head, there is probably anxiety and confusion since it may replicate, in some way, his earliest experiences.

Supportive and understanding comments might include some like these:

"I understand you're having a problem with this. I'll help you to practise..... Don't worry if you struggle. Practising means it's OK to make mistakes."

"I can see you're not managing today. Let's....."

"I know you'll have difficulty managing this so instead we'll....."

"I thought this would be hard for you. Don't worry – we can try it another time when you've managed to practise a bit more. Instead, I thought you could....."

"I know you have more trouble with this than most of your friends and I understand why that is. I can help you practise the things you struggle with."

"Thank you for showing me you can't manage this today. It lets me know I'm getting to know you well."

"I'm not going to be in the classroom today and I know you often find that difficult. How can I help you to cope today?"

"The way you've just been so rude to the other children has shown me you are finding it very difficult to manage your emotions today. I think we need to"

"I know you find this very hard. You have two choices; either you or you can.....Do you need help in choosing?"

"I know you're going to struggle with managing your friendships today at playtime, so I'd like you to"

Appendix 6: Restorative Conversations:

1. What happened?

It is important to listen carefully to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement. Steer clear of, 'and then you decided it would be clever to empty the paint on poor Joseph'. Take care how you present your view. Go slowly and step carefully. After all, if you have already decided on the outcome of the meeting then the questioning is redundant.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processed their thinking at the time may have seemed irrational to you (and everyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

4. How did this make people feel?

The children might have been unaware of how other people reacted to their behaviour. In a moment of crisis this might not seem significant, but in the aftermath, it is important to shine a light on it. They may not have noticed the audience – the children throwing themselves into the cloakroom in retreat or the younger child who got pushed. The link with the next question is clear. We want to make sure the child has the opportunity to consider others. To think about the impact of their behaviour on their classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. Who has been affected?

Often the first response to 'who has been affected?' is simply 'Me, I got sent out. I am missing my break'. It is only with some gentle encouragement that the child can see the bigger picture. 'What about Mr. Harris – how might he have been affected because he couldn't teach Maths? What about Jemima who hates loud noises? What might mum say? You will find the more you ask this question, the easier it becomes for pupils to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking 'that is quite a lot of people who have been affected, isn't it?'

6. How have they been affected?

The five-year old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in the line is taught that their behaviour can have an impact on others. Teachers in the early years spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation this way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point. They may apologise without being able to have 'that conversation' with the adult. They may apologise in a tone you don't favour. Try not to criticize, as they might need some support before they can get it absolutely right. I try to accept an apology whenever it is offered with enthusiasm and reciprocation even if I know that it could have been said with a little more feeling.

8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.