



Positive Relationships and Behaviour Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

“Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights.”

Article 28 United Nations Rights of the Child

Opening Statement:

We aspire to have an inclusive school where every child feels a sense of belonging and that they feel valued, safe and cared for. In order to do this, we believe that building positive relationships is key. At St Martin’s School we will create an ethos and culture that promotes positive relationships between all members of the community – between adults and children; children and children; staff and parents.

Underpinning positive relationships are our core values of care, respect and collaborate.

- Care – any relationship begins with kindness. We show kindness and care, genuinely and unconditionally, towards all the children within our school. We show this through listening, understanding and empathising with all children. We understand how children are or might be feeling and support them.
- Respect – positive relationships are built around respect. As adults we treat all children equally and fairly. We accept and embrace that all children are different and that sometimes this means we are flexible in our approach as one size does not always fit all. We communicate and model a positive mindset.
- Collaborate – relationships take teamwork. We work with the children at our school by asking and involving them in their learning and wider school life. We work together as staff with a shared vision and goal – supporting and co-operating with each other. We also collaborate positively with parents and the wider community.
- Succeed – happy children learn. We believe that children need support to succeed in all areas of school including socially, emotionally and behaviourally. When children build positive relationships they feel safe and secure and the chances of success in all areas of their learning increases.

This policy underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and flexible consistency in adult behaviour across the school. We aim to build relationships with pupils, by being curious about how they are feeling, showing an interest in their life and showing daily acts of care.

Principles

This policy has been influenced by research and is an amalgamation of principles and ideas from:

- ‘Where the Adult Changes, Everything Changes’ by Paul Dix
- ‘The Kindness Principle’ by Dave Whitaker
- ‘Lost at School’ and ‘Lost and Found’ by Ross Greene
- ‘Curious not Furious’ by Alison Rendle and Kit Messenger

A few key ideas that are useful inclusive and relational principles:

- We need to see difficulties in any aspect of learning as ‘professional challenges’ for us as a school, rather than problems with the child and we need to use that to develop new ways of working - Lani Florian and Kristine Black-Hawkins ‘Exploring Inclusive Pedagogy’
- We need to be flexible and adaptable in our approach to all aspects of learning, including behaviour management. We know that “some children need additional support, guidance and flexibility in their educational journey” – Dave Whittaker
- “Kids do well if they can.” —Ross Greene. When children misbehave it is not because they want to, but because they lack the skills, understanding or environment to do so.

Aims

- To provide an environment that has kindness and inclusion to all children at it’s heart;
- To promote the importance of building positive relationships;
- To model and teach positive behaviour traits and responsibilities;
- To promote and encourage excellent behaviour in all students and have high expectations;
- To develop a ‘flexible consistency’ to behaviour management;
- To promote a calm and understanding approach in behaviour management;
- To create a calm and safe learning environment and school.

Core values:

- Care
- Respect
- Collaborate
- Succeed

These core values underpin everything we do and the way we try to approach the relationships within our school.

Positive relationships:

To create positive relationships all staff:

- Have care and kindness at the heart of all their interactions;
- Are firm and fair, but do it with warmth and compassion;
- Routinely use and reinforce the core values, school rules and school routines;
- Establish clear routines within their classroom and reinforce them;
- Notice and actively pay attention to best conduct first, to encourage others to follow;
- Take time to actively listen to all children;
- Show ‘unconditional positive regard’ to all children at all times.

Positive recognition and reinforcement

One key way to build positive relationships is through our use of recognition, praise and positive reinforcement to promote good behaviour, self-esteem and self-worth. Children are at the heart of everything we do and we strive to ensure that everyone has a safe and secure learning environment to flourish in.

Adult’s first attention should be on best conduct – for example, staff will look to correct behaviour first by focusing on the positive and those doing the right thing.

Recognition and Praise –

Recognition and praise is to be used by all staff to reinforce the core values and rules. Recognition of achievement (rather than rewards) helps intrinsic motivation and helps them see signs of progress. The recognition should be genuine and explicit. It does not always have to be done in public; some children do not like public acknowledgement. Positive reinforcement can be non-verbal and a thumbs-up can be a powerful tool. Adults should not under-estimate the use of a smile either.

Staff need to take care not to over-use praise as this can make it less genuine and effective.

Tips for recognition (from Curious not Furious):

- Recognise when a child has improved in a specific skill or gained new knowledge and understanding. This enables them to notice that they can now do something.
- Encourage recognition of pro-social skills.
- Point out when child is finding something easier or more difficult, rather than having good or bad days. Be specific.

House Points -

To help promote a sense of belonging to a group we have a house point system at St Martin's.

We want to promote high expectations at our school and reinforce our core values and rules. House Points should be used to highlight and reward 'above and beyond' actions. It is helpful if this is also explicitly announced to the individual or class – 'I'm giving you a house point for...'

When a house point is given, pupils put these into a pot in their classroom. At the end of each half term, the house with the most points are awarded a cup and their coloured flag is raised at the front of the school.

House points can be awarded for:

- Above and beyond actions demonstrating the core values,
- Demonstrating learning traits/characteristics,
- Jigsaw social skills,
- personal achievements.

This is as well as collective points for house events/competitions.

House points for 'good work' should be avoided unless it relates specifically to a Learning characteristic. Every effort will be made by staff to be fair and consistent in their distribution of house points to benefit all children in the class.

Postcards home –

For over and above recognition, teachers will write a St Martin's 'well done postcard' to be sent home for pupils to share with their families. A member of staff will write the postcard and give it to the Headteacher/Deputy to counter sign. The headteacher will record this on the achievement part of SIMs and then post it to home. The child will not be aware of the postcard and receive it at home as a surprise.

Sharing with other members of staff and the Senior Leadership team –

Teachers will ask pupils to go and see a senior member of staff or another teacher to show them their excellent work and receive praise.

In addition, teachers might also have their own individual rewards systems in their classes which may include:

- Stickers and stamps
- table points,
- gems, star of the day/week,
- Star of the day/week

Wellbeing and Regulation

At St Martin's we recognise how important wellbeing is. Children learn best when they feel secure and so listening to and understanding how children are feeling is important. We teach children how to recognise their own feelings and self-regulate.

Self-regulation is our ability to recognise and control our own thoughts, emotions, and behaviours in relation to our environment. It is about trying to select the best state of alertness of both the body and emotions for the specific situation we are in. If we are able to recognise how we are feeling and when we are becoming less regulated, we are more able to do something about it to feel better and get ourselves to a better place.

At St Martin's, we believe that this is a skill that needs to be taught to children, modelled and practiced. We also acknowledge that it comes more naturally for some than others. As a result we use 'The Zones of Regulation' programme throughout the school to give us a shared curriculum, language and understanding for self-regulation. This is part of our wider school strategy to assist our children in developing skills to maintain and improve their mental and social well-being.

All staff and children are familiar with 'The Zones of Regulation' and use the strategies and language to encourage and promote self-regulation. We work towards all children having a 'Zones toolbox' of strategies that they could utilise when needed. This might include skills learnt in Jigsaw Calm Me and The Decider Skills.

The skills sit alongside this policy and are used to try and help children and staff pre-empt situations through strategies such as regular Zone check ins and independent use of 'Toolbox Time'.

Discussing, understanding and regulating their feelings can be particularly challenging when any child is the red zone or for some children it can be tricky all the time. For these children, or at these times, extra support and help might be needed. In these circumstances it might be that co-regulation with an adult will be needed to model strategies and help to calm the situation. It is therefore imperative that, when children are heightened, we regulate our own behaviour and stay deliberately calm in order to de-escalate and calm the situation.

Rigour and routines:

We set high standards in both our learning and behaviour. To help achieve this we have high expectations of everyone and have routines and structures that are rigorously reinforced. Having high expectations for all, is different to having rules, instead it underlines the belief that with time, and the right support, all children can develop the skills for success.

Rules -

St Martin's School have three simple rules which can be applied to a variety of situations and are taught and modelled explicitly. They are:

- **Be ready**
- **Be respectful**

- **Be safe**

These rules, **together with our core values**, are referred to regularly in class and around the school when reinforcing positive behaviour and reminding or correcting misbehaviour. All situations should link to one of these rules or our core values.

Routines and structure in class and around school allow children to know what the expectations are and therefore train them in how to do it. It means we can set high expectations, can remind children of these standards and expectations as well as being able to encourage and support them to follow these structures. We do this by using the principles in the following Walkthrus as a basis:

- Establishing your expectations
- Signal, pause, Insist
- Positive Framing
- Rehearse routines

At St Martin's we have the following routine consistencies that all adults will use and reinforce around the school:

- **Line basics** – how we expect children to line up and walk around school (expectations: walking, calm, quiet, face the front, one behind the other, arms down).
- **Body basics** – how we expect children to sit to show they are **ready** to listen/learn (expectations: eyes watching, body upright and still, hands still, quiet/silent).
- **Ready to listen** – staff put their hand in the air as a signal for children to stop and listen (expectations: children raise hand, stay still and are quiet/silent).

It is important that all adults use the consistent language and practice and reinforce the routines regularly throughout the year so that there is a shared understanding and maintenance of the expectations.

Class teachers will also have their own routines and systems to establish their own expectations for things such as:

- Classroom transitions (coming in and out of the classroom, going to cloakroom etc...)
- Working noise level
- Clearing/tidying up

Rights Respecting Schools and Class Charters

Alongside (and based on) our 3 rules and core values, each class is expected to negotiate and agree a Classroom Charter based on the UNCRC at the start of each academic year. This consists of a set of agreed rights from the charter and a list of responsibilities that adults and children will work to in order to meet those rights. All children and adults sign up to these.

This should be prominently displayed in the classroom.

Behaviour management

We acknowledge that, at times, some children may have a tricky time, make a mistake and/or find the expectations at school challenging. While positive behaviour strategies should always be the first port of call, there are times when behaviours need to be addressed and supported by an adult.

Good behaviour management starts with relationships and establishing and reinforcing the routines. Whittaker cites the idea of, 'connection before correction' (Kim Golding). As adults

we need to work hard to develop relationships, and once the connection is there, it makes it easier and more successful to help correct behaviour. Under these conditions, most behaviour can be dealt with by non-verbal cues, positive framing, a brief reminder or re-engagement with the task in hand.

Children's behaviour is a communication tool and when they are finding it tricky, it will often be for a reason. As adults we need to try and understand the situation from the child's point of view and seek to reflect and resolve (try to unpick what the difficulty or problem is) rather than just reprimand and punish.

The sequence below (see appendix for more detail) is a guide for adults to follow when dealing with most behaviour situations in the classroom and around the school. There is a script for guidance which provides a calm approach to dealing with behaviour at each stage. However, acknowledging that a child is not in the correct zone for learning and responding to this as early as possible in the process would be more useful than progressing through the stages. Responding would be trying to understand why and how the child is feeling – maybe they don't understand the work, are anxious about something, have been upset at break etc... Offering them help or using the Zones toolbox might be away to diffuse the situation.

When adults are managing children's behaviour they should:

- Start with the positive - notice and actively pay attention to best conduct first, to encourage others to follow;
- Speak to/address most poor behaviour in private where possible;
- Remember the 3 Rs (regulate, relate, repair):
 - Regulate
 - When dealing with stressed children, it is vital that the adult adjusts.
 - Must respond and remain deliberately calm and allow them to co-regulate with you and de-escalate to your level.
 - Ignore secondary behaviours at the time (these may need to be addressed later, in necessary).
 - Relate
 - empathise with the child;
 - show unconditional positive regard to all children at all times;
 - Repair
 - Always follow up with the pupil for a debrief or resolution/restorative meetings (when appropriate);
 - Reflect and discuss – but only at a time when calm and ready;
 - The child might need to discuss how to put things right (if appropriate) but they will need help with this.

Management sequence:

The stages are:

- Reminder (first warning)
- Second warning
- Reflection/time out
- Restore

Reflection time –

- If it has got to this stage, it is clear that the child is probably not in an appropriate zone for learning and this has to be acknowledged.
- Reflection time should be seen as a chance to calm down and reflect, to try and regulate so they are in a better place to learn. Zone toolboxes would be a useful tool at this point (or maybe even earlier in the process).

- It is important that there is no work necessary and no form. Just calm down and think...or use a toolbox strategy.
- Reflection time should take place (where possible) in a space in the classroom or in an agreed safe shared space.
- Children should not be sent to stand outside the classroom or in a main corridor.
- If appropriate children can be sent to a neighbouring class – however the other class teacher is not to reprimand or ask the child why they are there or frown. The behaviour and reason should not be discussed in front of the child or other children.
- Reflection time should be timed carefully – no longer than 5 minutes before they are checked up on. If the child is not ready then a further block of 5 minutes can be used.
- If necessary and possible, the child might need an adult to help co-regulate their behaviour.
- Please note - In some situations (for example if a child is heightened) then trying to enforce a 'time out' as a perceived punishment might be inappropriate, not possible or could inflame the situation. In these circumstances other things might be more appropriate to help calm the situation (e.g. some sort of movement break or calming activity depending on what works for the child).

Restore – is an important part of the process and should be done by the adult. It should be:

- Short (about 2 minutes)
- Listen to child's point of view first and ask what was wrong
- Remind them of the rule/value and praise if they worked well after / used a zone toolkit successfully etc... and that you hope they can remember that in future.

BLIPs – recording an incident

- At St Martin's we acknowledge that mistakes can happen in all areas of our learning. Behaviour is no different -sometimes we can be in a zone that means we make a mistake with our behaviour and might do something that's not appropriate or safe. In this case a child might receive a blip as a consequence.
- The word blip is used to help acknowledge this as a mistake that we can learn from and a process of reflection with a staff member accompanies it.
- There are some behaviours (for example disruptions during learning time) that the child will receive reminders and warnings before being given a blip and these will not necessarily be shared with parents.
- However there are other behaviours that are more serious and these will be recorded, after investigation, as a blip straight away (for example if a child deliberately hurts another child). In these situations parents will be informed.
- It is important that we keep a record of certain types and incidents of behaviour (blips) and so these are recorded on SIMs. This helps us to notice patterns of behaviour and escalations of difficulties so that if things are building up we can try to understand the reasons for the behaviours and, where necessary, how we can provide the right support to help.
- If a child gets 3 blips in a half term, parents will be informed and there will be a resolution meeting to try and resolve any reasons there might be behind the build up.

Instant blips –

To ensure consistency amongst adults, there are certain behaviours that will be recorded as a blip straight away (after investigation by an adult). These are:

- Deliberate physical contact with intent to hurt (fight, hit, kick, push, throw something etc...);
- Deliberate and serious verbal comments with intent to hurt;

- Persistent or severe deliberate swearing or inappropriate language (including homophobic, racial etc...)

There are potentially more serious situations where a 'double' or 'triple' blip might be appropriate: for example a serious display of aggression, physical contact which leaves a mark. Logical responses for some of these incidents might form part of a plan put in place following a situation (see below).

Resolution Meetings –

- A resolution meeting is more detailed than a restore and might be required to unpick and understand the situation following a more complex incident or 3 blips in a half term.
- The aims of a resolution meeting are to: discuss an incident/s; to try and understand the feelings and difficulties behind the behaviour and why something might have happened (environment, peers, learning, anxieties, stress etc...); to look at things things from other people's view point if appropriate; to restore relationships between adult and child or other children if necessary; to reinforce values; to emphasise the positives in order to prevent total negativity, to come up with solutions moving forward to help the child succeed.
- Resolution meetings are held at the discretion of staff but as a guide should be used in the following situations:
 - If a child receives 3 blips in a half term;
 - With serious or aggressive behaviour situations;
 - Bullying alerts (see separate policy).
- A Resolution meeting is to follow a set format:
 - It is held by the adult who dealt with the behaviour (or the class teacher);
 - It should last about 10 minutes;
 - It should be a calm and respectful discussion – not a lecture;
 - The notes/outcome will be sent home for parents/carers to sign;
 - There is a set of questions to choose from during the session -
 - 5 questions chosen from those below:
 - What happened?
 - What were you thinking at the time?
 - What have you thought since?
 - How did this make people feel?
 - Who has been affected?
 - How have they been affected?
 - What should we do to put things right?
 - How can we do things differently in the future?
 - A member of management team can be present if requested or appropriate;

The meeting does not have to be a formal-desk style meeting and could be conducted in a more relaxed way whilst engaging in a suitable activity (e.g. Lego, colouring, basketball).

Logical responses vs punishments

- As a school we generally try to avoid having a list of punishments that we systematically follow as recent research in the area suggests that the use of punishments have little long-term effect. The reason for this is:
 1. the majority of children naturally comply with what is expected without need for either reward or punishment. For these children, therefore, a consistent list of sanctions is often harsh and unnecessary.

2. for a minority of children, whose life experiences and/or lack of skills (trauma, learning difficulties, brain development, emotional state), might mean they sometimes find it difficult to meet some of the behavioural demands placed on them, it doesn't matter how much you might bribe or punish them: they might still find aspects of school a struggle. It's not that they won't, it's that they can't. A list of punishments, therefore, won't enable children to understand their own emotional responses and won't teach them the skills needed to enable them to respond in more helpful ways. Typically it will be the same children that might pop up; despite potentially stronger punishments and sanctions being put into place.
- However this does not mean we ignore situations that arise and this is where relationships and the restore and resolution aspects of the process above are so important, so that behaviours and possible causes are discussed and explored, so where appropriate, we can understand what happened from the child's point of view and where necessary put things in place to support them.
 - For the majority of children, time out and the fact that a behaviour might be recorded as a blip is, in itself, consequence enough for most situations that will arise in school (this coupled with the potential for a discussion with parents if the behaviour continues/builds up).
 - There are other 'logical responses' that might be considered for some behaviours as appropriate and these will depend on the specific situation and will following restore discussions. These might include things such as catching up on missed work or removal from an aspect of the playground (e.g. football).

More serious incidents

As a school, we do not condone any incident of verbal or physical assault or dangerous behaviours (to self and/or others) and will take any occurrences very seriously. We believe in trying to put measures in place to prevent serious incidents occurring, however, we acknowledge that there might be times when a child becomes extremely distressed leading to a more serious or extreme incident. In such a circumstance, it is likely that other management plans are, or will, be put in place and followed.

In the event of physical, violent or aggressive behaviours, the priority is safety and de-escalation. If there are concerns for the safety of others, then the area will be calmly evacuated so the situation can be better de-escalated.

As above, it is important for adults to respond calmly. In these situations, it is important to understand that a child is heightened and so is likely to be not temporarily in control of their behaviour. They will need support (and time) to de-escalate. Secondary behaviour should be ignored at the time (but can be discussed at a much later stage). An adult matching the child's heightened state is likely to escalate the situation and this is why deliberate calm is required.

If a situation is escalating, then it is important for other adults to be informed and, if appropriate, to potentially become involved. Staff members involved should alert other members of staff as soon as possible so that help and support can be sought. At this point it is likely that a Senior Member of staff would be involved. If a member of staff feels they are becoming emotional then a switch is helpful. If a staff member feels that their own safety is at risk then the staff member should move to a safe distance (which could include outside the room), providing all else is safe and ensuring they still have sight of the child.

Following any serious situation that has occurred, there is a thorough investigation and review of the situation. It is really important to find out what happened and try to dig deep in to why a child might have become distressed in order to put procedures in place to best avoid the situation happening again. Staff members involved will be supported, debriefed

and are asked to write up what happened. Appropriate parents will be informed and involved. Pupils involved will be reassured and supported as necessary. The review might also include seeking advice and support from the relevant Education Department and/or Inclusion Teams. The whole process will be recorded and actions to safeguard welfare and prevent further occurrences will be put in place.

Restrictive Physical Intervention will only be used as a last resort and only in controlled situations where all other strategies have been unsuccessful. It will only be used in the primary interests of the pupil, their safety or the prevent of accident or injury to themselves or others.

The responses of the school in relation to serious incidents will be considered in line with all the relational and resolution orientated principles previously set out. However, it might be appropriate in these situations to respond to the situation to prevent further difficulties and the safety of others (e.g. breaktime organisation and limitations). Furthermore the CYPES policy 'Positive Behaviour, Exclusions and the Use of Part Time Timetables' details some of the potential consequences for extreme and serious behaviours which are at the discretion of the Headteacher. This could include internal and external suspensions. External suspensions will only be used as a last resort and in extreme circumstances.

Training:

All staff at St Martin's have Positive Approaches to Behaviour training which focuses on de-escalation techniques and this is updated as per CYPES guidelines. Further training in safer handling is usually bespoke to a specific child and will be undertaken by appropriate members of staff as necessary. All staff have ongoing training on other relationship and behaviour management strategies in line with school improvement and/or individual teacher needs.

Support:

If it becomes apparent that a child is having difficulty with their behaviour or an adult needs support to help address some behaviour needs then the class teacher can consult with the SENCo, Headteacher and/or Deputy Head. Support might be put in place, including more focused work on the Zones. This might also include a behaviour plan, targets, strategies, environmental changes, calming methods and positive reinforcement. Additionally the adult might be provided with support to manage the situation, for example scripted interventions, 30 second script. In situations where the children are finding it very difficult to regulate their behaviour, a risk assessment and consistent management plan might also be created and implemented.

In all these circumstances it is even more important to remember how important relationships are. In moments like these, children need the support of the school and the adults around them to help stabilise, understand and find solutions to what they are finding tricky – this will mean taking time to listen to the child and might require changes in the environment and additional resources.

Other relevant documents, please see:

- Counter-bullying policy

CG Drafted September 2023 and worked on throughout the year
Published September 2024

Stage	Action
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<p>Appendix 2 and 3 have cards to support staff</p>	<p>Purple – script for adult to use Example of a situation NB – language used by the member of staff might be adjusted depending upon the child’s age/stage.</p>
<p>Reminder (1st warning)</p>	<ul style="list-style-type: none"> • This is a gentle encouragement and/or a ‘nudge’ in the right direction. • A reminder of our core values, rules or routine delivered privately wherever possible. • Repeat reminders if reasonable adjustments are necessary. De-escalate 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. <p>Example - ‘I notice that you’re running. Remember our rule of being safe. Please walk. Thank you for listening.’ I noticed you chose to ... (noticed behaviour) This is a reminder that we need to be (ready, respectful, safe). Remember to make a good choice. I noticed that you were playing in a rough way. This is a reminder that we need to be safe in the playground. Remember to make a good choice.</p>
<p>Warning</p>	<ul style="list-style-type: none"> • A clear verbal warning and reminder of the rules, delivered privately wherever possible, explanation of what will happen if the behaviour is continued.. • I have noticed that you are still...(having trouble getting started, wandering around etc.) right now. • At St Martin, we... (refer to the core values) and you are choosing not to at the moment. • Because of that you now need to... (move to another table) and see me for 2 minutes at the end of the lesson. • Do you remember yesterday/last week/last time when you... (refer to previous positive behaviour)? • That is who I need to see today/ the behaviour I expect from you/ I know that you can make good choices... • Thank you for listening... <p>Then give the child some ‘take up’ time.</p> <p>Example - ‘I have noticed you continue to not be ready to do your work. Remember our rule of being ready. You now have the chance to stop, think and make a better choice. I know you can. If you choose to continue you will have to see me for 2 minutes after and I will have to move you so you can get on with your work. Thank you for listening.’ I noticed that chose to ... (noticed behaviour) This is the second time I have spoken to you about not being (reading, respectful, safe). If you choose to break the rules again, I will have to ask you to have time out (outside the classroom, in another classroom, to a break out space, stay with me during playtime) to reflect on your behaviour. Do you remember when (models of previous good behaviour). That’s what behaviour I expect from you and I know you can make good choices. Thank you for listening. I noticed that you chose to distract the children around you. This is the second time I have spoken to you about being ready to do your learning. If you chose to break the rules again, I will have to ask you to have a time out in Year 4. Do remember yesterday when you really focused on your writing and were successful. That is what behaviour I expect from you and I know you can make good choices. Thank you for listening.</p>

<p>Time out (reflection)</p> <p>Blip</p>	<ul style="list-style-type: none"> • Speak privately and ask the child to have a time out from the situation. <p>The pupil will be asked to have a time out of the situation with the time out depending upon the behaviour which has occurred. The time will be as short as possible and in relation to the age/stage of the pupil. Time in not time out that counts. Children will be given a time out reflection card (appendix 4) to help them with restoration. If a situation has occurred between two children, the solve it together technique (appendix 5) will be used.</p> <p>I noticed you chose to ...(noticed behaviour) You need to ... (go to a breakout space/quiet area, go to another year, go to see a member of the leadership team, go to the Headteacher). Playground – You need to stand by me, go to another member of lunch staff, sit on the bench (in the hall), go to see the Head/Deputy Head.</p> <p>I noticed you chose to use rude words. You are breaking the rule of being respectful. You have chosen to go and sit in the breakout space. I will come and speak to you in 2 mins. Thank you for listening.</p>
<p>Restore (debrief)</p>	<ul style="list-style-type: none"> • Must be done that day. • To be between 2-5 minutes. • Use the time out reflection card to help follow up, repair and restore. If there is a situation with two children the ‘solve it together’ technique will be used. <p>The member of staff will listen to their point of view and also discuss/ask:</p> <ol style="list-style-type: none"> 1. What rules do we need to work on? 2. Who did this affect? 3. What do we need to do to make things right/better? 4. How can I help? <ul style="list-style-type: none"> • Remind them why they had the time and that this is a blip that will be recorded. • Speak about how they are able to make positive choices and next lesson is a fresh start. • Discuss any work expectations that was missed and whether an imposition is appropriate.
	<p>If there is a refusal to do this then it might be appropriate to involve another member of staff or the management team.</p> <p>If a situation requires another member of staff to support, this will be recorded on SIMs and parents will be informed.</p>