



Behaviour Policy and Statement of Behaviour Principles

Our School Vision

We love deeply, respecting everyone and treating them with dignity;

we aspire with confidence, working hard and embracing challenge;

we serve God and our community, following the example of Jesus, to create a better world.

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.”

Ephesians 5:2 (NLT)

Our School Values: Love • Aspiration • Service

Policy information	Details
Approved by	Governing Body
Approval date	September 2026
Next review	September 2027 (or earlier if statutory guidance changes)
Policy owner	Headteacher / Behaviour and Team
Applies to	All pupils, staff, volunteers, visitors and external providers, including EYFS

Core principle: Behaviour is part of the curriculum. We explicitly teach, model, practise, reinforce and revisit the behaviours that enable every child to feel safe, belong and learn.

Contents

1. Purpose, aims and principles
 2. School values, rules and rights
 3. Scope and statutory framework
 4. Roles and responsibilities
 5. Our whole-school approach: behaviour at three levels
 6. Behaviour curriculum: high expectations, routines and relationships
 7. Recognition and rewards
 8. Good to be Green and ClassDojo
 9. Responding to behaviour: stepped consequences
 10. Serious incidents, reflection and restorative practice
 11. Repeated behaviour and targeted intervention
 12. SEND, disability and reasonable adjustments
 13. Bullying, discriminatory behaviour and child-on-child abuse
 14. Safeguarding, reasonable force, searching and confiscation
 15. Behaviour beyond the school gate and online
 16. Suspension, permanent exclusion, off-site direction and reintegration
 17. Working in partnership with parents/carers
 18. Recording, monitoring, staff development and review
- Appendix 1: Behaviour curriculum and routines
- Appendix 2: Good to be Green descriptors
- Appendix 3: Stepped consequences and reflection
- Appendix 4: ClassDojo point menu
- Appendix 5: Virtual Dojo Shack reward menu
- Appendix 6: SEND adaptations and behaviour support
- Appendix 7: Restorative reflection prompts

1. Purpose, aims and principles

Latymer All Saints aims to create a calm, safe, supportive and inclusive environment in which pupils can learn without disruption and every member of the community is treated with dignity.

- provide a consistent, calm and predictable approach to behaviour across all phases;
- make expectations explicit so pupils know what successful behaviour looks and sounds like;
- build positive relationships and a strong sense of belonging;
- develop self-regulation, responsibility and intrinsic motivation, while using appropriate external recognition as a scaffold;
- use consequences that teach: reasonable, proportionate, predictable and linked to repair and learning;
- protect the right of every child to be safe and to learn;
- identify patterns early and provide additional support where needed;
- work in partnership with parents and carers;
- promote equality, inclusion and respect for difference.

We do not lower expectations. We increase support. SEND or additional need may change how an expectation is taught, supported or responded to; it does not mean unsafe behaviour is accepted.

2. School values, rules and rights

Our behaviour expectations are rooted in Love, Aspiration and Service and in our commitment as a UNICEF Rights Respecting School.

Value	What it means in behaviour
Love	Kindness, respect, patience, empathy, honesty and care for others.
Aspiration	Being ready to learn, working hard, embracing challenge, persevering and making positive choices.
Service	Keeping ourselves and others safe, helping others, acting with integrity and caring for our environment.

Our seven school rules are:

1. Love your school.
2. Take risks, make mistakes and learn.
3. Respect your school resources and environment.
4. Listen actively and be open to the views and feelings of others.
5. Ask for help when you need it.

6. Walk quietly in school to keep yourself and others safe.
7. Look smart, feel smart and learn smart.

3. Scope and statutory framework

This policy applies throughout the school, including EYFS, and when pupils are representing the school, travelling to or from school, on educational visits or taking part in school-organised activities. The school may also respond to off-site or online behaviour where the law and statutory guidance permit.

The policy should be read alongside the school's safeguarding, anti-bullying, SEND, attendance, online safety, complaints and staff conduct policies.

Key legislation and guidance include:

- Education and Inspections Act 2006 and Education Act 2011;
- Equality Act 2010 and Human Rights Act 1998;
- Children Act 1989 and Children and Families Act 2014;
- Data Protection Act 2018 and UK GDPR;
- Keeping Children Safe in Education 2026;
- DfE Behaviour in Schools: advice for headteachers and school staff (current guidance);
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026);
- DfE Searching, Screening and Confiscation in Schools (current guidance);
- DfE Use of Reasonable Force in Schools (current guidance);
- Statutory Framework for the Early Years Foundation Stage (current version);
- SEND Code of Practice: 0 to 25 years.

4. Roles and responsibilities

Who	Key responsibilities
Governing Body	Set and review the statement of behaviour principles; hold leaders to account for implementation; ensure statutory duties are met.
Headteacher	Establish and communicate the behaviour culture; ensure the policy is implemented consistently; authorise suspensions/permanent exclusions where necessary; ensure staff training and appropriate support.
Behaviour/Attendance Team & SLT	Model expectations; support staff; monitor patterns and systems; coordinate interventions, reflections and parent partnership; review impact.

Teachers and support staff	Explicitly teach routines; meet and greet; use agreed language and systems; recognise positive behaviour; respond calmly and consistently; record/report concerns appropriately.
Learning mentors/pastoral staff	Provide targeted coaching, reflection, check-ins and interventions; liaise with staff, pupils and families.
Pupils	Learn and follow routines and school rules; respect others' rights; seek help; repair harm and engage with support.
Parents/carers	Support school expectations; communicate relevant information; engage with meetings, plans and restorative work; reinforce consistent messages at home.
Volunteers/external providers	Follow the policy, school routines and safeguarding procedures and seek staff support when needed.

5. Our whole-school approach: behaviour at three levels

Level	Focus	Examples
Whole school	Culture and consistency	Shared language; assemblies; behaviour videos; Good to be Green; ClassDojo; common routines; staff modelling.
Classroom	Conditions for learning	Meet and greet; explicit routines; Teaching Walkthrus; Signal, Pause, Insist; inclusive questioning; seating/transition routines; positive reinforcement.
Individual	Additional support and teaching	Relationships; SEND adjustments; mentor work; Zones of Regulation support; behaviour plans; restorative conversations; parent partnership.

A strong culture is created when agreed behaviours are taught and repeated by every adult, in every space, every day.

6. Behaviour curriculum: high expectations, routines and relationships

Behaviour is learned. We therefore teach routines using the same principles used for academic learning: explain, model, practise, give feedback, revisit and gradually build independence.

Explain → Model → Practise → Revisit it. Pupils cannot reliably reproduce an expected routine if they have never seen a clear example of it.

At the start of the academic year, and whenever routines need strengthening, staff deliberately teach and rehearse expectations. Particular attention is given to arrival, listening, transitions, lining up, movement around school, lunch hall routines, assemblies, playground behaviour and classroom participation.

WalkThrus and securing attention

The school uses shared instructional routines, including Signal, Pause, Insist. Securing attention matters because pupils need to attend to information before they can meaningfully process and encode it. Adults give the agreed signal, pause to allow pupils to respond, and calmly insist on full attention before continuing.

Positive relationships

- Meet and greet every child positively at the door.
- Use warm, specific, values-linked praise.
- Praise in public and, where appropriate, correct in private.
- Use calm, respectful language and avoid public power struggles.
- Know pupils well, listen to pupil voice and notice positive change.
- Use authentic positive contact with parent, not only contact when things go wrong.

Behaviour videos and charters

Building on the behaviour charters introduced in school, the school will develop a bank of short behaviour videos showing expected routines such as lining up for lunch, transitions, corridor movement and assembly behaviour. Videos may be used in weekly assemblies, revisited in class, shared with families through school communications and used during restorative reflection where relevant.

7. Recognition and rewards

Recognition should be sincere, specific and connected to the behaviour or value being reinforced. Rewards are used to encourage successful habits and can act as a scaffold towards self-regulation and intrinsic motivation.

- Verbal praise and positive acknowledgement.
- Values certificates for Love, Aspiration and Service.
- LAS Way Award linked to school values, rights and school rules.
- 'Look at Me!' recognition for significant improvement or positive steps.
- Attendance and punctuality recognition.
- Positive phone calls/messages and conversations with parents/carers.
- ClassDojo points and Green Dot Dojos.
- Dojo Shack rewards and experiences.
- Good to be green Behaviour System

8. Good to be Green and ClassDojo

The two systems have different but complementary purposes:

System	Purpose
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Good to be Green	Immediate, visual feedback about today's behaviour. Every pupil starts each day on Green: a fresh start.
ClassDojo	Recognises positive behaviour, effort and values over time. Points accumulate and may be saved or spent through the Dojo Shack.

Good to be Green is not a public ranking of pupils. Adults use it calmly and consistently, with opportunities to reset and improve.

End-of-day bonus Dojos are awarded in addition to points earned during the day:

End-of-day card	Bonus Dojos
Green	0
Bronze	+5
Silver	+10
Gold	+15

Green means the pupil has successfully met the expected standard. Bronze, Silver and Gold recognise behaviour above the expected standard; descriptors are set out in Appendix 2.

The maximum standard point award at one time is 5 Dojos, with 5 reserved for genuinely exceptional behaviour. Non-teaching staff may use Green Dot stickers: each Green Dot is worth 1 Dojo and is handed to the class teacher for redemption. See Appendix 4.

9. Responding to behaviour: stepped consequences

Consequences are intended to protect learning and safety, maintain clear boundaries and teach better choices. Staff use professional judgement and may move directly to a later step for serious or unsafe behaviour.

Stage	Purpose / adult response
Reminder / redirection	Use proximity, non-verbal cue or brief reminder of the expected behaviour.
Stop and Think	Friendly, visual prompt to pause, regulate and reset. No Dojos are removed simply for receiving a reminder.
Yellow Card – formal warning	Make clear that behaviour remains below expectation; state the expected behaviour and give an opportunity to correct it.
Red Card – consequence	Used where behaviour does not improve or for serious incidents. Apply a proportionate consequence, record on CPOMS and use repair/teaching (see appendix for in class reflective sheet..
Targeted intervention	Repeated warnings or incidents trigger a closer look at need, patterns and support rather than repeated sanctions alone.

The key question is: What does this child need to learn from what has happened, and what will help them make a better choice next time?

Consequences may include a change of seat, brief time away to reset, completion of missed learning, temporary loss of access to an activity that has become unsafe, partial loss of playtime for reflection/rehearsal, restorative work, repair of damage, parent contact, structured play, internal removal or other proportionate action. Any detention or loss of break must take account of the child's age, welfare and individual circumstances.

10. Serious incidents, reflection and restorative practice

Physical violence, fighting, serious bullying/discriminatory behaviour, deliberate significant damage, serious defiance or other behaviour judged sufficiently serious may result in an immediate reflection and/or a higher-level response.

The school's restorative sequence is:

Protect	Repair	Teach	Restore
Make the situation safe; attend to the harmed child first; separate and supervise where needed; support regulation.	Identify harm and what needs to be put right.	Explicitly teach and rehearse the replacement behaviour or language.	Rebuild relationships and support a successful return to the community.

Reflection process

1. On the day of a serious incident, the immediate priority is safety, regulation and an appropriate response.
2. A brief letter is sent home explaining that a serious incident occurred and that the pupil will attend a reflection the following school day. Parents/carers are asked to sign and return the acknowledgement letter (see appendix).
3. If the slip is not returned, the school contacts home; the reflection still takes place.
4. Reflections will take place at break time for approximately 15 minutes with a learning mentor or member of SLT according to the school rota.
5. The adult uses the restorative reflection sheet (see appendix) to explore what happened, feelings and triggers, who was affected, what needs to happen now to make it right, and what the pupil will do differently next time.

6. Where appropriate, the pupil practises the replacement behaviour, watches a relevant school behaviour video, writes/draws an apology or completes another repair action.
7. All Reflection and relevant follow-up are to be recorded on CPOMS. Severe or repeated incidents may require a parent meeting and SLT involvement.

11. Repeated behaviour and targeted intervention

Repeated warnings or incidents are treated as information. Staff review patterns, triggers, contexts and unmet skill needs. A learning mentor, class teacher, SENCo and/or SLT may speak with the pupil and agree targeted support.

- home-school communication book;
- weekly mentor session or check-in/check-out;
- social stories or visual supports;
- friendship/social-skills group;
- emotional-regulation or anger-management support;
- trusted-adult check-ins;
- confidence-building or leadership responsibility;
- reading/supporting a younger pupil;
- structured lunchtime/play provision;
- short-term behaviour support plan, risk assessment or external agency support where appropriate.

Interventions are reviewed for impact. Where a pupil's behaviour may indicate a safeguarding concern, staff follow the safeguarding policy and report concerns promptly.

12. SEND, disability and reasonable adjustments

The school applies high expectations equitably. In line with the Equality Act 2010 and SEND duties, staff consider whether behaviour may be related to disability or additional need and make reasonable adjustments where appropriate. Adjustments remove barriers to success; they do not remove the right of others to be safe.

Fair does not always mean identical. The expectation can remain the same while the teaching, support, communication, timing or consequence is adapted.

Where a pupil is dysregulated, adults prioritise safety and co-regulation. Reflection and teaching take place when the pupil is sufficiently calm to engage. Individual plans may specify proactive strategies, communication approaches, sensory/regulation support, trusted adults and agreed responses.

See Appendix 6 for examples. Staff should avoid assuming that a diagnosis explains every incident; responses should be based on the individual pupil, the circumstances and professional assessment.

13. Bullying, discriminatory behaviour and child-on-child abuse

Bullying is not tolerated. Reports of verbal, physical, relational, online or prejudice-related bullying are taken seriously, investigated and followed up. The school distinguishes bullying from one-off conflict while responding appropriately to both.

Discriminatory language or behaviour relating to protected characteristics is challenged, recorded and addressed. Where behaviour may constitute child-on-child abuse or a safeguarding concern, the safeguarding policy and KCSIE procedures take precedence. Victims are supported and safety plans are used where required.

Restorative approaches are considered only when safe and appropriate; pupils who have been harmed are not required to take part in a restorative meeting.

14. Safeguarding, reasonable force, searching and confiscation

Behaviour and safeguarding are closely linked. Staff remain alert to the possibility that behaviour may be a sign that a pupil is experiencing harm or is at risk.

Reasonable force

Staff may use reasonable force only in circumstances permitted by law and school procedures, for example to prevent injury, serious damage or serious disorder. Any use of force must be necessary, proportionate and recorded/reported in accordance with school procedures. Staff consider individual vulnerabilities and SEND.

Searching and confiscation

Searching, screening and confiscation are carried out only in accordance with current DfE guidance, safeguarding requirements and authorised school procedures. Parents/carers are informed where required. Prohibited or unsafe items may be confiscated and dealt with appropriately.

Mobile phones and personal devices

Pupils must follow the school's rules on mobile phones and personal devices. Misuse, including online behaviour that threatens, harms or disrupts members of the school community, may be addressed under this policy and the school's online-safety/safeguarding procedures.

15. Behaviour beyond the school gate and online

The school may respond to behaviour outside school, including online, where there is a lawful connection to the school, such as behaviour while travelling to or from school, wearing uniform, representing the school, threatening another pupil or staff member, or behaviour that could adversely affect the orderly running or reputation of the school. Responses are proportionate and take account of safeguarding and individual circumstances.

16. Suspension, permanent exclusion, off-site direction and reintegration

Suspension and permanent exclusion are used only by the Headteacher in accordance with current statutory guidance. Permanent exclusion is a last resort. Decisions take account of the facts of the case, relevant safeguarding information, SEND/disability duties and whether reasonable adjustments have been considered.

The school will not use informal or unlawful exclusions. Where off-site direction, alternative provision, managed moves or arrangements to keep pupils apart are considered, the school follows the applicable statutory guidance, keeps arrangements under review and involves parents/carers and pupils as required.

Following suspension or other significant removal, reintegration is planned so that expectations, support and a successful return are clear. Reintegration is not used to delay a pupil's return beyond the lawful period of suspension.

17. Working in partnership with parents/carers

Parents and carers are important partners in behaviour support. Early communication can identify triggers, successful strategies and changes in circumstances, while helping school and home give consistent messages.

- Share positive news as well as concerns.
- Contact families early when a pattern is emerging.
- Listen to parents' knowledge of their child and explain school strategies clearly.
- Agree practical, reviewable support where needed.
- Invite parents to meetings for serious, repeated or escalating concerns.
- Provide routes to raise concerns or complaints through the school's complaints procedure.

18. Recording, monitoring, staff development and review

Relevant behaviour incidents are recorded on CPOMS in line with school procedures. Leaders monitor patterns across pupils, groups, classes, times and locations to identify hotspots, inequalities, safeguarding concerns and pupils needing additional support.

The school monitors the use and impact of rewards, consequences, removals, reflections, suspensions and targeted interventions. Leaders consider whether systems are being applied consistently and fairly, including for pupils with SEND and other protected characteristics.

All staff receive induction and ongoing training/coaching in the behaviour policy, agreed routines, restorative practice, safeguarding and relevant SEND adjustments. The policy is reviewed annually and earlier when guidance, law or school practice changes.

Appendix 1: Behaviour curriculum and routines

Routine	Adults explicitly teach/model	Pupils practise
Meet and Greet	Warm greeting at the door; calm entry; immediate readiness task.	Respond politely, enter calmly, begin the agreed task.
Signal, Pause, Insist	Use agreed raised-hand/visual signal and countdown; pause; do not talk over pupils; insist calmly on full attention.	Stop; face the adult; hands/feet still; voices off; ready to listen.
Transitions	Novement expectation and time; rehearse when needed.	Move promptly, calmly and safely.
Corridors	Model walking on the left, single file where required, appropriate volume.	Walk quietly and safely, respecting others' learning.
Lining up / lunch	Show exact line position, spacing, voice level, movement and dining-hall expectations.	Queue patiently, use respectful manners and follow adult direction.
Assembly	Teach entry, seating, listening, participation and exit.	Enter/leave calmly; listen actively; participate respectfully.
Show Me Boards	Set question; thinking time; write; hover; simultaneous reveal.	Think independently, write, hover and reveal together.
Think Pair Share	Establish talk partners; set question/time; think time; circulate; cold call/sample.	Think, take turns, listen and share respectfully.
My Turn–Your Turn	Model agreed cue and turn-taking.	Listen, repeat/respond at the cue.
Inclusive participation	Use phrases such as 'This question is for everyone' and 'Everybody thinking'.	Expect to think and be ready to contribute.

Appendix 2: Good to be Green descriptors

Every pupil begins each day on Green. Green is success: it means the pupil has met the school's expected standard. Higher cards recognise behaviour that goes beyond the expected standard.

Card	Descriptor	Examples
Green	Meeting expectations	Ready, respectful and safe; follows routines; engages with learning; responds to adult direction.
Bronze	Above expectations / positive contribution	Noticeable extra effort, kindness, improvement, perseverance, helpfulness or positive learning behaviour.
Silver	Consistently exceeding expectations	Sustained high standard; strong role modelling; repeated values-led choices; significant contribution to learning/community.

Gold	Exceptional	Outstanding, sustained or exceptional demonstration of Love, Aspiration or Service; significant positive impact on others or the school community.
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Cards are awarded for behaviour demonstrated. Staff use professional judgement but apply the descriptors consistently. A pupil does not need to move through Bronze and Silver before Gold if an exceptional act merits immediate recognition.

Appendix 3: Stepped consequences and reflection

Behaviour level	Examples	Typical response
Low-level	Calling out, off-task behaviour, minor disruption, not following a routine.	Non-verbal cue → reminder → Stop and Think → Yellow if behaviour continues; reteach/rehearse routine.
Repeated / moderate	Repeated disruption, refusal, unkind language, unsafe use of equipment.	Yellow/Red as appropriate; reset or partner-class time; partial playtime reflection; restorative conversation; parent contact if pattern develops.
Serious	Physical aggression, bullying, discriminatory language, deliberate damage, serious unsafe behaviour.	Immediate safety response; Red/straight reflection; CPOMS; parent informed; restorative/repair work; SLT involvement as appropriate.
Persistent / severe	Repeated aggression or serious safety concerns despite support.	Individual plan/risk assessment; SENCo/SLT/parent meeting; structured provision; targeted or multi-agency support; suspension/permanent exclusion considered only in line with statutory guidance.

Natural and teaching consequences

- Temporary loss of access to an activity that became unsafe.
- Repairing/tidying damaged resources.
- Completing missed learning.
- Practising the correct corridor, line, turn-taking or conflict-resolution routine.
- Structured or supported play before independent return.
- Restorative conversation and appropriate apology/repair.

Appendix 4: ClassDojo point menu

All classes use the same core point buttons. The maximum standard award at one time is 5 Dojos.

Button	Points	Use
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Fantastic Focus	+1	Focused attention and active listening.
Ready to Learn	+1	Prepared promptly and following learning routines.
Effort & Perseverance	+2	Sustained effort, resilience or improvement.
Great Choice / Self-Regulation	+2	Making a positive choice, especially after a prompt or challenge.
Positive Role Model	+2	Modelling school routines/behaviour for others.
Love	+3	A strong demonstration of kindness, respect, empathy or care.
Aspiration	+3	A strong demonstration of challenge, ambition, resilience or excellence.
Service	+3	A strong demonstration of helpfulness, responsibility or contribution.
SLT Special / LAS Point	+5	Exceptional behaviour, contribution or demonstration of school values.
Green Dot	+1	Awarded by non-teaching staff; sticker must be handed to the class teacher for redemption.

End-of-day Good to be Green bonus: Green 0 • Bronze +3 • Silver +4 • Gold +5. These are separate from the Dojo points earned throughout the day. Maximum 5-point single behaviour.

Appendix 5: Virtual Dojo Shack reward menu

The Dojo Shack is a shared virtual catalogue. At the designated monthly redemption time, pupils may spend points or save them for a higher-value reward. Teachers submit orders; physical items are collected from a central store. Reusable 'hire' rewards are returned after the agreed period. Examples of rewards include:

Dojos	Low-cost / take-home choices	Free or reusable experiences / hire
100	Sticker sheet; pencil; rubber; bookmark; small stationery item.	Teacher's chair for a lesson; choose class brain break/story; first lunch-line pass; classroom helper; hire UNO/chess/puzzle/football for an afternoon.
200	Bracelet; small fidget; football cards; small craft item.	Teacher's chair for the day; 15 mins extra Golden Time; lunch with a friend; class DJ; library/PE helper; hire premium board game, LEGO/construction box, art box, badminton or mini-goal set.
300	Stationery set; small toy; water bottle where stock/budget allows.	30 mins enrichment/Golden Time; teacher's assistant for an afternoon; read to a younger class; hire RC car, coding robot, microscope/science kit, karaoke microphone or special sports box.

400	Occasional premium item where budget allows but normally reserved for premium experiences rather than costly take-home prizes.	Games session with friends; supervised RC racing; art/science workshop; photography/film-making session; supervised VR, console or drone taster where equipment, age suitability and staffing permit.
500	Normally reserved for premium experiences rather than costly take-home prizes.	'Dream Experience' from an approved menu: supervised PlayStation/Nintendo session, VR experience, drone pilot challenge, movie experience, sports tournament, music/karaoke, baking/craft workshop or special lunch/activity with chosen friends.

Safeguards for premium rewards

- All technology use must comply with safeguarding, online-safety, age-rating and supervision requirements.
- Drones are used only in an appropriate safe location under competent adult supervision and in line with applicable rules.
- Rewards must not remove access to essential curriculum learning or compromise health, safety, dietary, SEND or safeguarding needs.
- The reward menu may rotate according to stock, staffing and budget; equivalent alternatives may be offered.
- The school should avoid making 'escaping learning' the reward. Enrichment, responsibility, choice and positive experiences are preferred.

Appendix 6: SEND adaptations and behaviour support

Need / barrier	Possible proactive support and adjustment
Autism / social communication	Visual expectations; now/next; social stories; predictable routines; processing time; calm space; explicit teaching of alternatives; reflection after regulation.
ADHD / executive functioning	Chunked instructions; movement breaks; immediate feedback; smaller goals; visual reminders; reset opportunities; seating/environment adjustments.
SEMH / trauma-related needs	Trusted-adult check-ins; emotion coaching; co-regulation; predictable routines; relational repair; careful transitions; personalised support.
Speech, language and communication	Simple language; visual prompts; check understanding; model exact words/scripts; extra processing time; rehearse conflict-resolution language.
Anxiety / sensory needs	Advance warning of change; quiet reset; sensory support; reduced audience for correction; safe, planned regulation strategies.

Persistent aggression / safety risk	Individual behaviour support plan; risk assessment; structured times; explicit replacement-skill teaching; parent/SENCo/SLT involvement; external support where appropriate.
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Examples are not automatic prescriptions. Plans are individual, proportionate and reviewed. Staff must follow agreed pupil plans and seek SENCo/SLT advice where needed.

Appendix 7: Restorative reflection prompts

The adult supports the pupil to regulate first and then works through age-appropriate prompts:

8. What happened?
9. What were you feeling? Which Zone were you in?
10. What were you thinking at the time?
11. Who has been affected and how?
12. What is the problem we need to put right?
13. What do you intend to do now to make it right?
14. What could you do differently next time?
15. What words or strategy could you use?
16. Can we practise the better choice now?
17. What support will help you succeed next time?

Reflection is complete when the pupil has had a genuine opportunity to understand, repair, learn and reset - not simply when a form has been filled in.